

the global scenarios series

script for

communicating across cultures

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NARRATOR:

In this program, there will be three sections:

1. Cultural conflicts
2. Points of view
3. and Solutions

After each section, you can pause the program for consideration

CULTURAL CONFLICTS

Location: construction site

NARRATOR: In this program we'll meet Terry Jones, a British engineer on assignment in South America. Her two managers are Miguel Garcia and Carlos Fernandez.

As they interact, watch for the problems that arise, from cultural stereotyping to ineffective communication.

TERRY: Miguel, Miguel! Are we ever going to get our equipment here?

MIGUEL: Soon, Senora, soon.

TERRY: But it arrived in port two weeks ago. Why isn't it here?

MIGUEL: (thinking to himself) There is a big problem, but I do not want to tell her. I cannot disappoint my boss.

MIGUEL: Maybe tomorrow, Senora, maybe tomorrow.

TERRY: Miguel, this is taking a dreadfully long time. Why?

MIGUEL: (relieved at the chance to explain). There are so many agencies, so many documents, so many things that must be done. This is very difficult without the right contacts....

TERRY: I know, I know, you've told me about that before. But we don't have time for that now. Just do what you need to do and get the equipment here.

Terry spots Carlos.

TERRY: Carlos!

CARLOS: Oh, good afternoon, Senora Jones. How are you today?

TERRY: Fine, fine. Listen, we might have some problems, we might need to rearrange our schedule. The next round of permits, I'll need you to get them immediately.

CARLOS: Immediately? But as Senora knows, they won't be ready for three weeks.

TERRY: Carlos, we might have to stop work unless we get them right away.

CARLOS (thinking to himself) I don't know what she's thinking, but you cannot jump in line here.

CARLOS: That would be very difficult. Very difficult.

TERRY: Difficult, why is it so difficult? Oh...I understand. How much will cost?

CARLOS: How much...?

TERRY: How much will it cost? What kind of a payment do we have to make to get the documents now?

Carlos steps back, crosses his arms, and looks down.

CARLOS: Senora...

TERRY: Come on, Carlos. I've worked in Latin America before.

Carlos is silent.

TERRY: Carlos, find out what it will cost. I need you to take care of this.

Terry's cell phone rings. Terry answers the phone

TERRY: Hello?... What?! ...But wait, we've got to have that equipment.

TERRY: Miguel?! What is going on? I just found out the equipment is impounded. Indefinitely!

Miguel looks down, silently.

TERRY: Miguel, you told me soon. Now I'm told that it will take at least 30 days, and apparently you already knew that. Why didn't you tell me?

Miguel is silent.

NARRATOR: Equipment is missing, permits are lacking, and careers are in jeopardy. Our construction project is suddenly as precarious as a house of cards.

Let's consider the problems in this scenario:

- What issues does Terry face with Carlos and Miguel?
- What issues do Carlos and Miguel face with Terry?
- How can they bridge their differences?

POINTS OF VIEW

MIGUEL: I admire Senora Jones, and I think her work is very good. But she has not tried to understand the problems of business here and how to avoid them.

Our country wants to build its industry. Our government is protecting companies that make equipment, so it's very hard to import. To get through customs you must have compadres, good friends. I do not have these contacts. Weeks ago I suggested to Senora Jones that she get a customs broker, which she did not do. She wanted to save money, but now it will cost very much.

I knew there would be problems, but in my culture we respect our superiors. I can only make suggestions gently or when asked. And when there might be conflict, we avoid trouble through what we call "talking in circles." I will not be direct with a superior when it might cause conflict. Senora asked very general questions which made it easy for me to avoid problems. It's better if you are very specific.

TERRY: I understand Miguel's point of view, but it's not up to me alone to bridge cultures. He must understand my way of life too.

In my culture, it's best to be direct and come to the point. It was not enough for Miguel to tell me there's a lot of bureaucracy here. Have you ever heard of someone complain of too little red tape?

It's true he suggested a customs broker, but that's all he did. What he didn't tell me is that without one, the equipment wouldn't get in at all. He should have told me exactly that. As we say in England, "don't do things by half-measures."

As for Carlos, he needs to understand that corruption exists in many places. I've had projects utterly depend on facilitation payments. He should not take offense when I think this is the case here. Like peas in a pod, as they say.

How am I to know his country is one of the few in the region where corruption is not tolerated? The best way for me to learn is for Carlos to tell me...in words. But he didn't. Crossing your arms, stepping back, lowering your eyes, this means little where I come from. Words are more effective. There's no point in beating around the bush.

