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BUILDING

A DIVERSE

WORK FORCE

FOR THE 🌐

GLOBAL MILLENNIUM

13. Worlds Apart:
Building Effective
Teams Globally

FACILITATOR'S GUIDE

ARMC

TABLE OF CONTENTS

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
- Educated in Argentina and the United States
- Has been with the organization for 5 years
- On a six-month temporary assignment and has been in the United States for one month
- Co-leader of a major project with Toshi

TOSHI OKOMOTO
- 45-year-old Japanese man
- Born, raised and lives in Japan
- Educated in Japan
- Has been with the organization for 8 years
- On a six-month temporary assignment and has been in the United States for one month
- Co-leader of a major project with Jesus

CLOSING STATEMENTS

13. WORLDS APART: BUILDING EFFECTIVE TEAMS GLOBALLY.

JESUS
I'm frustrated about this meeting. I feel that Toshi is so uptight and shy and so filled up with doing things that he can't communicate in a very straight matter what he means. Therefore, we have a big communication problem. I don't know, what can I do for him to be loosen up, be more friendly and therefore communicate with me in a way that I can understand him better?

TOSHI
Jesus is very energetic. He's a nice guy to have around me, if it's after work. He's always socializing, talking a lot, but he is not talking business much and we have a very short time frame. How can I make him work more effectively on this project?

VIDEO HIGHLIGHTS AND DISCUSSION POINTS

13. WORLDS APART: BUILDING EFFECTIVE TEAMS GLOBALLY

In this video, two team project leaders, Toshi, who is Japanese, and Jesus, who is Argentinian, are meeting to discuss the progress of their project. This scenario provides a picture of the miscommunications and style conflicts that can occur when individuals of different cultures work together without having an awareness, understanding, and appreciation of their differences. Toshi and Jesus have different approaches to work. As the meeting progresses, it is clear that they are experiencing a culture clash.

VIDEO DEBRIEF

From the beginning of the meeting, it is clear that Toshi and Jesus differ in their perception of time. Toshi is ready for the meeting exactly on time and is visibly irritated that Jesus is not. Jesus arrives a little later and is oblivious of the effect that this has had on Toshi. As the meeting progresses, other differences emerge.

Toshi's communication style is more reserved and indirect than Jesus', whose style is direct, assertive, and outgoing. Their philosophy about work differs as well. Jesus describes his personal philosophy with regard to work as, "I work to live, I don't live to work." Toshi, on the other hand, describes his life as being work-centered, even on weekends ("I can hardly find time to get my job done").

When Toshi expresses his concerns about meeting their six-month deadline and producing a "top quality product," Jesus suggests they have a meeting to brainstorm ideas with the rest of the team members. Toshi reports that their American colleagues are complaining that their meetings are chaotic, with too many people speaking at once, and their ideas are not heard. He has a different perspective on building consensus. He suggests they meet with each other to make a decision, then speak with each team member individually to build agreement, after which they can have a meeting to "discuss" their agreement. In his view, speaking with team members prior to a meeting enables individuals who might disagree to "save face." Jesus feels that informal meetings stimulate creativity and allow a variety of opinions to be heard. Whereas Toshi sees meetings as the place to "discuss" an agreement that has already been reached, Jesus

sees meetings as the venue to discuss ideas to enable a decision to be made by project leaders after hearing sufficient input.

Toshi states his feeling that their meetings could be more productive if they conducted their socializing after hours rather than during the meetings. Jesus, on the other hand, describes a style in which working and socializing take place simultaneously. According to Jesus, "We can't go to a meeting and start talking business." For Jesus, teams can be more productive if team members enjoy themselves.

Toshi and Jesus differ in their interpersonal styles as well. Jesus is fraternal, friendly, and open. He addresses Toshi as "my friend", gives him friendly advice, and invites him on a trip to New York. Toshi is more reserved, taking great effort to show "respect" and not to offend. To downplay any possible conflict, Toshi states his concerns as if they are minor issues – "it is not a serious problem, I assure you".

In addition to verbal communication style differences, Toshi and Jesus differ in their body language styles as well. While they are talking, Jesus gets out of his chair and walks around while talking. This appears to surprise Toshi.

Toshi then broaches the topic of email. He expresses the possibility that Jesus is not receiving his emails as he does not respond. When Jesus expresses surprise, stating that he always responds to Toshi's emails, Toshi qualifies that Jesus does not answer his emails "in a timely fashion." When Jesus asks what Toshi means by "timely", Toshi goes on to clarify that in Japan, a request for a response "at your earliest convenience" is a polite way to say "as soon as possible".

Similarly, as Jesus and Toshi discover that "timely" has different meanings to each of them, they discover that "yes" has different meanings as well. When Toshi responded "yes" in response to Jesus' asking if he agreed with his design ideas, Jesus thought Toshi agreed that it was a great design. What Toshi explained, however, was that "yes" merely meant that he understood Jesus' position, not necessarily that he agreed with it 100%.

