

# Let's Get **TOGETHER!**

COMMUNICATING RESPECT IN A DIVERSE WORKPLACE

## FACILITATOR'S GUIDE

**PREVIEW ONLY**

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## INTRODUCTION

**Let's Get Together!** is a comprehensive training program developed to help organizations understand how respect is essential to develop a strong, productive workplace, and to solve problems. **Let's Get Together!** is a swiss-army-knife program in that it can be applied to many different training sessions, such as communication, conflict management, diversity, and teamwork, among others. It is an especially effective new-employee orientation training tool, as it covers so many topics in an easy to follow and understand format.

**Let's Get Together!** uses cues, signs and signals, both verbal and non-verbal as jumping off points to consider how problems can be prevented and solved using four effective tools: Compassion, Unity, Empathy and Sharing.

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## Let's Get Together! Training Program Overview

**Let's Get Together!** presents a clear and ordered way to train. This guide consists of the following training options:

### INTRODUCTION TO CUES AND RESPECT

**WHAT ARE CUES**, their significance, and how do we use and respond to them?

### THE VIGNETTES

**WHAT ARE THE CUES** in this vignette and what do they mean?

**DEFINITION AND MEANING** of the topic.

**DISCUSSION POINTS** that apply to the four main topics **Let's Get Together!** discusses: Communication, Conflict Management, Diversity and Teamwork. Trainers may use as many discussion points as they wish from each section depending on how they are training, and to what extent they wish to tailor **Let's Get Together!** to their own purpose.

**REPRODUCIBLE MATERIALS:** For each vignette, reproducible materials are provided to encourage personalizing the experience, and to deepen the connection between what was seen in the scenarios and what the participants have experienced. These include a **Pre- and Post-Assessment Test**, **Role-Playing** scenarios, and **Vignette Q&A Answer Sheets**. A **PowerPoint Presentation** is also included to guide viewers through the training session. (Please refer to the **About Reproducible Materials** in the following section for more information.)

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## ABOUT REPRODUCIBLE MATERIALS AT THE END OF THIS MANUAL...

Reproducible materials included with this guide:

### 1. Pre-Assessment Questionnaire

This assessment test is designed to allow participants to determine what they understand about “cues,” respect, and the four principle tools of **Let’s Get Together!**

### 2. Post-Assessment Questionnaire

The Post-Assessment Questionnaire should be given after viewing the program. Along with the Pre-Assessment, these should show how much participants have gained from the program.

### 3. Role-Playing Scenarios

Alternative scenarios are provided. Participants can be asked to assume one of the roles, and solve the problem using two or more of the **Let’s Get Together!** principle tools: compassion, unity, empathy and sharing.

### 4. Vignette Q&A

Use the **Vignette Q&A** to generate discussion. Allow the first part of each vignette to play. The DVD will automatically pause on the question “How would you respond using compassion, unity, empathy or sharing”. Have participants write down a solution, or generate discussion. Press play to show the resolution of the problem. If using a VHS just use your pause and play buttons when you reach the question.



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## SUGGESTED TRAINING SCHEDULE

1. Introduce the training session, be it communication, teamwork, problem-solving diversity, or your own customized program, and what the attendants should expect to learn during the course of the training. Hand out the **Pre-Assessment Test**, and have participants fill it out.
2. Proceed with the program, stopping at sections defined in this guide to generate discussion based on the suggested questions.
3. Alternatively, you may also wish to watch the program through, then use the included **PowerPoint Presentation** to re-affirm the points made in the program and then generate discussion.
4. At the conclusion of the program, hand out the **Post-Assessment Questionnaire** and have participants fill it out.
5. Generate discussion based on the participants' answers to both questionnaires, and discuss the answers to assess how the program affected what they knew before watching the program.
6. Use **Role-Playing Scenarios** (reproducible) to challenge the participants using real-world situations they may encounter in the workplace. These ask the participants to use two or more of the **Let's Get Together!** tools to solve the problem.
7. Use the **Vignette Q&A** to generate discussion. Print out Answer Sheets found in the Reproducible Materials and hand them out be filled in by participants.
8. Distribute the **Pocket Reminder Cards** for the participants to take away with them.

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## CUES DEFINED

“Cues” are verbal and non-verbal forms of communication that can let us know how others feel about us, or our actions. They show respect and disrespect.

Examples of “cues” are rolling one’s eyes, a sarcastic comment, not meeting a person’s eyes, angry tone of voice, and many others.

