Building the Collaborative Workplace
Purpose (why this class?)

Lean Enterprise involves everyone in real-time problem solving and driving waste out of the organization.

We need to include the ideas and knowledge of everyone in the organization in this effort, including Limited English Speakers.

We must build and grow a spirit of collaboration in order to focus on this goal.

Instructional Goal

The goal of this class is to develop awareness of the values of both the Hispanic/Latino culture (and diverse cultures in general) and the dominant American culture and to equip participants with strategies to effectively communicate and work in a collaborative teamwork environment across cultures.

Learning Objectives

- Define communication and recognize the impact of culture on communication
- Demonstrate and practice strategies for improving communication across language and cultural barriers
- Broaden knowledge of Hispanic/Latino culture and develop strategies for teamwork and workplace interactions that acknowledge the impact of culture
Agenda

Introduction
Overview of Training Content
Expectations and Intentions

Module 1

Communication and Culture in Context
- **Objective:** Define communication and recognize the impact of culture

  Communication Basics
  Atmosphere Is Everything
  The Role of Culture

Module 2

Practical Strategies for Workplace Communication
- **Objective:** Demonstrate and practice strategies for improving communications

  “Lean” English
  Structured Task Training
  Checking for Understanding
  Listening Strategies
  Paraphrasing for Clarification

Module 3

Culture Learning and Bridging the Gap
- **Objective:** Identify and broaden knowledge of Hispanic/Latino culture and develop communication strategies for teamwork and workplace interactions that acknowledge the impact of culture

  Features of Non-verbal Communication
  Hispanic/Latino Culture Facts to Know
  Critical Incidents
  Norms and Expectations
  Inviting Participation
  Developing a Champion
Module 1
Communication and Culture in Context

The House of Lean Workplace Communication Strategies

A Collaborative Continuous Improvement Culture

- Define Expectations
- Bridge the Gap
- Seed and Cultivate Participation
- Non-Verbal Clues
- Paraphrase for Clarification
- Effective Listening Strategies
- Useful Checks for Understanding
- Structured Task Training
- “Lean” English
- Open Atmosphere
- Build Trust
- Basics of Communication

Begin with the End in Mind:
- An Open, Collaborative Continuous Improvement Workplace

Prerequisite Head Work
- awareness
- openness
- willingness
- empathy
- encouragement
A Model for Effective Communication

Activity 1
Examples of Filters (Think “Static” or “Noise”)
e.g. accent, tone, volume…
Atmosphere is Everything

Activity 2

Negative Atmosphere

judgment

lack of trust

Positive Atmosphere

no undercurrent - talk openly

courage cross-teaching
The Culture Factor in a Diverse Workplace

Characteristics of Culture

Culture is learned. If it can be learned, it can also be taught or acquired.

- Culture is a universal fact of human life. Our individual culture is related to our needs and life conditions.

- Cultures provide blueprints for living and sets of values and beliefs to support these blueprints.

- Language and culture are closely related and interactive. Culture is transmitted through language, and culture is reflected in language.

- Cultures and cultural patterns change. Thus, it is more important to learn how to learn a culture or to adapt than to learn facts and truths.

Why is there a picture of an iceberg here?
What Role Does Language Play?

A Model of the Spectrum of Limited English Speakers

Factors that Influence the Spectrum:
*Age, Educational Background, Language and Country of Origin, Time in the US, Method of Learning English*

Activity 3

**Question:** If you are aware of one or more of these factors regarding a coworker, how do you work with that person (or group)?

- High Fluency, Low Literacy
- Low Fluency, Low Literacy
- High Fluency, High Literacy
- Low Fluency, High Literacy

**Question:** What do these factors have to do with intelligence?
Module 2
Strategies for Your Communications

“Lean” English
- use short sentences
- monitor slang
- speak clearly and slowly
- emphasize key words (and slow down)
- repeat common expressions
- use consistent language

Structured Task Training
- demonstrate
- use visual cues
- give feedback

Checks for Understanding
- use open-ended questions
- tell me, show me

Listening Strategies
- use silence, wait
- ignore grammar, focus on the gist

Paraphrasing for Clarification
- mirror the message
- restate the gist correctly
Effective Communication Strategies

Activity 1: Will This Job Get Done?

