
Diversity Challenges

What Would You Do?

Preview Only

Facilitator Guide

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Introduction

Defining diversity and understanding how to navigate through a diverse workforce are two very different things. It is one thing to understand what diversity is, but it's another to hire and manage the human complexities of a diverse workforce.

In talking about diversity, we not only focus on the visible examples such as race, age, gender, and national origin, but also on not-so-visible examples such as personality style, style of interaction, lifestyle situations, education, work function, etc. It is the identification, acceptance and understanding of those differences and similarities that allow individuals to become aware of and fully use their talents and abilities to make unique contributions to workgroups and organizations.

Whether your organization already started a diversity initiative or you're just beginning to look at the effect diversity has on your productivity, this program is designed to give your organization a chance to discuss some real issues affecting your workforce.

The program, ***Diversity Challenges: What Would You Do?***, consists of two open-ended scenarios. The scenarios are open-ended to provide organizations with a tool to initiate discussion. For each discussion, several options are provided.

As with many issues surrounding the human dynamic there are few clear cut answers. Depending on the culture, policies and procedures of your organization, it's a good idea to determine how you'd like your managers and employees to approach these challenging situations.

Program Overview

Diversity Challenges: What Would You Do? provides two universal scenarios that could take place in any organization, in any industry.

The scenarios:

- **The Interview** – this scenario depicts an organization deciding whether or not to hire a qualified candidate who doesn't have experience dealing with the complexities of a diverse workforce. The manager, personnel manager and vice president must decide how this qualified candidate's inexperience may affect the work environment, the productivity and ultimately the organization.
- **Do I Have to Work with Him?** – this scenario shows the manager, Claudio, who has two employees with conflicting cultural backgrounds that are negatively affecting work productivity.

There are two parts to each scenario:

- *The Situation* shares the storyline and the interesting human dynamics affecting the characters. Then, the video stops and asks the question, "What would you do?"
- *The Debriefing* provides additional insight by allowing participants to hear each of the character's inner self-talk. This self-talk sheds light on their inner feelings, motivations and backgrounds.

A PowerPoint™ presentation is also provided to help you facilitate your program. Simply add or delete slides as appropriate.

Learning Objectives

By the end of this program, participants will be able to:

- Define key terms: diversity, culture and cultural archives
- Identify their personal cultural archives
- Examine their personal archives and how they affect communication and workplace relationships
- Recognize how differing cultural archives affect communication, relationships and ultimately productivity in the workplace.

How to Use This Program

This program is designed to allow for facilitator flexibility and customization. Here are a few suggested uses for this program:

- Starting a Diversity Initiative – If you are just starting a diversity initiative this is a great tool for helping participants see the connection and impact diversity has on their workplace environments.
- Follow-up/Reinforcement – If you have already started a diversity initiative in your organization this is a great next step. It allows you to take your discussions of diversity to the next level—determining how to apply what has been learned to real life situations.
- Management Development Training – Diversity is often a standalone program in most organizations. However, the reality is that we deal with diversity issues when we are hiring, managing and leading employees on a day-to-day basis. Instead of separating diversity from a manager's or employee's job functions we need to help them see how to integrate the concepts into such programs as:
 - Interviewing
 - Coaching
 - Managing Conflict
 - Performance Management
 - Empowerment/Delegation
 - Managing/Supervising/ Leading Teams

Session Agendas

If you are using both scenarios in your program use the 2.5 hour agenda. If you are using only one of the scenarios in your program use the 1.5 hour agenda.

2.5 Hour Agenda

Introduction	10 min
Defining Key Terms	10 min
The Interview: The Situation	20 min
Understanding the Iceberg	20 min
The Interview: The Debriefing	10 min
Break	10 min
Why Do I Have to Work with Him? The Situation	20 min
Self-Reflection Exercise	20 min
Why Do I Have to Work with Him? The Debriefing	10 min
Action Plan	10 min
Session Debrief	10 min

1.5 Hour Agenda

Introduction	10 min
Defining Key Terms	10 min
Scenario: The Situation	20 min
Understanding the Iceberg or Self-Reflection Exercise	20 min
Scenario: The Debriefing	10 min
Action Plan	10 min
Session Debrief	10 min

Preparing for Your Session

Here are a few things for you to consider as you prepare for your session.