By learning to recognize and respond to these “cues” we can find solutions to turn disrespectful situations into respectful ones.

## NOTE TO FACILITATOR:

Now is a great time to discuss as many “cues” as possible, both verbal and non-verbal, and both positive and negative.



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Discuss the various verbal and non-verbal cues seen in the vignette. It is important to discuss them for both versions of the vignette, negative and positive!

### WHAT ARE THE CUES?

In Compassion Part One, we can see sarcasm, anger, frustration and resentment. By not facing Jay when she speaks to him, Sue is in effect “turning her back” on him.

*Open discussion about any other “cues” we might find in Compassion Part One.*

In Compassion Part Two, Sue fully turns to face the tardy Jay, exhibiting a cue that she is fully attentive and willing to show compassion instead of anger to discover why he was late. Jay in turn uses an apologetic tone of voice and shows appreciation of her reaction to his apology by smiling and offering to get the project back on schedule. Sue’s smile and body language are affirming and supportive.

*Open discussion about any other “cues” we might find in Compassion Part Two.*

### DEFINITION AND MEANING OF COMPASSION:

Compassion means caring for others, having patience and reacting positively in a caring manner instead of reacting negatively. Compassion can often lead to more respectful and productive outcomes to negative situations.

*At this point, trainers may wish to discuss how compassion could be used to solve problems that they sometimes encounter. Following are several discussion points that may be used to promote dialogue.*

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## COMPASSION DISCUSSION POINTS

The following are discussion points about the **COMPASSION** vignette. Use any or all to open dialogue about the behavior exhibited.

### COMPASSION AND COMMUNICATION

#### **Why Is Compassion Important for Successful Communication? Conversely, Why Is a Lack of Compassion Detrimental to Communication in the Workplace?**

Take a moment to discuss the importance of a compassionate approach to a situation versus a negative response, and the repercussions of each.

Discuss how a lack of compassion could lead to misunderstandings, resentment, and lack of cooperation, among other negative repercussions.

#### **What Are Other Compassion “Cues” That Can Encourage or Discourage Successful Communication?**

For example, “clamming up” is a negative response cue that discourages communication, while asking positive questions to determine the root of an issue is a positive, helpful response cue to open lines of communication.

Discuss what other “cues” the trainees themselves have encountered or displayed.

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## COMPASSION AND CONFLICT MANAGEMENT

### **How Can Compassion Be Introduced Into an Emotionally Tense Conflict and Used Successfully?**

By practicing compassion in one's life, a person can recognize when a situation has become tense, and recognizing that tension, can focus on redirecting negative energy into a more compassionate approach.

Discuss how participants can train themselves to remember compassion when recognizing potentially tense "cues."

### **How Could a Third Person Use Compassion to Prevent a Possible Conflict When Those "Cues" Are Recognized?**

Discuss the possible use of compassion when mediating during a conflict. Examples include asking compassionate questions to calm the situation, asking those in conflict to consider compassionate responses instead of anger or frustration.

Consider compassionate solutions that may solve the problem before or after it occurs.

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## COMPASSION AND DIVERSITY

### **What Is the Value of Compassion Within a Diverse Workplace?**

Discuss why having compassion is especially important in a diverse workplace, where misunderstandings and biases can occur because of ethnicity, age differences, gender, and many other circumstances.

For example, developing and using compassion in situations where the other person has different values based on religion, or physical differences that require different methods of achieving a goal can help to create a more harmonious and productive workplace.

### **How Can Compassion Help Make a Diverse Workplace More Productive and Happier?**

Diversity in a workplace may be the catalyst for distrust and misunderstandings.

Discuss how compassion can help people confront and learn to understand differences and appreciate diversity. In this way, we can work more effectively with each other and break down those fears and biases that may be counterproductive.

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## COMPASSION AND TEAMWORK

### **How Does Compassion Lead to Better Teamwork?**

In this vignette, a compassionate approach encouraged a better response from Jay, whereas resentment could damage a team.

Discuss how compassion can help teamwork and encourage team members.

### **What Are Some Common Negative “Cues” That Could Damage Teamwork?**

Examine different “cues” that can be counterproductive to good teamwork behavior. For example, body language signals such as rolling eyes or frowning, dismissive comments, undermining others’ ideas and attempts at communication.

Discuss what other uncompassionate “cues” participants have encountered or displayed themselves.