Strategies Used:

Activity 2: Communicating More Effectively in Task Training

Example of a Training Cycle

- Analyze the content. (Can you simplify without meaning being lost?)
- Think through what you need to do and say.
- Use consistent language to describe steps. (Teach the vocabulary if needed.)
- Don’t use slang, colorful expressions, idioms, and jokes that are unlikely to be understood. (Unless you explain them)
- Use visual cues.
- Involve as many senses as possible (e.g. speak, listen, read, write, perform).
- Explain the steps slowly.
- Model the steps.
- Ask questions to check comprehension. (Use Open-ended Questions.)
- Have the learner repeat the steps. (Use Silence. Wait)
- Have the learner practice the steps while you coach, and repeat the language consistently.
- Give positive feedback.
- Learner performs the task without coaching, and repeats the language while doing it.
- Learner gets more feedback.

Checking for Comprehension “Have they got it?” suggestions:

Tell me, Show me.
Learner teaches someone else.
Give a test. (But no trick questions!)
Activity 3: Open Ended Questions

Open-Ended Questions...
- give you much more information
- help you check for understanding

<table>
<thead>
<tr>
<th>Open Ended Questions Begin:</th>
<th>Closed Questions Begin:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What......</td>
<td>Do......</td>
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<tr>
<td>How......</td>
<td>Are......</td>
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<tr>
<td>If......</td>
<td>Can......</td>
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<td>Who......</td>
<td>Have......</td>
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<td>When......</td>
<td>Would......</td>
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<tr>
<td>Where......</td>
<td>Should......</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Open:</th>
<th>Closed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does “value added” mean?</td>
<td>Do you understand what “value-added” means?</td>
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<tr>
<td>Give me some examples.</td>
<td></td>
</tr>
<tr>
<td>How did you prepare for the class today?</td>
<td>Did you prepare for the class today?</td>
</tr>
<tr>
<td>What type of work have you done before?</td>
<td>Have you done this type of work before?</td>
</tr>
</tbody>
</table>

TIP: Start with a closed question, but finish with an open question:

Do you understand what “value added” means? What is an example of “value added?”
Looking for the Right Question…

Please change these close-ended questions to open-ended questions.

1. Can you read this chart?

2. Are you going to work this weekend?

3. Do you have any questions about this training?

4. Can you do this set-up yourself?

5. Are you happy with your current job?

6. Should you report this problem?
Activity 4: Listening Strategies

Listening and Comprehension Checking Strategies

When listening to a Limited English Speaker, here are some hints:

- **Look Beyond Grammar and Accent, Focus on Key Words**
- **Restate the Gist as Clarification: Mirror the message** as correctly as you can.
- **Wait--Use Silence**
- **Try:** “Speak Up” or “Slow Down” or “Can You Write the Word?”
- **Save Face**
  1. Say: “I’m Sorry, I can’t understand.” (Take the responsibility for the failure to communicate, even if it isn’t the case.)
  2. Use the option of postponing and coming back to it later if necessary and/or possible.
- React to the message; try to overlook the tone. “I need this now.” may sound like an order, but may have been a polite request, with limited vocabulary.

Activity 5: Wrap Up

Summary of Do’s and Don’ts

**Do**

- (List of do’s)
- (List of do’s)
- (List of do’s)

**Don’t**

- (List of don’ts)
- (List of don’ts)
- (List of don’ts)
Module 3
Culture Learning and Bridging the Gap

A Collaborative Continuous Improvement Culture

- Define Expectations
- Bridge the Gap
- Seed and Cultivate Participation

- Non-Verbal Clues
- Paraphrase for Clarification
- Effective Listening Strategies

- Useful Checks for Understanding
- Structured Task Training
- “Lean” English

- Open Atmosphere
- Build Trust
- Basics of Communication

Non-verbal Communication
- Features and Impact

Culture Learning
- Cross Cultural Comparisons: Hispanics/Latinos Facts to Know

Bridging the Gap
- Critical Incidents
- Define expectations
- Identify and communicate norms
- Seed and cultivate participation
- Use intermediary “champion”
Non Verbal Communication

What percentage of communication is non-verbal? ____________

The saying You cannot “NOT COMMUNICATE” becomes apparent when nonverbal behavior is studied. A great deal of our communicative behavior is out of our awareness. By bringing behavior to the conscious level, we can better understand the impact nonverbal communication has, especially in a cross-cultural context.