Prior to Your Session

- Read the facilitator's guide and determine how you will use the scenarios.
- Because these scenarios are open-ended and no definitive answer is provided, it is a good idea to discuss these scenarios with others in your organization. Based on your organization's mission, vision, values and culture, consider an appropriate approach for managers and employees to reference for these situations in your organization.
- Review any organizational policies or procedures that may apply to the scenarios. Use the program as an opportunity to discuss how your organization's policies and procedures would affect these situations.
- Review and edit the PowerPoint™ as appropriate. Remember to add any organizational specific information.
- Arrange for the appropriate equipment/supplies:
 - DVD player, projection screen, laptop, flipchart, markers

During Your Session:

- Establish ground rules on a flip chart
- Limit discussion to the allotted time so you stay on schedule
- Draw out managers with open-ended questions (e.g., What do you think? How would you have handled that situation?, etc.) and direct managers' questions to other members of the group.
- Encourage managers to apply the workshop experiences and learning to their specific workplace or situation.
- Keep discussion focused on the intended topic.
- When appropriate, offer your opinion and share your experiences. But remember, your role is to facilitate, not to lecture.

Facilitator's Materials

Introduction and Overview

Time and Materials Needed:

- 10 minutes
 - PowerPoint Screens 1-2
-

1. **DISPLAY PowerPoint (PP) 1** and have it showing as participants arrive.
2. **WELCOME** participants to the program and make any necessary introductions
3. **DISPLAY PP 2. REVIEW** the learning objectives.
4. **DISCUSS** the agenda and take care of any housekeeping issues such as: breaks, bathroom locations, etc.
5. **ACTIVITY** – Divide participants into groups of two. Have participants take two minutes to interview one another. Tell participants that their goal is to identify three similarities they have in common with their partner and three differences.

This activity gets participants to begin to disclose some information about themselves. It also gets participants interacting right away.

6. **TRANSITION – SAY** something like:

We have identified some of our similarities and differences which is the essence of understanding diversity. This leads us to our next discussion, which is to identify some of the key terms we will be using today.

Defining Key Terms

Time and Materials Needed:

- 10 minutes
 - PowerPoint Screens 3-5
-

1. **EXPLAIN** to participants that it is important to have a consistent definition of some of these key terms. **PLEASE NOTE:** if your organization has already communicated a specific definition of diversity to your workforce, it is important that you replace the program definition with your organizational definition.
2. **DISPLAY PP 3** and **DISCUSS**. If you have provided previous training on diversity in the past, then tie in a few key concepts from your prior program to help participants make the important connection. If you are implementing these concepts for the first time, take a few moments and provide a personal story or anecdote to help participants connect to the definitions.

Diversity – The qualities that make individuals different from or similar to others, such as personal history, gender, race, sexual preference, abilities and disabilities, religion, class professional, and educational background, etc.

Culture – The vast structure of behaviors, ideas, attitudes, values, habits, beliefs customs, language, rituals, and ceremonies practiced by a group of people. Culture provides a general design for living patterns for interpreting reality. We each have many cultures that help make us who we are!

3. **EXPLAIN** to participants that we all make assumptions that may or may not be true. These assumptions are based on our cultural archives which are influenced by the media, our education, etc.
4. **ACTIVITY** Choose and read one of the following sentences:
 - The executive was named to the board of directors.
 - The convenience store was robbed.
 - The red car was driven down the street.
5. **ASK** participants to tell you:
 - How did the person you saw look and sound?
 - How old is the person you saw?

- What is the gender of the person you saw?
- What is the person wearing?

6. **SAY** something like:

We all make assumptions when we communicate. Even though we come from the same culture, we still perceive things differently. Even though we hear the same words, we interpret those words differently. Communication is shaped by a person's perceptions and assumptions. Those perceptions and assumptions are based on culture.

