




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

20. Building Teams in the
Global Marketplace: Overcoming
Cultural Conflicts in the
European Community

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

CHARLES HYDE-SMITH

- Director of a U.K. affiliate of a U.S. headquarters global organization that recently acquired an organization with significant operations in England, France and Germany.
- Co-leader of the Transition Team with Pierre Enrie Weiss.
- Has a very strong view of England as a world player.

PIERRE ENRIE WEISS

- Director of a recently acquired organization by a U.S.-based organization.
- Co-leader of the Transition Team with Charles Hyde-Smith.
- The team's task is to develop a restructuring plan for locations in Britain, France and Germany.
- Is very proud of French culture.

WARNER SCHMITT

- Is the lead member of the German Transition Team, but is not a co-leader with Pierre and Charles.
- Has been known to express concerns to German colleagues that the Germans will lose out in the restructuring of the organization.

CLOSING STATEMENTS

20. BUILDING TEAMS IN THE GLOBAL MARKETPLACE: OVERCOMING CULTURAL CONFLICTS IN THE EUROPEAN COMMUNITY.

CHARLES

I'm in a difficult spot because the Americans are putting a lot of pressure on us. How can we all work together to speed up the decision-making process?

PIERRE

I feel very caught between the way the Americans work, which is much more democratic, and the way the Germans work, which is more autocratic. How do Charles and I lead when we are dealing with such different styles?

VIDEO HIGHLIGHTS AND DISCUSSION POINTS

20. BUILDING TEAMS IN THE GLOBAL MARKETPLACE: OVERCOMING CULTURAL CONFLICTS IN THE EUROPEAN COMMUNITY

In this video, Pierre and Charles are co-leaders of a transition team working to develop a restructuring plan for the company's locations in Britain, France, and Germany. This meeting provides an example of the difficulties involved when individuals from four different countries try to collaborate on a time-critical project. Pierre and Charles demonstrate the importance of recognizing and respecting each other's cultural differences, and the importance of being willing to take steps to bridge such differences so as to ensure team effectiveness and productivity.

VIDEO DEBRIEF

In this video, Pierre and Charles:

- openly and honestly discuss their concerns about the cultural differences and conflicts they are experiencing;
- give each other feedback;
- share the same concern about needing to function more effectively as a team and finishing their project on time;
- recognize that “culture clashes” are the cause of the delays the team is experiencing;
- understand that all individuals involved in their team effort need to make adjustments, rather than expecting others to adjust to their own culture-specific styles: “we all have work to do to make adjustments in our style”;
- remain focused on how best to lead the team when they are dealing with such different styles;
- want to solve the problems the team faces as quickly and thoroughly as possible;
- realize they've only touched the surface and that it will take time and energy to learn to work together effectively;
- have kept their sense of humor;
- are prepared to work to manage and resolve the cultural differences they and their colleagues are experiencing so as to meet their common goal of completing their project in a timely manner.

This video provides us with information about Pierre and Charles' perceptions of four cultural business styles. In their view, the various styles are as follows:

American style of doing business:

- team-oriented: they established a cross-cultural team to address restructuring issues.
- hard-driving: they are putting a lot of pressure on the team.
- fast-paced: they want the team to rush to get things done quickly.
- democratic: they want every team member to have input into the decision-making process.
- less structured: they say that the team owns the process.
- interfering and giving mixed signals: they question the team's decisions, leaving Pierre and Charles wondering, "who is in charge?"

British style of doing business:

- Polite: they follow protocol, are quick to apologize, deferential (saying: "you first, please"), and do not wish to offend other team members.
- Witty: they have a dry "British" sense of humor.
- Aloof: they appear to be stuffy.
- Less formal: they greet others by their first name once they have become acquainted with them.
- Contractual laws: they feel that only a written, signed contract is binding.

French style of doing business:

- Argumentative: they value debate and appreciate lively discussions; they enjoy challenging each other ("helps us work more quickly and effectively").
- Open: they like to "lay it out there".
- Impetuous: they feel others are "so cautious".
- Social: they interrupt others in conversation; they have a way of running meetings that makes the British and Germans uncomfortable;
- Structured: they believe in structure and authority, but are uncomfortable with what they see as the stiff, hierarchical German style.
- Like formal titles: They find informal ways of addressing people offensive.
- Contractual laws: they feel that only a written, signed contract is binding.