Features of Non-Verbal Communication

• Space
• Time
• Manner of Speaking
• Gestures
• Eye Contact
• Body Language

Activity 1:

Practice examples of how these influence communication.
Culture & Cross-Culture Comparison: Hispanics and Americans

What constitutes culture anyway?

How people view: Lateral Relationships

Vertical Relationships

Individual

Group dynamics

Time, Proximity (space)

Male vs. Female

Younger vs. Older

Religious Belief

Face

Proactive Speaking-Up

Eye Contact
## A Cross Cultural Comparison

### INDIVIDUALIST VS. COLLECTIVIST CHARACTERISTICS

<table>
<thead>
<tr>
<th>American (Individualist)</th>
<th>Latin American (Collectivist)</th>
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<tbody>
<tr>
<td>• Interests of the individual prevail over interests of the group</td>
<td>• Financial support of family is important and expected</td>
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<tr>
<td>• Children are taught to be independent</td>
<td>• Sense of belonging is intense yet limited to family and friends</td>
</tr>
<tr>
<td>• Individuals tend to take care of themselves rather than relying on groups</td>
<td>• People who are not family or close friends are often mistrusted</td>
</tr>
<tr>
<td>• Work goals include personal time, freedom and challenge</td>
<td>• Interaction at work is important and expected</td>
</tr>
<tr>
<td>• Individuals see themselves as somewhat independent of the organization</td>
<td>• Employees tend to be dependant on the organization</td>
</tr>
<tr>
<td>• People are managed as individuals</td>
<td>• Relationships prevail over tasks</td>
</tr>
</tbody>
</table>

### Workplace Impact

#### Group Loyalty and Trust

- [ ]

#### Working in Teams

- [ ]

#### Role of Boss vs. Subordinate

- [ ]

#### Non-verbal impacts

- [ ]

### Bridging the Gap
Critical Incidents

Workplace problems where language and culture may play a role emerge daily. Employ the following strategy to productively come to solutions:

Use the 25/75 Rule

25% of the time to analyze the problem
75% of the time to come to effective and practical solutions

Identify the Problem:

1. Describe the problem using observable facts only.
2. List the possible causes. Investigate and interview.
3. Reach consensus.

Effective, Practical and Respectful Solution:

1. Brainstorm possible solutions.
2. Organize the solutions: how, who, what, how much?
3. Clearly list solutions/action plan.
4. Reach consensus.
5. Communicate.

Activity 2: Case Studies
Identifying Cultural Values

Each culture has different values. Within the U.S. there are also many subcultures, each with its own specific values. But mainstream U.S. values are those with which the large majority of Americans easily agree. Identify which of the statements below reflect mainstream U.S. American values. (These values are not necessarily exclusively American values, however.)

Activity 3 Directions:
Check A for mainstream U.S. values. O for other values.
A O
1. Good workers do their jobs quickly and efficiently.
2. All people should have the same opportunities.
3. You should stay within the class you’re born into.
4. You should be responsible for yourself.
5. Work hard if you want to be a success.
6. If you come across a problem, don’t try to do anything right away; wait and see what happens.
7. What you can achieve as an individual is important.
8. Never tell your boss what you think, unless asked.
9. If you’re wrong, you should admit it.
10. You should not try to control or change your environment.
11. Helping others is a virtue.
12. People can improve themselves, make themselves better.
13. If there’s a problem, you should try to find out what caused it, so you can fix it.
14. Never disagree openly with others.
15. Time is valuable; it should be used wisely.
16. People should set goals for the future and work toward them.
17. Accomplishing an objective is not as important as following the proper procedure.
18. Being able to buy what I want is important.
19. Don’t just do your job; look for ways to do it better.
20. You should try to be fair to other people, whether you know them or not.