The purpose of this activity is to illustrate how perceptions and culture work in tandem. Perceptions are shaped by media, schooling, family, religion, etc. What is true for one person may not be true for another. Differences in perceptions and assumptions, if not recognized, cause communication mishaps.

7. **SHOW PP 5** and discuss:

Cultural Archives – is the knowledge gained through individual cultural experiences. Our cultural archives tell us how to interpret and respond to the world around us.

8. **SAY** something like:

Each of us has a personal archive in our minds that is influenced by cultural experiences. These mental archives affect how we approach any communication process—from giving a performance review to leading a group meeting.

When we experience a group event, situation, or message through any or all of our 5 senses (sight, sound, touch, smell, taste), this archive guides the way we perceive the experience. It provides the script that tells us how to interpret, react to, and respond to messages communicated to us and how to send a message to someone else.

As managers, we have to be particularly conscious of what's in your cultural archives because the way you communicate plays a key role in creating a positive and productive work environment.

9. **TRANSITION** Let's take a look at a scenario that will help us see how diversity, culture and cultural archives affect our workplace communications, decisions, and productivity.

The Interview: The Situation

Time and Materials Needed:

- 20 minutes
 - DVD, *Diversity Challenges: What Would You Do?*
 - PowerPoint Screens 6
-

1. **EXPLAIN** to participants that the scenario they're about to view shows an organization preparing to fill an important position in the company. When we are done viewing the situation we are going to discuss how you might handle the situation if it happened in our organization.
2. **VIEW** the first situation, **The Interview**. Pause the DVD when you see the words *What Would You Do?* at the bottom of the screen.
3. After viewing the first situation, **The Interview**, take a few minutes to discuss participants' observations of the scene. Ask the following questions:
 - **How would you describe the work environment in the scenario?**
 - **What were the differences in the behaviors that Felix demonstrated towards Craig, the personnel manager, versus others in the company? What messages do these behaviors send and what is the impact in the workplace?**
 - **What would happen if the same situation occurred with existing employees who demonstrate discomfort or disrespect for new employees they perceive as "different?"**
 - **What issues are affecting Marla's hiring decision in this scenario?**
4. **DIVIDE** participants into three groups. **SHOW** and **DISCUSS** PP 6.
What Would You Do?
 - a) **Don't hire him. Keep interviewing until you find someone more compatible with your team.**

- b) **Bring him back for a second interview. Have other team members interview him too.**
 - c) **Hire him, but assign him to a mentor and a diversity awareness training class.**
- 5. **EXPLAIN** to participants that they are responsible for making a recommendation to Marla, the supervisor. Allow participants 5 minutes to discuss which of the three options they would recommend, each group should be prepared to discuss their answer with the large group.
- 6. **NOTE TO THE FACILITATOR:** There is no right or wrong answer to the “What would you?” question. Depending on your organization’s policies and culture any one of the options could be considered appropriate. Prior to the training it is a good idea to discuss the scenario and determine how your organization would prefer participants to approach such a similar scenario in your organization.
- 7. **TRANSITION, SAY** something like:

The cultural archives of the people in this situation had a major impact on how they treated and interacted with one another. There was a lot more going on beneath the surface than they may have realized.

Understanding the Iceberg

Time and Materials Needed:

- 20 minutes
 - PowerPoint Screens 7
 - Flipchart
-

1. **ASK** participants the following questions:
 - **What happens when you communicate with someone who has differing cultural archives than you?**
 - **How does that, in turn, affect your job as manager?**
2. **SAY** something like:
Conflict occurs and gets in the way of the job being done. People don't always want to see things from another perspective. They hold firmly to their own realities and neglect to consider that there are two sides to every story. Managers are often caught between conflicting sides which makes their job more difficult.
3. **Show PP 7** and **SAY** the following:
 - **If a conversation were an iceberg, only a small amount of it would be above the water—only the tip could be heard or seen.**
 - **We rely on the observable parts of communication to both transmit our messages and to collect the information need to receive a message.**
 - **When we send messages, our cultural archives tell us what words, body language, setting, etc., to use. These are the elements at the tip of the iceberg.**
 - **When we receive messages, we take the information from the tip of the iceberg and use our cultural archives to interpret the messages. Even though they are observable, we still make assumptions about their meaning.**
 - **People use elements at the tip of the iceberg to understand who we are, what we value, and what we're thinking and feeling, etc.**

4. **ASK** participants to identify the types of things they believe are above the water line.