German style of doing business:

- Autocratic: they "insist on having their own way

- whether we are in Paris or Berlin”.
- Hierarchical: they need to get approval three levels up, which slows down meetings and decisions.
 - Formal: they have a stiff, cautious way of working and speaking which “takes longer”.
 - Reserved: they become uncomfortable with open conflict; they think Pierre is being disrespectful and argues too much.
 - Title-conscious: they are concerned about formal titles.
 - Contractual laws: they feel a verbal agreement constitutes a legal contract.

DISCUSSION QUESTIONS FOR THIS CASE:

- What did Charles do well in this meeting? What could he have done differently or better?
- What did Pierre do well in this meeting? What could he have done differently or better?
- Did Pierre and Charles communicate their feelings well?
- Did Pierre and Charles come to a better understanding about how to work together more effectively?
- What are the difficulties Pierre and Charles are facing?
- What kind of process can their team use to work out its differences effectively in light of the fact that each culture has its own communication and decision-making process?
- What do Pierre and Charles have in common?
- How do Pierre and Charles differ?

GENERAL DISCUSSION QUESTIONS:

- If you have participated on global teams, what has been your experience?
- Are there certain nationalities with which you have difficulty working? Why? What of your own “baggage” are you carrying to this predisposition?
- Do you agree with the characterization of “Americans” in this video? Does this characterization seem to recognize the increasing diversity of the American culture?
- Do you experience these kinds of cross-cultural clashes in your organization? Can you provide examples?
- Have you experienced challenges similar to the ones depicted in this video around communication styles, time management, and decision-making processes in your organization? Can you provide examples?
- Does your organization provide employees with training to be able to manage communication and conflict with colleagues, customers, and stakeholders of differ-

ent nationalities? What kind of training or preparation is available? Is it fully utilized?

- What steps must organizations take to become increasingly effective in a global work environment?
- What policies and practices should your company implement in order to resolve the issues surfaced in this vignette? What can you do personally?

PREVIEW

KEY LEARNING POINTS

1. 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.
2. Different cultures often interpret the same behavior in vastly different ways. For example, when French colleagues raise their voices and make large gestures with their hands in meetings, it does not necessarily mean that they are angry. The French value ideas, debates, and critical analysis; they see argument as an art. The French freely show their emotions in public, unlike the more reserved British and Germans who may see this style as off-putting. The more casual American attitude may make colleagues or clients who are from cultures, that are more reserved, feel uncomfortable.
3. Different cultures also have different approaches to time and decision-making. The American decision-making process may appear to move much faster than those of the French, Germans, and the British.
4. If colleagues trust and respect each other and understand, appreciate, and value their mutual differences, their divergent styles can enhance work effectiveness and performance. In an atmosphere of trust and respect, colleagues can resolve cross-cultural differences by discussing them openly and respectfully.
5. Cross-cultural working relationships will often encounter a number of possible sources of conflict related to different approaches to such issues as time; space; appropriate content of workplace communications (personal vs. work-related); communication styles (direct vs. indirect); team work styles (consensus vs. driving decisions); and building appropriate working relationships. Organizations should provide their employees with training to enable them to recognize the value of various cultural approaches and to develop skills in managing and resolving cross-cultural conflicts.
6. When cultural styles come into conflict, raising issues with clients and colleagues from other cul-

tures, and negotiating norms that make all parties involved feel comfortable, is appropriate when handled well.

7. 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.
8. Colleagues from different cultures should discuss their goals and expectations regarding how they plan to work together to minimize misunderstandings that might arise later.
9. 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.
10. 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.
11. 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.
12. Empathy, adaptability, and flexibility are all invaluable to the businessperson who is working with global clients and colleagues at home or abroad.
13. Global organizations should encourage their employ-

ees to view cultural and global diversity as a new challenge and as an organizational strength.

14. 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.

PREVIEW

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 *Building Teams in the Global Marketplace: Overcoming Cultural Conflicts in the European Community* and it is about building cross-cultural teams in the European Community, by looking at the cultural clashes between a French and a British co-team-leader.