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Discuss the various verbal and non-verbal cues seen in the vignette. It is important to discuss them for both versions of the vignette, negative and positive!

### WHAT ARE THE CUES?

In Unity Part One, we can see Alex's arrogance, impatience, and intrusion, not only through his voice, but through his body language: pointing and facial gestures such as shaking his head and slightly rolling his eyes. Peter reacts to this behavior with sarcasm and defensiveness, not turning to look at Alex and with an arched, annoyed facial expression.

*Open discussion about any other "cues" we might find in Unity Part One.*

In Unity Part Two, Alex's approach is less aggressive and more helpful. Peter's sigh of frustration signals that he is exasperated, and Alex asks if he would like some help. Peter smiles in appreciation and Alex suggests they "figure it out together."

*Open discussion about any other "cues" we might find in Unity Part Two.*

### DEFINITION AND MEANING OF UNITY:

In this case, unity means coming together as a team, working as a group, and working toward a common goal, be it better productivity or a more positive workplace. It's important to note that unity is a tool that can help situations where we find ourselves confronted with differences that may cause tension. Unity, above all, should be kept in mind to solve these differences.

*At this point, trainers may wish to discuss how unity could be used to solve problems that they sometimes encounter. Following are several discussion points that may be used to promote dialogue.*

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## UNITY DISCUSSION POINTS

The following are discussion points about the **UNITY** vignette. Use any or all to open dialogue about the behavior exhibited.

### UNITY AND COMMUNICATION

#### **What Role Does Unity Play Regarding Communication?**

Discuss the importance of communication as a vital part of unity.

Explain that what everyone is doing right now during this training session is communicating as a united group.

#### **What Are Forms of Communication That Have Adverse Effects on Unity? What Forms Have Positive Effects on Communication?**

Take a moment to explore the different ways, negative and positive, that we communicate, and how they affect unity, for example, sarcasm versus respectful honesty, or rolling one's eyes versus paying polite attention.

Encourage discussion about the negative "cues" that we often find ourselves communicating, and how they can be changed to more positive forms of communication.

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## UNITY AND CONFLICT MANAGEMENT

### **In What Ways Can Unity Help Solve Conflicts?**

Explore how unity, working together, can resolve workplace issues. When there is a conflict, we can teach ourselves to pause and remember that we are on the same team. This is a good time to point out that in a tense situation, those involved should pause and work toward resolution based on unity.

Discuss how participants can train themselves to remember unity as well as compassion when recognizing potentially tense “cues.”

### **What Are Some “Cues” to Look for That Promote or Discourage Unity?**

Discuss the range of “cues” that may specifically discourage or encourage unity in the workplace.

Encourage participants to explain how these “cues” affect unity. Examples include withholding information that might affect someone’s performance, or raising morale with a compliment or praise.

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## UNITY AND DIVERSITY

### **How Can Unity Affect the Impact of Diversity in a Workplace?**

A diverse workplace has many advantages, including different points of view and a broader range of experiences. Diversity also sometimes creates tensions and cultural misunderstandings.

The fact that employees are all on the same team offers an advantage in that people who are working toward a common or similar goal are more likely to reach out to each other, despite differences. By using unity, we can learn to appreciate those differences, or at least understand them.

### **In What Ways Can Unity Be Used to Promote Tolerance and Understanding In a Diverse Workplace?**

Discuss specific ways in which unity can promote tolerance and understanding. Ask participants to discuss ways in which ways people are diverse, such as age, culture, ethnicity, and gender, and how they could use unity to learn more about those differences.

Encourage discussion about how they could use unity to overcome tensions that can arise in a diverse workplace and promote tolerance instead.

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## UNITY AND TEAMWORK

### **How Does Lack of Unity Affect Teamwork?**

Discuss the ramifications of lack of unity on teamwork. Using the “cues” from the vignette, discuss how negative signals and behavior can defeat teamwork.

Be specific, and ask for personal experiences that may have affected teamwork.

### **What Are Some Common Positive “Cues” That Could Encourage Teamwork?**

It’s important to know that we are constantly communicating, be it through gestures, body language, or tone of voice.

Lead a discussion that explores conscious and unconscious “cues” that could encourage teamwork, such as paying serious attention, asking positive questions, and responding positively to negative criticism and encouragement.



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Discuss the various verbal and non-verbal cues seen in the vignette. It is important to discuss them for both versions of the vignette, negative and positive!