Definition of Workplace Culture: ___________________________________
Are the ”rules” of cultural values are easy to figure out?
How do newcomers learn the “rules”?
Hints to Increase Participation in Meeting and Group Settings

Why don’t “they” participate?
In other cultures, meetings may be more structured than in ours. It might not be appropriate for some people to say anything in a meeting, depending on their age, sex, or position in the company. It may not be polite to contradict other people, particularly if they are older and/or in a higher position in the company. Meetings might be held to confirm decisions already made, not to gather information or make decisions. Thus, a worker from such a culture may believe that being a good worker requires that he or she not speak up when, in mainstream American culture, speaking up is often the sign of a creative worker with initiative and dedication. Add the possibility that the person may worry that they will make an English mistake when they speak, that they may have misunderstood the question, and that their answer might not be understood, all in front of others, and it becomes clear why some non-native speakers may be quiet in group settings.

What can you do to encourage participation?

- **Explain** the usual expectations of American culture. Privately, let the employee know that, in group settings, employees are encouraged to speak up and add ideas. While this will not change things overnight, it’s a useful way to start a discussion about how Americans go about working.

- **Learn** about the employee’s view. You might ask about meetings in their cultures, what happens, who talks and who doesn’t, and why meetings are held. You also may find out what is holding them back from participating. You may be able to help out with some vocabulary or useful language and presentation tips.

- **Prep** the employee ahead of time. If you know there’s going to be a meeting or group activity where participation would be useful, find out what the subject is. Try to help them to express an idea that they might have to you, ahead of time.

- **Seed** their thinking by giving them a specific example of an idea. Tell them that their ideas are valuable and that it would be good to say it in the meeting. Help them to formulate it and encourage their ideas.

- **Make sure that non-native speakers get a turn to speak.** You can notice whether opportunities have been presented for limited English speakers to give input. Many will not just “jump into” a conversation. If you are in a meeting with the employees, be a monitor and say, “We haven’t heard from _____ yet, and I’m sure ______ has some good ideas to share.

- **Be patient.** It may take longer for a limited English speaker to say what he or she means. Don’t interrupt and finish the sentences for them. Use silence and waiting. Give them time.
PROFILE OF A “LEAN CHAMPION”

1. BILINGUAL

2. SOCIALLY RECOGNIZED LEADERSHIP
   - Someone to whom peers naturally turn for leadership and direction
   - Persuasive, demonstrates initiative

3. CROSS-CULTURAL SKILLS
   - Sensitivity to culturally based differences

4. INTERPERSONAL COMMUNICATION SKILLS
   - Able to establish rapport through active listening and positive feedback
   - Confident group and individual interaction

5. AREA KNOWLEDGE
   - Technical knowledge and practical expertise in a given area. (e.g. safety; handling of hazardous material, etc.)

6. STRONG COMMITMENT TO TRAINING
   - Expresses an interest in helping people learn
   - Willing to experience and create change

7. AVAILABILITY AND WILLINGNESS TO SPEND TIME
   - Sufficient time to prepare materials
   - Sufficient time to conduct training

8. PATIENCE/TOLERANCE/RESPECT FOR OTHERS
   - Able to suspend judgment and maintain objectivity
   - Able to interact with differing opinions without forcing one’s own

9. SENSE OF HUMOR
   - Able to establish a pleasant atmosphere

10. ORGANIZATIONAL SKILLS
    - Able to prepare, run and do follow-up on a project
10 Key Workplace Communication Skills

The Big Picture

1. Take Time to Establish Relationships
2. Encourage Openness and Participation
3. Consider the Impact of Culture
4. Use Simple, Direct Communication
5. Use Effective Comprehension Checking
6. Listen Effectively and Actively
7. Work to Understand Accents
8. Employ Sharp Powers of Observation
9. Question Assumptions (yours and theirs)
10. Define Expectations Openly
What was valuable?

What can you take away and use?