At the end of their meeting, although both Toshi and Jesus realize that they need more clarity in their communication, they remain frustrated with their style differences.

DISCUSSION QUESTIONS FOR THIS CASE:
- What did Toshi do well in this meeting? What could he have done differently or better?
- What did Jesus do well in this meeting? What could he have done differently or better?
- Were Toshi and Jesus able to communicate well with each other? What made their communication effective or ineffective?

- Were Toshi and Jesus able to understand better their differences as a result of this meeting? Why or why not?
- Were Toshi and Jesus able to come up with any specific ideas to make their teamwork more effective in the future?
- What are some cultural differences you can identify in this vignette?
- How do you think Toshi views Jesus?
- How do you think Jesus views Toshi?
- Whose work style is most like your own? Why?
- Whose work style is most difficult for you? Why?
- What do Toshi and Jesus have in common?
- If you were to coach these two individuals, how would you advise them to resolve their differences?

GENERAL DISCUSSION QUESTIONS:

- Do any individuals or business units in your organization have clashing cultures? Who is responsible for resolving the conflicts?
- What can employees from different countries, with different cultural styles, do to function well together as team members or co-leaders?
- What steps can employees take to communicate effectively with employees, customers, and stakeholders from different cultures?
- What are some effective ways to manage/resolve conflict that arises from cross-cultural differences?
- What are some ways that organizations need to change to accommodate and facilitate cross-cultural interaction between employees, customers, and stakeholders in the new global marketplace?
- What kind of training and skills do employees need to be effective communicators in a global marketplace?
- Are employees in your organization effectively trained to communicate and work with individuals of other cultures?
- What kinds of employees are needed to be effective in a global marketplace?
- Have you ever dealt with someone of another culture and experienced cross-cultural conflict? If so, did you handle the situation effectively? Was there something you or the other individual did to resolve the conflict effectively and enable you to come to understand each other? Was there anything you wish you had done better? How would you like to handle this type of situation in the future?

- Does your organization have global business relationships that dictate your need to work effectively with people of other nationalities, languages, cultures, and styles? If so, what is your organization doing to accommodate and facilitate you in these new global relationships?
- What policies and practices should your company implement in order to resolve the issues surfaced in the vignette? What can you do personally?

EFFECTIVE CROSS-CULTURAL CONFLICT RESOLUTION

When individuals of different cultures work together, it is important that they be able to manage their cultural differences effectively so as to work well together. The following are important steps to take to manage cultural differences:

- Pinpoint the problem you perceive to determine: "What are the issues?"
- Express your needs effectively: "What do I need?"
- Elicit the other person's needs and feelings: "What do you need?"
- Come to resolution: "What decisions can we make together about how to work effectively so that both person's needs are met?"

An important factor in effectively managing cross-cultural conflicts is to establish common ground and common goals, as this is what provides individuals with the impetus to resolve their differences.

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.

7. 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. When interacting with clients and colleagues of another culture, individuals 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.

9. 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. People working with colleagues from other cultures should remember not to take everything literally. For instance, "yes" does not always mean yes. In some cultures people respond that way to avoid offending someone. It may also mean, "I understand" as opposed to "I agree."

11. Empathy, adaptability, and flexibility are all invaluable to the businessperson who is working with global clients and colleagues at home or abroad.

12. Global organizations should encourage their employees to view cultural and global diversity as a new challenge and as an organizational strength.

13. 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 asssociated 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 *Worlds Apart: Building Effective Teams Globally* and it is about the challenges that two team leaders, from very different cultures, have in communicating effectively with each other.

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.

PREVIEW

VIDEO DEBRIEF METHODS
NINE DEBRIEF EXERCISES

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

1. Interactive "Hit and Run" Exercise

2. Supporting a Position Exercise

3. Role-Play Exercise

4. Fish Bowl Exercise

5. Empathy Exercise

6. Brainstorming/Consulting Exercise

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

7. Employment Interview Exercise

8. Exit Interview Exercise

9. Preventing Stereotypes Exercise

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

INTERACTIVE "HIT AND RUN" DEBRIEF EXERCISE

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

Time: 45 to 60 minutes

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

Instructions:

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *Worlds Apart: Building Effective Teams Globally* and it is about the challenges that two team leaders, from very different cultures, have in communicating effectively with each other.

2. Hand out the Character Profiles.

3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes as they watch.

4. Watch the video.

5. Each facilitator assumes the role of one of the characters. For example, one would approach a participant for advice, opinion, insights, etc. If she/he takes on the role of the manager of the individual in the video, she/he might say to the participant, "You are my manager, mentor or friend, how do you think I handled the situation? What did I do well? Where do I have opportunities to improve?"

6. After some dialogue, the facilitator in the role of the direct report would approach another participant and say, "You are my mentor or my friend, what do you think of the meeting I just had?" The two trainers would alternate turns asking questions or challenging positions stated until they have each approached three or four participants individually.