When you communicate with someone, what lies above the water and can readily be observed?

After participants share their ideas click the PP Screen for PP7 animation, then discuss.

5. **ASK** participants to identify the types of things they believe are below the water line.

What lies below the surface and is not so apparent during communications?

After participants share their ideas click the PP Screen for PP7 second animation, then discuss.

6. **STATE** the following:

Conflict occurs during communications because we cannot see and hear the cultural context (i.e., another person's personal cultural archive) of the conversation or action. The cultural context of communication is made up of the dimensions of diversity that make people unique.

7. **ACTIVITY – EXPLAIN** to participants that they are going to be reviewing the iceberg communications for one of the characters in the previous situation.
8. **SHOW PP 8** and review the characters. Then **DIVIDE** participants into 5 groups. Assign each group one of the characters. Ask each group to identify what they believe to be going on both above and below the iceberg for their character. After their discussion, participants will be asked to share their findings with the large group.

The Interview: The Debriefing

Time and Materials Needed:

- 10 minutes
 - ***DVD, Diversity Challenges: What Would You Do?***
 - PP Screen 9
-

1. **EXPLAIN** to participants that they will be watching *The Interview: The Debriefing* which will provide them some insight on what was really going on in the minds of the characters.
2. **VIEW**, *The Interview: The Debriefing*.
3. **SAY** something like:

Now that you've had a chance to see what was going on in the minds of the people involved, did it change your perception of the situation at all?

Let's review some of the assumptions we made during the iceberg exercise.

4. After you have compared the answers from the previous exercise to the information you learned in *The Debriefing*, **SHOW** PP screen 9. Ask participants if they would still make the same decision about Felix now that they have better insight into the characters' cultural archives. Give participants a few minutes to discuss in their groups. Then ask them to share their insights.
5. **ASK** participants:
 - Why is it important for managers to think about their cultural archives when dealing with situations like this?
 - Do you think your personal cultural archives affected the decision your group made about Felix?
 - As managers, why do we need to be conscious about the impact of both our own cultural archives and those of our employees?
 - What are some things these characters could have done differently in their approach to this situation?

6. **TRANSITION** by saying:

Diversity is often thought of as something we discuss separate from other management duties when really diversity affects every interaction and responsibility managers have. If we consider what's below the surface when dealing with our employees it will allow us to try different approaches to communicating with the other person. This, in turn, will increase our ability to communicate and understand one another.

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Do I Have to Work with Him: The Situation

Time and Materials Needed:

- 20 minutes
 - ***DVD, Diversity Challenges: What Would You Do?***
 - PP Screen 10-11
-

1. **EXPLAIN** to participants that the scenario they're about to view shows a manager who has two employees with conflicting cultural archives that are negatively affecting work performance. The three characters in this scenario have perceptions and assumptions that are getting in the way of their communication and their work performance.
2. **VIEW** the situation; **Do I Have to Work with Him?** Pause the DVD when you see the words *What Would You Do?* at the bottom of the screen.
3. After viewing the situation, **Do I Have to Work with Him?**, take a few minutes to discuss participants' observations of the scene. **SHOW PP** screen 10 and **ASK** the following questions:
 - **What differences did you observe in the way people were trying to get their message across?**
 - **What perceptions or assumptions were made in this scenario?**
 - **What are Claudio's concerns about his work team?**
 - **What were Sandra's issues with Christian?**
 - **How is this situation affecting the job performance of Christian, Sandra and Claudio?**
4. **DIVIDE** participants into three groups. **SHOW** and **DISCUSS** PP 11.
What Would You Do?
 - a.) **Tell her to get back to work**
 - b.) **Split the team**
 - c.) **Keep them together for this project, but split them up on future projects**