### WHAT ARE THE CUES?

In Empathy Part One, there is a broad range of cues. Both Donna and Martin exhibit aggressive body language—angry leers, dismissive glares, rolling eyes, and sarcasm. Juliana’s annoyed response does nothing to solve the problem.

*Open discussion about any other “cues” we might find in Empathy Part One.*

In Empathy Part Two, Juliana encourages empathy using a calming tone of voice, direct eye contact, and hand gestures to keep the situation civil. Although Donna and Martin still have angry expressions and tones of voice, by the end they both are showing more empathetic “cues.”

*Open discussion about any other “cues” we might find in Empathy Part Two.*

### DEFINITION AND MEANING OF EMPATHY:

In this situation, empathy means trying to discover similar situations you’ve had, or commonalities that you share, to help overcome workplace problems. No matter what our position, our culture, or any other differences, we all share some things in life that can help us relate to each other. And we should try to find and focus on those similarities to help resolve our differences.

*At this point, trainers may wish to discuss how empathy could be used to solve problems that they sometimes encounter. Following are several discussion points that may be used to promote dialogue.*

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## EMPATHY DISCUSSION POINTS

The following are discussion points about the **EMPATHY** vignette. Use any or all to open dialogue about the behavior exhibited.

### EMPATHY AND COMMUNICATION

#### **How Can Empathy Be Used to Create Communication?**

Again, despite our differences, we all have something in common. By using empathy, we can “put ourselves in someone else’s shoes” and try to find common ground.

Discuss how finding those similarities, empathizing, can help resolve issues that may be rooted in differences by allowing us to communicate through what we have in common.

#### **What Are Some Examples of What We Have in Common Despite Our Differences?**

This is an interesting exercise in getting to know ourselves and others. Encourage participants to discuss things they have in common with others. First, we are all human; second, we all work together in some way. Beyond that, it can be surprising to discover commonalities that allow us to see each other as more similar than different.

This is also a great time to discuss why understanding and respecting differences is a way to prevent conflicts from occurring.

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## EMPATHY AND CONFLICT MANAGEMENT

### **Specifically, How Can Empathy Solve Conflicts?**

When conflicts arise because people believe others don't understand them or what they go through, it's a good time to stop the situation and ask ourselves aloud, "What do we have in common?"

Encourage participants to think of this when they find themselves in conflict with others.

### **How Could a Third Person Use Empathy to Help Solve Conflicts?**

Often during conflicts, those involved can't resolve the situation if tempers are high. As we saw in the vignette, Juliana helped Donna and Martin find common ground, which led to a more civil discourse.

Discuss ways in which a third party could help mediate conflict.

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## EMPATHY AND DIVERSITY

### **Why Is Empathy Especially Important in a Diverse Workplace?**

Differences can often lead to distrust, misunderstandings, and conflict owing to stereotypes and biases. Empathy allows us to understand that we are all people, despite our differences, and that we all deserve respect.

Discuss how we can use empathy to help break down our own reservations and prejudices to promote a happy and productive workplace by getting to know our co-workers, and stress its importance.

### **What Are Examples Of Negative “Cues” Based on Diversity, and How Can They Be Made Positive Instead?**

Discuss ways in which people use negative “cues” based on their differences, and how they can be avoided or corrected.

Examples include excluding people from discussions based on their race, devaluing people based on their age, and ignoring input from co-workers based on their gender. For each negative “cue” or behavior, discuss a positive alternative.

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## EMPATHY AND TEAMWORK

### **What Does Empathy Have to Do With Teamwork?**

Stress the importance of empathy for teamwork. If we focus negatively on differences, we will have a harder time working together as a team.

Discuss how negative “cues” can hinder teamwork, as illustrated in the vignette. Also generate discussion on how co-workers can use empathy to create a more productive team.

### **How Could Empathy Improve Teamwork?**

Discuss how finding similarities with our team members can improve productivity and foster a more accepting, tolerant team.

Specifically, generate discussion about positive “cues” (exhibiting empathy by focusing on common ground, say a work goal) and negative “cues” (withholding ideas out of fear that team members may dismiss one’s input because of gender or ethnicity bias).



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Discuss the various verbal and non-verbal cues seen in the vignette. It is important to discuss them for both versions of the vignette, negative and positive!

### WHAT ARE THE CUES?

In Sharing Part One, Sam tries to keep her back to Tom, and when she does turn, she shows an angry and hurt expression. She also speaks sarcastically and angrily. Tom looks confused by her anger.