7. Then, the facilitators would open the discussion to the group by saying something such as "Does anyone else have any insights or opinions they would like to add?" Give others, particularly those who were not approached, an opportunity to share their thoughts, advice or questions.

7A. At this point, the facilitator could further debrief the videos using the Video Highlights and associated Key Questions.

8. Facilitator should ask participants what they obtained from the video and interaction.

9. Hand out the Key Learnings. Allow participants a brief time to review and respond to them.

10. Facilitators should wrap up with appropriate concluding comments.

SUPPORTING A POSITION EXERCISE

Time: 45 to 60 minutes

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

Instructions:

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *Worlds Apart: Building Effective Teams Globally* and it is about the challenges that two team leaders, from very different cultures, have in communicating effectively with each other.

2. Hand out the Character Profiles.

3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes as they watch.

4. Watch the video.

5. Form four sub-groups and assign each of the four sub-groups a role (Manager, Direct Report, Manager's Manager and Direct Report's Mentor). Explain to them that they must place themselves in the roles they are assigned despite their personal sympathies or desires to take a different role. In short, they have to assume the character and role of the person assigned to them. (20 minutes in the sub-groups)

6. Provide the following instructions to participants, along with the Handout:
   - As you discuss the video and your role in the upcoming interaction, please keep in mind the manager's and direct report's final thoughts that appear at the end of this guide. It is important for all sub-groups to discuss their own feelings and thoughts. Identify someone in your sub-group to record the thoughts that are shared.
   - *To the sub-group representing the manager:* For those of you who are the manager, you are going to approach your immediate manager to discuss your feelings and seek advice. Try to reach a consensus on the questions; however, if you can't, that's fine. Use the questions in your handout as a guide.

> • *To the sub-group representing the direct report:*
> Each of you has now become the direct report. As the
> direct report, you are going to approach your mentor to
> discuss your feelings and seek advice. If there is a con-
> sensus 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 antic-
> ipate 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 neces-
> sary.

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 clos-
> ing comments?
> • How do you feel?

- How will you approach your mentor?
- What will you say to your mentor?
- How will you describe the situation to him/her?
- What advice will you ask for?

Manager's Questions

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

Direct Report's Mentor's Questions

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

Manager's Manager's Questions

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

ROLE-PLAY EXERCISE

Time: 45 to 60 minutes

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

Instructions:
1. Give a brief overview of what the participants are about to
   watch. For example, the video we are going to watch is
   entitled *Worlds Apart: Building Effective Teams Globally*
   and it is about the challenges that two team leaders, from
   very different cultures, have in communicating effectively
   with each other.

2. Hand out the Character Profiles.

3. Ask participants to watch for ways in which the charac-
   ters 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 partici-
   pants.

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 partici-
   pants' 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)

Instructions:

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *Worlds Apart: Building Effective Teams Globally* and it is about the challenges that two team leaders, from very different cultures, have in communicating effectively with each other.

2. Hand out the Character Profiles.

3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes.

4. Watch the video.

5. Ask for two volunteers. Each will play one of the roles portrayed in the video.

6. Divide the large group into two groups.

7. Each group will coach one of the characters in resolving the problems identified in the interaction. (20 minutes)

8. The two volunteers will perform the role-play before the large group, using the feedback they received from the group.

9. After the role-play the facilitator should debrief the participants on how well the role-play came out. Ask what key learnings they obtained from the video and interactions.

10. Hand out the Key Learnings. Allow participants a brief time to review and respond to them.

10A. At this point, the facilitator could enhance the discussion using the video highlights and associated key questions.

11. Facilitator should wrap up with appropriate concluding comments.

EMPATHY EXERCISE

Time: 45 to 60 minutes

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

Instructions:

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *Worlds Apart: Building Effective Teams Globally* and it is about the challenges that two team leaders, from very different cultures, have in communicating effectively with each other.

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

Instructions:

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *Worlds Apart: Building Effective Teams Globally* and it is about the challenges that two team leaders, from very different cultures, have in communicating effectively with each other.

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.

PREVIEW

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

Instructions:
1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *Worlds Apart: Building Effective Teams Globally* and it is about the challenges that two team leaders, from very different cultures, have in communicating effectively with each other.

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

Instructions:
1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *Worlds Apart: Building Effective Teams Globally* and it is about the challenges that two team leaders, from very different cultures, have in communicating effectively with each other.

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 same-level colleague, a supervisor, a diversity council member, or another person?

- Once the questions and logistics are developed, role-play the exit interview within each group. One person should represent the organization and another, an employee about to leave (or who has left) his or her current position.
- 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 exit interview questions and chart them. Following this, the facilitator might request a single group to perform their role-play for the group.

8. Hand out the Vignette Highlights and Key Learnings.

9. Once the Video Highlights and Key Learnings are distributed, facilitate a discussion around them.

10. Facilitator should wrap up with appropriate concluding comments.