CARLOS: I'm sure that Senora Jones has seen much corruption. But nonetheless, she must view every culture – and every person – individually. As my people say, “each head is a world of its own.”

We are very proud of the fact that we have little corruption. It's very insulting to assume that we are like another country just because we both speak Spanish. Would Senora say England is like Texas because they both speak English?

Finally, I understand that Senora prefers words over gestures, and I will be happy to try to work with her. But for us, much of what is said lies in what is not said: tone of voice, silence, the face, eyes, body. It is through our body language that we show our strength... and our weakness.

NARRATOR:

Let's recap how to avoid stereotypes and communicate more effectively:

- To avoid stereotyping, every culture and every person must be seen as one of a kind;
- Seek the advice of your cultural counterparts as much as possible, and follow that advice as appropriate;
- With indirect cultures, pay close attention to non-verbal cues such as eye contact, facial expression, body language, tone of voice, and silence;
- Finally, actively seek to minimize miscommunications. For example, communicate in specifics to avoid vague responses.

SOLUTIONS

NARRATOR: With these points in mind, let's see how Terry, Miguel and Carlos might have worked together more effectively.

Location: construction site

TERRY: Miguel, may have I word with you please?

MIGUEL: Yes, Senora.

TERRY: We have a shipment of equipment coming soon. What is the best way to ensure it gets through customs without delay?

MIGUEL: Well, we should have a broker, someone with good contacts, experienced with importing construction equipment.

TERRY: If we hire a broker, what is the absolute latest date the equipment would be on site?

MIGUEL: Oh, the middle of the month, I think the 15th.

TERRY: Good, please hire a broker immediately. Is there any other reason our equipment might be delayed?

MIGUEL: Well... some people are saying there might be a strike soon...

TERRY: Thank you for being forthcoming, Miguel. Excuse me.

Terry approaches Carlos.

TERRY: Carlos, we might have some scheduling issues. Would it be possible to speed up the next round of permits?

Carlos crosses his arms and looks down. Terry notices.

CARLOS: That would be difficult.

TERRY: Help me understand your culture. Why would it be difficult to get the permits more quickly?

CARLOS: We are against any corruption, so everyone is treated very fair, treated the same. It is very hard to get special treatment.

TERRY: What would you suggest Carlos? What can we do to keep our project on schedule?

CARLOS: Well, there are some things that need to be done but require no new permits

TERRY: Great, come over to my office at four o'clock and we'll discuss your ideas.

NARRATOR: Every culture, every person is one of a kind, and needs to be viewed from a fresh perspective. At the same time, open, direct communication will go a long way towards fostering awareness and avoiding cultural stereotypes.

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exercises

communicating across cultures

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communicating across cultures - exercises

Exercise #1 - Mirror, Mirror

Objective: gain insights into personal cultural orientation

Participants: individual exercise

Instructions: Rate yourself using the scale below. Keeping your ratings secret, ask someone who knows you well – family, friend, etc. – to also rate you.

On a scale of 1-10

Direct or indirect?

I'm always direct and to-the-point ... I'm always diplomatic

← 1 2 3 4 5 6 7 8 9 10 →

Accuracy or harmony?

accurate information is most important ... harmony is most important

← 1 2 3 4 5 6 7 8 9 10 →

Stereotypes or individuals?

I stereotype a lot...I see every person as an individual

← 1 2 3 4 5 6 7 8 9 10 →

Advice or self-reliance?

I always take the advice of others...I make all decisions independently

← 1 2 3 4 5 6 7 8 9 10 →

Verbal or non-verbal?

I communicate solely with words...I communicate non-verbally

← 1 2 3 4 5 6 7 8 9 10 →

Conclusion: All participants should meet as a group, taking turns discussing their findings. Special emphasis should be placed on participants whose rating differed from those of their family and friends.

Questions for discussion: Compare your ratings with those of your acquaintances. Which results were similar? Which were different? Regarding the results that differed, what might account for the difference? How does this change how you view yourself and your cultural orientation?

Exercise #2 - Stereotypes vs. Realities

Objective: increase awareness of stereotypes, and the frequent falsity thereof

Participants: small groups of approximately 5 people

Instructions: Form small groups of approximately 5 people. It's best if the participants don't know each other well.