Video 20: Building Teams in the Global Marketplace: Overcoming Cultural Conflicts in the European Community

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 *Building Teams in the Global Marketplace: Overcoming Cultural Conflicts in the European Community* and it is about building cross-cultural teams in the European Community, by looking at the cultural clashes between a French and a British co-team-leader.
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.

PREVIEW

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 *Building Teams in the Global Marketplace: Overcoming Cultural Conflicts in the European Community* and it is about building cross-cultural teams in the European Community, by looking at the cultural clashes between a French and a British co-team-leader.
2. Hand out the Character Profiles.
3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes as they watch.
4. Watch the video.
5. Form four sub-groups and assign each of the four sub-groups a role (Manager, Direct Report, Manager's Manager and Direct Report's Mentor). Explain to them that they must place themselves in the roles they are assigned despite their personal sympathies or desires to take a different role. In short, they have to assume the character and role of the person assigned to them. (20 minutes in the sub-groups)
6. Provide the following instructions to participants, along with the Handout:
 - As you discuss the video and your role in the upcoming interaction, please keep in mind the manager's and direct report's final thoughts that appear at the end of this guide. It is important for all sub-groups to discuss their own feelings and thoughts. Identify someone in your sub-group to record the thoughts that are shared.
 - **To the sub-group representing the manager:** For those of you who are the manager, you are going to approach your immediate manager to discuss your feelings and seek advice. Try to reach a consensus on the questions; however, if you can't, that's fine. Use the questions in your handout as a guide.

- **To the sub-group representing the direct report:** Each of you has now become the direct report. As the direct report, you are going to approach your mentor to discuss your feelings and seek advice. If there is a consensus in your group about how you feel, fine. If there is not, that's okay also. Use the questions in your handout as a guide.
 - **To the sub-group representing the manager's manager:** The manager has just described to you the meeting with the direct report. Review the questions in your handout and be prepared to advise and counsel the manager.
 - **To the sub-group representing the direct report's mentor:** You are the direct report's mentor. The direct report has just described the scenario to you. The direct report is coming to you for insight and advice. We have provided you with a list of questions we anticipate the direct report will want you to answer. As we have said, a consensus in your group about how to respond to the questions in your handout is not necessary.
7. Reconvene the large group and discuss their insights. Facilitator should ask participants what key learnings they obtained from the video and interactions.
- 7A. At this point, the facilitator could enhance the discussion using the video highlights and associated key questions.
8. Hand out the Key Learnings. Allow participants a brief time to review and respond to them.
9. Facilitators should wrap up with appropriate concluding comments.

Manager's Closing Statement

(Facilitators Must Provide)

Direct Report's Closing Statement

(Facilitators Must Provide)

Direct Report's Questions

(Given to group representing the Direct Report)

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

Manager's Questions

(Given to group representing the Manager)

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

Direct Report's Mentor's Questions

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

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

Manager's Manager's Questions

(Given to group representing the Manager's Manager)

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

ROLE-PLAY EXERCISE

Time: 45 to 60 minutes

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

Instructions:

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled _____ and it is about _____, as the title indicates.
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.

PREVIEW

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 *Building Teams in the Global Marketplace: Overcoming Cultural Conflicts in the European Community* and it is about building cross-cultural teams in the European Community, by looking at the cultural clashes between a French and a British co-team-leader.
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 _____ and it is about _____, as the title indicates.
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.

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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

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 *Building Teams in the Global Marketplace: Overcoming Cultural Conflicts in the European Community* and it is about building cross-cultural teams in the European Community, by looking at the cultural clashes between a French and a British co-team-leader.
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 *Building Teams in the Global Marketplace: Overcoming Cultural Conflicts in the European Community* and it is about building cross-cultural teams in the European Community, by looking at the cultural clashes between a French and a British co-team-leader.
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-

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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 *Building Teams in the Global Marketplace: Overcoming Cultural Conflicts in the European Community* and it is about building cross-cultural teams in the European Community, by looking at the cultural clashes between a French and a British co-team-leader.
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?

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- 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.

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