What’s YOUR Plan of Action?
Appendix

Resources for Team Building Across Cultures
## Values, Norms, and Expectations

<table>
<thead>
<tr>
<th></th>
<th>European Americans</th>
<th>Asian-Americans</th>
<th>Latino-Americans</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Time</strong></td>
<td>Here and Now, Internal Orientation</td>
<td>Present Focused, Historical Context</td>
<td>Present Focused, Historical Context</td>
</tr>
<tr>
<td><strong>Hierarchy</strong></td>
<td>Egalitarian</td>
<td>Position conscious</td>
<td>Vertical, patriarchal, Fatalistic</td>
</tr>
<tr>
<td><strong>Decision Making</strong></td>
<td>Autocratic</td>
<td>Consensus</td>
<td>Autocratic, Patriarchal, Fatalistic</td>
</tr>
<tr>
<td><strong>Verbal Communications</strong></td>
<td>Expressive, Logical, Informal</td>
<td>Introverted, quiet, Thought Out</td>
<td>Expressive, Formal, Courteous</td>
</tr>
<tr>
<td><strong>Non-Verbal Communications</strong></td>
<td>Direct Eye Contact, Firm Hand Shake, Physical Distance</td>
<td>Deferred Eye Contact, Physical Distance</td>
<td>Deferred Eye Contact, Physical Closeness</td>
</tr>
<tr>
<td><strong>Emotional Expressiveness</strong></td>
<td>Open, Controlled</td>
<td>Reserved, Controlled Conforming</td>
<td>Spontaneous, Passionate, Sentimental, Non-Verbal</td>
</tr>
<tr>
<td><strong>Orientation to Nature</strong></td>
<td>To Be Overcome, To Be Used</td>
<td>To Be Accepted, To Be Adjusted To</td>
<td>To Be Used, To Be Enjoyed</td>
</tr>
<tr>
<td><strong>Orientation to Society</strong></td>
<td>Individualism, Extroversion, Personal Freedoms, Rights</td>
<td>Group First, Other Oriented, Loyalty to Nation, Firm or Company</td>
<td>Loyalty to Group, Strong Roles, Respect for Individuals</td>
</tr>
<tr>
<td><strong>Orientation to Family</strong></td>
<td>Nuclear, Youth Oriented</td>
<td>Extended, Patriarchal, Strong Loyalties, Respect for Age</td>
<td>Extended, Respect for Age</td>
</tr>
<tr>
<td><strong>Orientation to Conflict</strong></td>
<td>Confrontational, Competitive</td>
<td>Collaborative Externally</td>
<td>Adversarial Externally, Cooperative Internally, Face-Saving</td>
</tr>
</tbody>
</table>

## Organizational Norms

What is the way we do things here?

<table>
<thead>
<tr>
<th>Organizational Norm</th>
<th>Norm</th>
<th>Not a Norm Here</th>
<th>Neutral</th>
<th>Not Relevant</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotions will come if you wait</td>
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<tr>
<td>Be flexible on the job.</td>
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<tr>
<td>Self-development is encouraged.</td>
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<tr>
<td>Don’t compete with your coworkers</td>
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<td>Overtime work is highly valued.</td>
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<tr>
<td>Fun is part of the job.</td>
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<tr>
<td>Production is #1</td>
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<tr>
<td>Wear proper dress.</td>
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<tr>
<td>Don’t rock the boat.</td>
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<tr>
<td>Follow procedures.</td>
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<tr>
<td>Take initiative to solve problems.</td>
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<tr>
<td>Speak up if you have a suggestion or complaint.</td>
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<tr>
<td>Talk about your personal life.</td>
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<tr>
<td>Follow a strict chain of command.</td>
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</table>
Useful Things to Know about Spanish

Characteristics of Spanish

Pronunciation
The Spanish speaker will have more difficulty producing the vowels of English. This is caused in part by the fact that variety in vowel length is a feature of English, but in Spanish, vowel sounds are uniformly clearer, shorter, and tighter. A Spanish speaker, for example, will have trouble hearing or pronouncing the difference in English between “sit” and “seat,” or “pull” and “pool.”