Each group member should start with a blank sheet of paper for each other member in the group. Without discussion, and based as much as possible on appearance, group members should guess the answers below about each other group member. It's important that participants be open-minded to false and even offensive guesses, as this reveals the nature of stereotypes.

Questions:

What is your ...?

- ethnic heritage (exact country preferred)
- favorite food
- favorite hobby
- favorite sport
- favorite type of book
- favorite type of movie
- favorite type of music
- knowledge of foreign languages
- frequency of exercise
- region where you grew up (country, part of a country, etc.)
- political inclination (party affiliation, etc.)
- relationship status (single and available, single but unavailable, married, etc.)
- religion
- religion – frequency of worship
- type of car

The lists of guesses are then folded in half and given to the appropriate group member. (for example, Susan is given all the lists about her). Each participant reviews the lists, and states whether or not anyone was correct. Participant should also state the correct answers.

Conclusion: The exercise ends when all groups have discussed their results. All participants then meet as a group to discuss their findings.

Questions for discussion: How many guesses were correct? How many were incorrect? Were the results surprising? What did you learn about judging others by their appearance or other external factors? What did you learn about stereotyping others? What did you learn about being stereotyped yourself?

Exercise #3 - Could You Be More Specific?

Objective: to learn to communicate in specifics; this will help avoid misunderstandings, in particular when communicating with cultures that are indirect

Participants: 2-person teams

Instructions: One way to avoid misunderstandings is to ask specific questions rather than general ones. For example, instead of asking “Will you be here soon,” ask “When will you be here?”

The two participants are working on a marketing and communication project for your organization – the facilitator can customize this assignment to a real-life project at your organization.

Instructions to participants:

Take turns asking each other questions about the five points below, trying to reach answers that are more and more specific.

For example, regarding point 1, participant A could ask “How will this project improve business results?” Participant B could answer “It is designed to improve business results by increasing sales.” Participant B then asks Participant A a question to further narrow down the information.

This project:

1. is designed to improve business results
2. will be launched soon
3. will involve various team members
4. will take place in certain places
5. will take place in various stage

Each question ends when a participant is unable to think of a reasonable question to ask the other.

Conclusion: The exercise ends when each 2-person team has finished asking questions about all 5 points. All participants should then meet as a group to compare and contrast their findings.

Questions for discussion: Were you able ask questions that were increasingly specific? How? Could this be a useful technique in avoiding misunderstandings?

Exercise #4 - Stereotype Busters

Objective: to increase awareness of stereotypes, and the frequent falsity thereof

Participants: teams of 4 people

Instruction: Each four-person team divides into 2 sub-teams of 2 people. The 2-person sub-groups take turns naming a common stereotype (for example, “People from Mars are always aggressive and warlike”).

Instructions for participants:

Divide your 4-person team into 2 sub-teams of 2 people. Each sub-group takes turns naming a common stereotype (for example, “People from Mars are always aggressive and warlike”).

The stereotypes can be positive or negative. Be open to the stereotypes and avoid taking offense. While stereotypes can be hurtful or offensive, the purpose of this exercise is to dispel them. Further, stereotypes do not necessarily reflect the opinions of other team members.

After a stereotype is named, the other two-person sub-group should then cite as many examples of people as possible – historical figures, world leaders, celebrities, acquaintances, etc. - who are exceptions to the stereotype.

Keep a written record of your results.

Conclusion: The facilitator decides when the exercise ends, either by specifying a time limit, or how many stereotypes should be discussed. All participants should then meet to compare and contrast results.

Questions for discussion: Which stereotypes were busted and why? Were any stereotypes not overturned? Can any other participant bust that stereotype? How has your perception of stereotypes changed? How can you avoid stereotypes in the future, and better see people as individuals?

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role plays

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General Instructions for Role Play

Role plays are “what if” scenarios in which participants act out certain characters in certain situations.

Through this process, you’ll help your participants:

- Analyze problems from various perspectives
- Improve problem-solving skills
- Develop team work and cooperation

To do:

Decide objective: Decide whether you’re developing skills, assessing skills or both. If you’re assessing skills, establish quantifiable competency level. Explain clearly to participants the objective of a role play, to ensure maximum learning. Ask participants if they have any questions or reservations about a role play.

Customize role plays: Whenever possible, customize role plays to your organization or situation. For example, if you work for a company, use your company’s name in the role play and reference real partners or clients.

Facilitator’s role: You can either help participants, or challenge them by adding additional obstacles. In any event, whenever possible help your participants recognize learning opportunities.