d.) Keep them together and spend some time coaching Christian and Sandra

5. **EXPLAIN** to participants that they are responsible for making a recommendation to Claudio, the manager. Allow participants 5 minutes to discuss which of the options they would recommend, each group should be prepared to discuss their answer with the large group.
6. **NOTE TO THE FACILITATOR:** There is no right or wrong answer to the "What would you do?" question. Depending on your organization's policies and culture any one of the options could be considered appropriate. Prior to the training it is a good idea to discuss the scenario and determine how your organization would prefer participants to approach such a similar scenario in your organization.
7. After their discussion, ASK the following:
What would you do if neither Sandra nor Christian spoke with you, but you observed the breakdown in the team?
8. **TRANSITION, SAY** something like:
The cultural archives of the people in this situation had a major impact on how they treated and interacted with one another. Let's take a few minutes and explore how our own cultural archives might play a role in how we communicate and interact with others.

Self-Reflection Exercise

Time and Materials Needed:

- 20 minutes
 - **Self-Reflection Handout** (pages 25-27)
 - PP Screen 12
-

1. **NOTE TO FACILITATOR:** If you have already discussed the Iceberg with participants there is no need to do so again. However, if you have not discussed the iceberg concept with participants SHOW PP Screen 12 and briefly discuss the concept from the *Understanding the Iceberg* exercise on page 14 of this guide.
2. **DISTRIBUTE** the Self-Reflection Handout to participants.
3. **EXPLAIN** to participants that we need to spend some time reflecting on our own cultural archives. The more we are aware and understand about ourselves the better we will be able to understand the affect our communication has on others.
4. After participants have had an opportunity to reflect on their own communications, ask them to **SHARE** some of their insights with the large group.
5. **SAY** something like:
When we interact with others, our cultural archives shape how we communicate. By observing our communication behaviors, we can understand how we perceive people and situations and how others may perceive us as they do.

Much of any relationship is defined by how two people communicate with each other. For example, is one person more direct? Does one person use eye contact and the other does not? In a culturally diverse environment, it's helpful to examine your communications iceberg, examine how it is affected by your archives, and explore how it affects your communications with others.

As managers, you have to be proactive in understanding both your own and your employees' cultural archives. This understanding will allow you to foresee possible communication breakdowns and take the necessary steps to prevent them.

6. **TRANSITION, SAY** something like:
Now that we've had a chance to reflect on our own cultural archives we can see the affect that they have on our relationships and communication with others. Let's see what was going on beneath the surface with the characters in the scenario and how those issues may have affected their communication with one another.

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Do I Have to Work with Him? The Debriefing

Time and Materials Needed:

- 10 minutes
 - ***DVD, Diversity Challenges: What Would You Do?***
 - PP Screen 13
-

1. **EXPLAIN** to participants that they will be watching *Do I Have to Work with Him?: The Debriefing* which will provide them some insight on what was really going on in the minds of the characters.

2. **VIEW, *Do I Have to Work with Him? The Debriefing.***

3. **SAY** something like:

Now that you've had a chance to see what was going on in the minds of the people involved, how did it change your perception of the situation?

Given the insight into these characters let's review our previous assumptions about the characters. How did our own cultural archives affect our perception and ultimately our suggestion about how this situation could be handled?

4. **SHOW** PP screen 13. Ask participants if they would still make the same suggestion to Claudio now that they have better insight into the characters cultural archives. Give participants a few minutes to discuss in their groups. Then ask them to share their insights.

Action Plan

Time and Materials Needed:

- 10 minutes
 - **Action Plan Handout** (page 28)
-

1. **DISTRIBUTE** the *Action Plan Handout* to participants.
2. **EXPLAIN** to participants that they will be filling out an action plan to determine how they can use some of the insights and information they learned in the program and apply it to their work environments.
3. Allow participants several minutes to fill out their action plans. Then ask participants to share some of their action steps.