Consonant sounds that make difficulties for Spanish speakers include “v” as in “very” (often confused with “b” as in “berry”), “th” as in “this,” “z” as in “zip,” “sh” as in “ship.” (zure) as in “measure,” “ch” as in “chin,” (often confused with “sh”) “h” as in “hat,” “y” as is “yes” (often confused with “j” as in “jest”)

Grammar
Spanish is a Romance language so the grammar and features of Spanish are more similar to English than other languages in the workplace. However, word order is more flexible in Spanish than in English, and there are differences in the grammar, such as in the use of verb tense, and in the use of prepositions, i.e. “I’m going for buy a book.”

Spanish is a syllable timed language, which means that all syllables take about the same amount of time to pronounce. This produces a “staccato effect” when speaking English, where syllable length varies with the stress and intonation of the sentence. Native speakers often find that Spanish speakers speak English too “fast” for us to understand what they are saying.

Question: Have you noticed any of these language factors in your interactions with Spanish speaking coworkers?
Useful Things to Know about English

Characteristics of English
What are some features of English that you are aware of?

Why English Is So Hard

We’ll begin with a box, and the plural is boxes;
But the plural of ox should be oxen, not oxes.
Then one fowl is goose, but two are geese;
Yet the plural of moose should never be meese.

You may find a lone mouse or a whole lot of mice;
Yet the plural of house is houses, not hice.
If the plural of man is always called men,
Why shouldn’t the plural of pan be called pen?

The cow in the plural may be cows or kine.
But the plural of vow is vows, not vine.
And I speak of a foot, and you show me your feet,
But I give you a boot—would a pair be called beet?

If one is a tooth, and a whole set are teeth,
Why shouldn’t the plural of booth be called beeth?
If the singular is this, and the plural is these,
Should the plural of kiss be nicknamed kese?

Then one may be that, and three may be those,
But the plural of hat would never be hose.
We speak of a brother and also of brethren,
But though we say mother, we never say methren.

The masculine pronouns are he, his, and him.
But imagine the feminine she, shis, and shim!
So our English, I think you will all agree,
Is the trickiest language you ever did see.
Cross Cultural Exercise

a. Work in pairs or small groups to identify what you perceive to be the traits or qualities of the dominant culture that we live in (i.e. American culture).

<table>
<thead>
<tr>
<th>External</th>
<th>Internal</th>
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</thead>
<tbody>
<tr>
<td>Example: food, appearance,</td>
<td>Example: relationships, ways of thinking,...</td>
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</tbody>
</table>

b. Work in pairs or small groups to identify what you perceive to be the traits or qualities of Hispanic culture that we live in (i.e. Latino culture).

<table>
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US Department of Labor High Growth Job Training Initiative
c. Where is the overlap? Which of the things that you identified in a and b would you put into the space shared by both cultures and which would you put outside?

HISPANIC

SHARED

AMERICAN

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d. Communication/Interaction Strategies. How do we emphasize the shared middle and accommodate the unshared items listed above?

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Team Building

Question for native speakers of English:

1. How do you feel when you hear non-native speakers of English speaking their own language at work?
2. How do you feel when you have a hard time understanding a non-native speaker or a non-native speaker has a hard time understanding what you are trying to communicate?
3. What would you like the non-native speakers to do differently? Make a list.

Working Together in a Multi-Cultural Workplace

Questions for non-native speakers of English:

1. Why do you speak your native language at work?
2. Why do you think some native-born Americans sometimes don't like it when you speak your language?
3. How do you feel about talking to native-born Americans at work?
4. What would you like the native speakers to do differently? Make a list.

Questions for bilingual/bicultural people:

1. Why do you speak your native language at work if you’re fluent in English?
2. Do you ever feel caught in the middle between native-born Americans and people from your country?
3. How do you feel when you hear Americans say negative things about non-native speakers of English?
4. What would you like native speakers to do differently? What would you like the non-native speakers to do differently? Make a list.
Selected Resources

**Intercultural Communications**


Culturegrams
http://www.culturegrams.com
1-800-528-6279
Short summaries of a country’s political, social and religious culture and customs.

**Hispanic/Latino Culture**


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I do not want my house to be walled in on all sides and my windows to be stuffed. I want the cultures of all lands to be blown about my house as freely as possible. But I refuse to be blown off my feet by any.

-Mahatma Gandhi-