Put players at ease: Some people are uncomfortable with role-playing. Ask participants if they have previous experience with role plays. Put them at ease by telling them they’re only pretending, and that there’s no right or wrong. It’s fun and a learning experience! It’s a good idea to start with simple exercises, then build up to more complicated role plays.

Note that players will need some time to review their characters and prepare for the exercise.

Team assignments: It’s best if the facilitators assign players to teams. Being outside the comfort zone will promote greater learning.

Conclusion: Watch the role play and critique it afterwards. Feedback should be specific. Learning experiences can also be summarized in reflective reports, which can be distributed and shared with the group.

1. The Marketing Campaign

Objective: The objective is known only to the facilitator; revealing the objective will reduce the effectiveness of this role play. The objective is to a) increase awareness of indirect communication and b) increase awareness of the importance of asking cultural advice.

Participants: 2-person teams, preferably people who don't know each other well

Instructions: The facilitator specifies the time limit for the exercise, then passes out the secret instructions below.

Secret instructions for participant A: You're on an overseas assignment. You and your local assistant are part of a marketing team for a technology company. You're planning the launch of a computer product in a the local market. Your objective is to come to agreement on the following points. Your objective is to compromise on the list below as little as possible, and you must reach agreement within the time allotted by the facilitator or your job is in jeopardy.

- Budget for the marketing campaign: \$5 million
- The slogan for the marketing campaign: "Ultimate Computing Power"
- Packaging for the products: green and red color scheme
- The arrival date of the products for distribution to retail outlets: May 15
- Pricing for the products: \$995, same as domestic market

Secret instructions for participant B:

You are the local assistant to the marketing director for a technology company. The marketing director is from a direct communication culture, whereas you are from an indirect communication culture.

You're planning the launch of a computer product in a new market. Your objective is to come to agreement on the following points. You must compromise as little as possible, and must reach agreement within the time allotted or your job is in jeopardy.

- Budget for the marketing campaign: the marketing director will suggest \$5 million. You hint more might be needed. Spend a few moments thinking about this, then agree.
- Pricing for the products: the marketing manager will suggest \$995, same as domestic market. This won't work because in your culture, bargaining is a way of life. Thus, you should raise the suggested retail price to \$1250 to build in sufficient negotiating room. You don't tell your boss this immediately to avoiding offense. Be as evasive as possible, and suggest you return to this topic after other issues are decided. Only if asked for advice, you may reveal why the retail price should be higher.

- The arrival date of the products for distribution to retail outlets: The marketing director will suggest May 15. Spend a few moments thinking about this, then agree.
- The slogan for the marketing campaign: The marketing director will suggest the phrase “Ultimate Computing Power.” You cannot accept this slogan because the phrase “Ultimate Power” is sacred to your religion. You don’t tell your boss this to avoid offense. Be as evasive as possible, and suggest you return to this topic after other issues are decided. Only if asked for advice, you may reveal why this phrase is a problem.
- Packaging for the products. The marketing director will suggest the company’s green and red color scheme. This won’t work in your culture because your country was at war with a neighboring country that has a red and green flag. You don’t tell your boss this to avoid offense. Be as evasive as possible, and suggest you discuss this further at your next meeting. Only if asked for advice, you may reveal why these colors are a problem.

Conclusion: The role play ends when either a) participant A effectively seeks cultural advice or b) after the allotted time expires. Participant B should share his/her secret instructions with participant A.

All participants should then jointly discuss their experiences and lessons learned.

Questions for Participants: For participant A, what was it like to have information withheld? Were you able to get the information you needed? What did you learn from the experience?

For Participant B, what was it like to withhold the information? Did participant A ever seem frustrated? What did you learn from the experience?

Will you be more aware of the need to read between the lines in indirect communication? Are you more aware of the need to seek local expertise?

2. Judging a Book by its Cover

Objective: to become more aware of stereotypes, and their potential harm in workplace effectiveness; the role play might be more effective if the objective is not revealed in advance

Participants: groups of 6 people

Instructions: The participants are part of a global banking and financial company. They will be working on two long-term projects, and need to divide into 2 sub-teams of 3 people each. It's important that each participant team up with the 2 other partners who are likely to be most efficient and effective. Set a time limit – perhaps 10 minutes – to form the sub-groups.

Each participant is then given one of the following instructions. Assign the roles in a manner that is reasonable but as challenging as possible. For example, participant A is forbidden from teaming up with members of the opposite sex. So if participant A is female, ensure there are at least 2 other female team members.