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Session Debrief

Time and Materials Needed:

- 10 minutes
 - PP Screen 14
 - **Post Test** Handout (page 29-30)
 - **Session Evaluation** Handout (page 31)
-

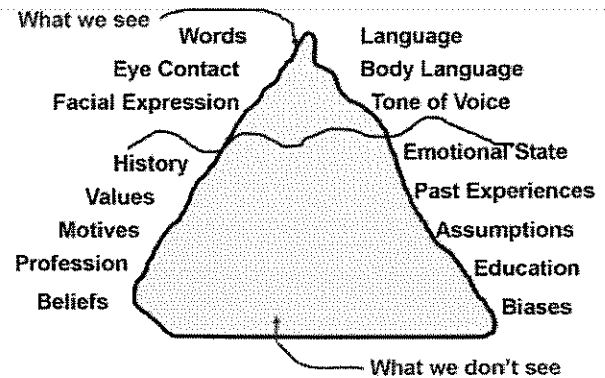
1. **SHOW PP Screen 14**
2. **DISTRIBUTE** the **Post Test** handout and give participants a few minutes to fill it out.
3. **DISTRIBUTE** the **Session Evaluation** Handout to participants.
4. **EXPLAIN** to participants that they will be filling out a session evaluation to provide you feedback on the program.
5. Allow participants several minutes to fill out their session evaluations.
6. Before participants walk out the door, recap for them any ah-ha moments that you observed during the course of the training.

Post Test Answers

1. d
2. c
3. c
4. b
5. d
6. a
7. c
8. b
9. d
10. c

Self-Reflection

Iceberg Discussion



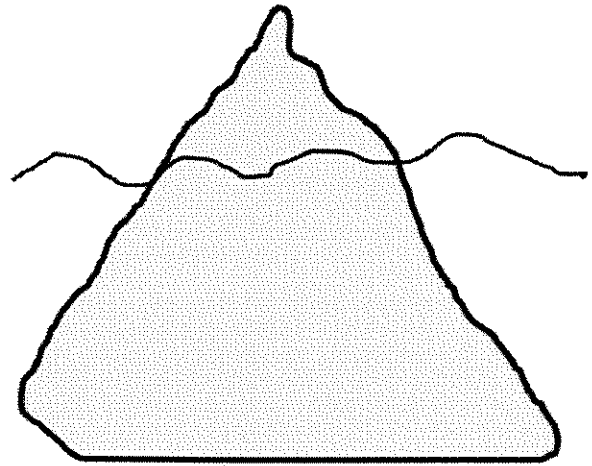
1. Think back to a time when you have communicated with someone from a different culture. What were some of your experiences with elements below the water?
2. What assumptions were you making about the elements above the water line? below the water line?

3. Listed below are attributes of communication. Consider how you use each attribute in your communications with other managers and with employees. Place an **X** on each continuum to represent how you communicate with other managers. Put a **✓** on each continuum representing how you tend to communicate with employees.

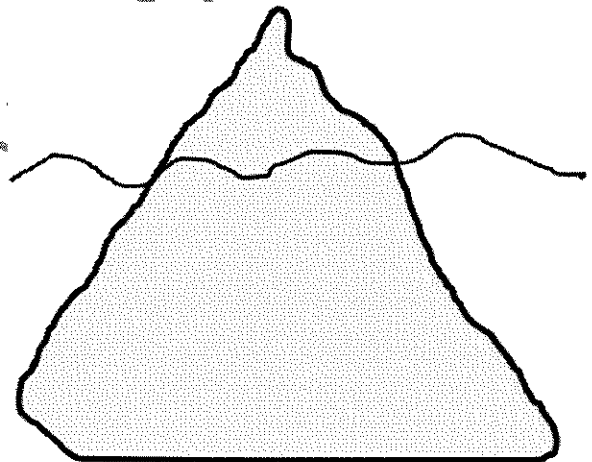
Level of Directness	1 ask oriented	2	3	4	5	6 tell oriented
Body Language	1 little	2	3	4	5	6 A lot
Facial Expression	1 little	2	3	4	5	6 A lot
Eye Contact	1 none	2	3	4	5	6 direct
Voice Volume	1 quiet	2	3	4	5	6 loud
Hand Movements	1 none	2	3	4	5	6 A lot
Speaking Rate	1 slow	2	3	4	5	6 fast