*Open discussion about any other “cues” we might find in Sharing Part One.*

In Sharing Part Two, Sam exhibits similar “cues”: turning away from Tom, anger, and frustration. Tom shows concern, and instead of defensiveness, he contains himself and explains what he actually said, confidently and honestly. Although Sam shows doubt in her facial expressions, she ultimately agrees, with a smile and an attentive look on her face, to share concerns about misunderstandings or gossip that cause problems.

*Open discussion about any other “cues” we might find in Sharing Part Two.*

### DEFINITION AND MEANING OF SHARING:

Sharing is extremely important. Sharing means communicating our concerns, issues, thoughts, opinions, or anything that can either prevent a workplace conflict or help solve one. Without sharing, often we may not be able to discover the causes of problems and therefore work them out together.

*At this point, trainers may wish to discuss how sharing could be used to solve problems that they sometimes encounter. Following are several discussion points that may be used to promote dialogue.*

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## SHARING DISCUSSION POINTS

The following are discussion points about the **SHARING** vignette. Use any or all to open dialogue about the behavior exhibited.

### SHARING AND COMMUNICATION

#### **Why Is Sharing So Important to an Organization and in Life in General?**

Sharing basically is communication. Without communication, we cannot prevent or solve problems in the workplace. Sharing allows us to work out solutions and create innovative, productive ideas and concepts.

It is important to stress that without sharing, it is difficult to use compassion, unity, and empathy.

#### **What Is Appropriate Sharing?**

Although sharing and communication is essential, it is also important that we understand the correct ways to communicate. As we've learned, everything we do is a form of communication, verbal or non-verbal.

Discuss forms of sharing that may negatively affect a workplace, such as gossip, lies, and misleading information. This is also a good time to discuss such issues as tone of voice and body language as communication, and the necessity of understanding and being aware of what we are communicating to others.

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## SHARING AND CONFLICT MANAGEMENT

### **What Does Sharing Have to Do With Conflict Management?**

Clearly we cannot solve conflicts without sharing our concerns or our issues, be it between ourselves, or with a mediator. Communication is the only way to get to the root of conflicts in order to solve them.

Discuss ways in which sharing can help solve conflict-related issues or misunderstandings, and how sharing in a positive manner is far more effective than negative communication.

### **Can Sharing Prevent Conflicts?**

As shown in the vignette, not communicating exacerbates conflicts. Discuss how sharing is vital as soon as negative “cues” are encountered.

Encourage discussion based on early intervention when negative “cues” are encountered, such as gossip or misunderstandings.

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## SHARING AND DIVERSITY

### **What Is the Value of Sharing Within a Diverse Workplace?**

Sharing is extremely important in a diverse workplace. Because of differences, misunderstandings and biases can cause problems. Sharing allows us to understand each other and our differences.

Discuss how sharing can help prevent misunderstandings based on diversity and differences, and can help create a positive, productive workplace.

### **How Can Sharing Help When Differences Seem Insurmountable?**

It's a fact of life that we are not always going to agree with one another, and sometimes those disagreements can be based on differences, such as religious convictions, for example.

Encourage discussion about how sharing can clarify why we have the beliefs we do, and how sharing may help us understand differences we may find intolerable. Sharing allows us to at least learn to tolerate those differences and understand their importance to others. Remember, compassion, unity, and empathy can play important roles in situations like this.

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## SHARING AND TEAMWORK

### **How Does Not Sharing Affect Teamwork?**

As a team, sharing is essential to better productivity and a positive atmosphere. A team that does not communicate fully cannot achieve its highest potential.

Discuss how not communicating can negatively affect teamwork. Encourage participants to offer examples that they may have experienced.

### **What Are Positive Ways We Can Encourage Sharing As a Team?**

Because of the importance of sharing as a team, discuss ways that we can encourage positive sharing.

Discuss things such as appreciation for input, giving everyone equal respect, paying attention, complimenting good work, and encouraging non-argumentative discourse when disagreements arise.

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## CONCLUSION

Conclude the session by redefining the four main training points of **Let's Get Together!** Reinforce the fact that the letters CUES stand for Compassion, Unity, Empathy and Respect, and give the easy to remember definitions of each:

### COMPASSION:

Caring for others.

### UNITY:

Understanding that we are on the same team.

### EMPATHY:

Putting yourself in another person's place emotionally and finding common ground.

### SHARING:

Being open enough to give to others, to learn and to communicate.