If any of the instructions below are irrelevant, create your own. Possible variations include hair color, eye color, facial hair, color of clothing, etc.

Secret instructions for participant A: You work for a global banking and finance company. Your team will be working on two long-term projects, and needs to divide into 2 sub-teams of 3 people each. Your objective is to team up with the 2 other partners who are likely to be the most efficient and effective. However, you have a secret instruction: which cannot be shared with anyone: You can only work with participants of your same sex or gender, because the opposite gender tends to have poor communication skills.

Secret instructions for participant B: You work for a global banking and finance company. Your team will be working on two long-term projects, and needs to divide into 2 sub-teams of 3 people each. Your objective is to team up with the 2 other partners who are likely to be the most efficient and effective. However, you have a secret instruction: which cannot be shared with anyone: You can only work with participants who were raised in a similar region to you, to ensure that you have similar working styles.

Secret instructions for participant C: You work for a global banking and finance company. Your team will be working on two long-term projects, and needs to divide into 2 sub-teams of 3 people each. Your objective is to team up with the 2 other partners who are likely to be the most efficient and effective. However, you have a secret instruction: which cannot be shared with anyone: You can only work with participants who dress and groom in a similar manner to you, because people with significant differences in appearance will not likely have the same work ethic.

Secret instructions for participant D: You work for a global banking and finance company. Your team will be working on two long-term projects, and needs to divide into 2 sub-teams of 3 people each. Your objective is to team up with the 2 other partners who are likely to be the most efficient and effective. However, you have a secret instruction: which cannot be shared with anyone: You can only work with participants who have a similar weight and body shape: people heavier than you are likely to be lazy, and people skinnier than you are likely to be hyper active and drive you nuts.

Secret instructions for participant E: You work for a global banking and finance company. Your team will be working on two long-term projects, and needs to divide into 2 sub-teams of 3 people each. Your objective is to team up with the 2 other partners who are likely to be the most efficient and effective. However, you have a secret instruction: which cannot be shared with anyone: You can only work with participants of the same race as you, because people from other races will have a different work ethic.

Secret instructions for participant F: You work for a global banking and finance company. Your team will be working on two long-term projects, and needs to divide into 2 sub-teams of 3 people each. Your objective is to team up with the 2 other partners who are likely to be the most efficient and effective. However, you have a secret instruction: which cannot be shared with anyone: You can only work with participants your age, because people younger than you are inexperienced, and people older than you are “old school.”

Conclusion: The facilitator reveals the secret instruction, and each group of 6 participants should discuss their experience with the entire group.

Questions for discussion: What was your experience? Were you able to form a three-person team? What was it like to have to exclude people? If you were rejected as a possible team mate by someone else, how did that feel? You were forced to follow a stereotype: was it silly? What was the effect of stereotyping on effectiveness and getting the job done?

3. Talking in Circles

Objective: To increase awareness of the reasons for indirect communication

Participants: groups of about 5 people

Instructions: Form small groups of about 5 people. One participant is designated the “boss,” and the 4 others are employees. Hand out the instructions below to the participants.

Secret instructions to boss: You have recently moved to an overseas country to open a new country office for a large software company. You’ve done your homework on the culture, and are aware that the local people are sometimes indirect.

You're meeting with four employees: software development manager, marketing manager, sales manager, and distribution manager. One or more of your employees has bad news for you. You must find out the bad news, or you will lose your coveted new assignment.

You must ask specific questions of your employees, constantly probing, to discover any problems. Think of as many questions as possible: who, what, why, where, when and how.

For example, if you're meeting with the person in charge of product packaging, you might ask:

- Who is making the packaging? Are there are problems with the packaging manufacturer?
- What components are in the packaging? What components might have defects?
- Why might the packaging be defective? Be delayed? Be a problem?
- Where is the packaging being made? Are there any problems at that facility?
- When will be the packaging be manufactured? When will it be delivered?
- How might packaging disrupt our campaign?

Secret instructions to software development manager: You are the software development manager. Your project has gone well except for a bug that will cause some problems when the software is translated to the local language. It will take about 30 days to fix the bug. This problem was caused by an outside vendor, but this problem will affect your entire team, and you'll be embarrassed to reveal the bad news, especially in front of the group. You're concerned your boss will be angry and fire you.