Place those **Xs** with a rating of 4 to 6 on the tip of the iceberg.
Place those **✓s** with a rating of 4 to 6 on the tip of the iceberg.
Place those **Xs** with a rating of 1 to 3 below the line.
Place those **✓s** with a rating of 1 to 3 below the line.

Other Managers



Employees



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Reflect on the following:

- How different are the two profiles?
- What's the biggest difference?
- How much of this difference is cultural?
- What differences are the hardest for you to deal with?

Action Plan

1. List below two things you learned about your own cultural archives and how your understanding of these things will affect how you communicate to other managers and to your employees.
2. What action steps will you take the next time you are dealing with a cultural archive communication conflict?
3. The next time you observe two employees having a communication disconnect due to cultural archive differences how will you handle it?

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Post Test

Circle the correct answer:

1. Diversity focuses on:
 - a. those things that make us different from others
 - b. ethnic and gender differences only
 - c. those things that make us similar to others
 - d. The qualities that make individuals different from or similar to others, such as personal history, gender, race, sexual preference, abilities and disabilities, religion, class professional, and educational background, etc.

2. Culture is:
 - a. determined by what part of the country we come from.
 - b. determined by our religious background.
 - c. determined by the vast structure of behaviors, ideas, attitudes, values, habits, beliefs customs, language, rituals, and ceremonies practiced by a group of people.
 - d. determined at birth and never changes.

3. Cultural Archives is:
 - a. a file folder of memories
 - b. personal issues that should not be discussed in the workplace.
 - c. the knowledge gained through individual cultural experiences.
 - d. none of the above.

4. Cultural Archives affect the way we:
 - a. see the world
 - b. treat others
 - c. interpret our own behavior
 - d. all of the above.

5. When considering the iceberg concept, the following items are above the line and visible to others:
 - a. our values and beliefs
 - b. words, tone of voice and body language
 - c. our motives and our biases
 - d. none of the above

6. When considering the iceberg concept, the following items are below the line and not visible to others.
 - a. our values and beliefs
 - b. words, tone of voice and body language
 - c. facial expression and eye contact.
 - d. both a and c.

7. Managers must consider their own personal archives as well as those of their employees because:
 - a. employees aren't capable of making these considerations
 - b. the manager is solely responsible for solving breakdowns in communication.
 - c. This understanding will allow you to foresee possible communication breakdowns and take the necessary steps to prevent them.
 - d. none of the above.

8. Most relationships are defined by:
 - a. cultural archives
 - b. how two people communicate with each other.
 - c. how long they have known one another.
 - d. their willingness to listen to one another.

9. When there are disconnects regarding cultural archive differences within a team or workgroup which of the following would not be affected:
 - a. productivity
 - b. relationships
 - c. revenue
 - d. none of the above.

10. Diversity should be considered when a manager is:
 - a. hiring employees
 - b. coaching employees
 - c. both hiring or coaching employees
 - d. neither hiring nor coaching employees

Session Evaluation

	Strongly Agree	Agree	Uncertain	Disagree	Strongly Agree
The program objectives were explained.					
I can define diversity, culture and cultural archives					
I understand how our cultural archives affect workplace communication					
I understand how my personal cultural archives affect my communication to others					
I recognize how differing cultural archives affect communication, relationships and ultimately productivity in the workplace.					
The opportunity to participate was sufficient					
The facilitator connected the information to my job					
I found the questions and discussions helpful					
The facilitator was well prepared					
I would recommend this program to others					

Notes

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