You avoid telling your boss about the problem, unless you are asked specifically about bugs or programming problems with the software. If any other participant suggests a delay in the launch might be advisable, you agree.

Secret instructions to marketing manager: You are the marketing manager. Your marketing campaign has gone well, except for a miscommunication with local television that means your television advertising campaign will be delayed 30 days. This problem was caused by the television network, and you'll be embarrassed to reveal the bad news, especially in front of the group. You're concerned your boss will be angry and fire you.

You avoid telling your boss about the problem, unless asked specifically about television advertising. If any other participant suggests a delay in the launch might be advisable, you agree.

Secret instructions to sales manager: You are the sales manager. Your sales campaign has gone perfectly, except for a flu epidemic that has stricken most of your best salespeople. It will take your sales team about 30 days to make up for lost time. This problem is beyond

your control, and you'll be embarrassed to reveal the bad news, especially in front of the group. You're concerned your boss will be angry and fire you.

You avoid telling your boss about the team, unless asked specifically about the sales team or salespeople. If any other participant suggests a delay in the launch might be advisable, you agree.

Secret instructions to distribution manager: You are the distribution manager, in charge of retail, download, and institutional versions. You have done your job flawlessly, but an outside service provider miscalculated bandwidth needs, so there will be a 30-day delay when customers try to download the software. Although this problem was caused by an outside vendor, and you'll be embarrassed to reveal the bad news, especially in front of the group. You're concerned your boss will be angry and fire you.

You avoid telling your boss this, unless asked specifically about the download process. If any other participant suggests a delay in the launch might be advisable, you agree.

Conclusion: The four employees reveal their secret instructions to the other group members. The teams of 5 people should discuss the results of the role play, then all participants should discuss their experiences.

Questions for consideration: For the employees, what was it like being concerned you would displease your boss? How would you feel about being fired from a job you like? Do you understand why someone might want to delay bad news, or at least soften its impact?

For the boss, how many pieces of bad news were you able to uncover? If you uncovered any of the bad news, how did you do it? What did you learn about "reading between the lines."

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DIRECT VS. INDIRECT COMMUNICATION

- What was the primary difference in communication styles between Terry, on the one hand, and Carlos and Miguel on the other?
- What did Carlos and Miguel fail to understand about Terry's communication style?
- What did she not understand about their communication style?
- In Carlos and Miguel's culture, people might withhold disappointing information to avoid conflict. What could they have done differently to avoid the communication problems with Terry?
- Describe a situation in which you had to give disappointing information to a superior or elder, such as a boss, teacher or parent. Did you withhold or delay giving information? Why?
- In Terry's culture, people believe being direct is more efficient and avoids misunderstandings. What did Terry fail to understand about Carlos and Miguel's culture?
- What's the danger in being too direct?
- Describe a situation in which someone was too direct. What was the result?
- Do you communicate directly, indirectly or a mix of both? Describe a situation in which you would likely be direct. In what kind of situation would you be more indirect?
- How would you differentiate between the two types of situations?
- Non-verbal communication can provide clues when someone is being indirect or avoiding conflict. Describe a situation in which eye contact, facial expression, body language, tone of voice, or silence might be useful clues to understanding hidden meanings.

LOCAL EXPERTISE

- What were Terry's mistakes with Miguel? (for example, ignoring advice and local expertise)
- What was the result?
- What could she have done to avoid these errors?
- What could she have done to better understand what Miguel was really saying?
- People sometimes ignore valuable advice from others. Describe a situation in which you ignored important advice from another person. What were the consequences?
- If you were working with another culture, would you seek the advice of locals on customs and culture?
- Describe a situation in which someone ignored important advice from you. Did you continue to repeat your warning or were you concerned about upsetting that person?
- What was the outcome?

STEREOTYPING

- What were Terry's primary mistakes with Carlos? (for example, stereotyping, suggesting a bribe)
- What was the effect on Carlos?
- What could she have done to avoid this error?

- List as many well-known stereotypes as possible. Then list at least one person - a friend, acquaintance, celebrity, etc. - who is an exception to one or more of these stereotypes. What impact do these people have on the validity of these stereotypes?
- What impact do they have on the validity of stereotypes in general?

- Are you part of a group that is stereotyped?
- Are you or someone you know an exception to that stereotype?
- What impact does this have on the validity of the stereotypes, and on stereotypes in general?

- Is there a stereotype that you once held, but no longer hold today?
- What changed your mind? What stereotypes do you hold today?
- What would change your opinion?