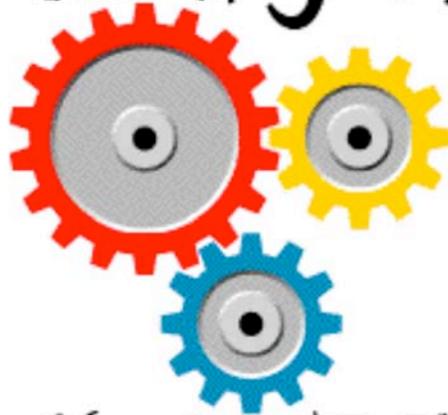


Dialogue



Now You're Talking!

Study and Facilitator's Guide

Includes Program Handouts

Program 1: *Communicating in a Diverse World*

Program 2: *Dialogue for Cultural Understanding*

Program 3: *Dialogue between Genders*

Program 4: *Dialogue among Generations*

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Thank you.





FOREWORD

My brother, Steve Rosell, spends much of his time traveling around the world designing and facilitating group processes using DIALOGUE. He does this for governments and corporations, working with groups both large and small. So when he approached me two years ago with the idea of creating a training resource, one that would be available to any organization that wanted to help employees better communicate using DIALOGUE, I was intrigued. A little research determined there was no media-based training package currently available on DIALOGUE. Polling QMR customers found widespread interest in a program (or series of programs) on this topic.

So here we are.

DIALOGUE has been around for centuries. The ancient Greeks practiced it. Successful families use it all the time. So do governments, businesses, armies, and other groups of people that need to better understand one another. DIALOGUE is how you communicate when you're having trouble communicating. Who among us hasn't found ourselves in that situation more than once?

We don't normally think much about how we'll communicate. In most cases we simply open our mouths and hope the right words come out. Sometimes they do.

However, the workplace has been changing dramatically over the past few decades. Women have entered careers where they had traditionally not been welcome. People from different races, religions or ethnic groups that rarely interacted in the past now work side by side. Gay employees are more visible at work. Laws against discrimination have opened doors for many. Huge populations have migrated around the globe. Corporations have become multinational. Cross-functional teams and inter-organizational collaboration are common. We each now have to communicate with a broader, more diverse range of people. These folks don't always do things, see things, or express themselves in the same ways that you do. It's very easy for misunderstandings, suspicions, stereotypes, or hidden assumptions to color our relationships. The results are often negative and at times disastrous for teams trying to work productively together.

What worked for us before may no longer be sufficient. We will have to expand our communication skills to be understood and make sure we understand. That's where DIALOGUE comes in.

Dialogue – Now You’re Talking! is a 4-program series. Program 1, *Communicating in a Diverse World*, is the overview module. Here we explore the fundamental skills and rules of DIALOGUE. Programs 2, 3 and 4 present actual DIALOGUE sessions addressing cultural, gender and generational issues respectively. These demonstrate how a DIALOGUE might work and model the basic rules one needs to follow. Each program can stand alone, or may be presented in combination with other modules.

Together with the videos, the activities in this guide will help you work through and practice the skills of DIALOGUE. I’d like to thank Viewpoint Learning for their assistance with the development of this guide and the entire **Dialogue – Now You’re Talking!** project.

DIALOGUE isn’t a natural form of communication. When we feel threatened or in conflict we humans tend to defend our positions or ideas and resist exploring other options. Looking at things from the point of view of those we might distrust may not feel very comfortable. Uncovering hidden assumptions may prove embarrassing.

Yet it is exactly at those times that we most need to build trust, respect and mutual understanding if we are to overcome our differences and find productive paths to effective collaboration. If our teams are to function, we must learn how to get past even fundamental differences and find common ground. We have to discover that we have more in common than we have separating us. We have to put aside beliefs that make good working relationships impossible.

In short, we need to DIALOGUE.

It is my hope that this series will help you and your colleagues develop communication tools that you will find useful for the rest of your lives – both at work and in all your challenging communications.

A handwritten signature in black ink that reads "Robt. Powell". The signature is written in a cursive, flowing style.

Writer/Producer
President, QMR



MATERIALS YOU WILL NEED:

Before the training class begins, make sure you have the following items ready for use:

- A flip chart or white board and markers
- Copies of all program handouts you plan to distribute
- The **Dialogue – Now You're Talking!** video(s) or DVD(s)
- A system for presenting Powerpoint slides, if you plan to use them.

PRE-SCREENING EXERCISE (15 MINUTES):

The initial exercise is designed to let group members experience the distinction between “DIALOGUE” and debate.

Before viewing the video:

Designate three members of the group to discuss a topic that is currently an issue in your organization or community. Poll the group to come up with an appropriate topic (or present your own). Ask the group to define 3 possible positions on the topic. Note these on a flip chart or white board. Assign each of the 3 volunteers a position they are to take on the issue (if possible, it would be best if the volunteers are able to take a position they really believe in).

Tell the three volunteers they have five minutes to discuss the issue. Avoid using the words “DIALOGUE” or “Debate.” Permit the discussion to move in whatever direction the participants choose; do not try to facilitate it, or to impose the Rules of DIALOGUE. The point here is not to practice the skills of DIALOGUE, but rather to have a shared experience in the type of discussion/debate that usually takes place.

After five minutes, ask the participants to wrap up the discussion.

Once you bring the discussion to a close, have others in the group describe whether they feel the interaction they just observed changed their views on the subject, or those of the direct participants. Ask them to characterize the interaction. Was it a debate? A negotiation? How were people dealing with each other? How did they feel? Ask the group to discuss why they think people hold onto their views when they are in a conflict or debate. Note the points made on a flip chart or white board.

You will return to this discussion toward the end of the session.



PROGRAM 1 – COMMUNICATING IN A DIVERSE WORLD

VIEW PROGRAM 1: COMMUNICATING IN A DIVERSE WORLD.

Have participants view the complete video “Communicating in a Diverse World”. Screen the program without interruptions or distractions if possible.

GROUP DISCUSSION QUESTIONS

Discuss the following questions with the entire group. Write key points raised by participants on a white board or flip chart. Handout versions of the questions appear later in this guide.

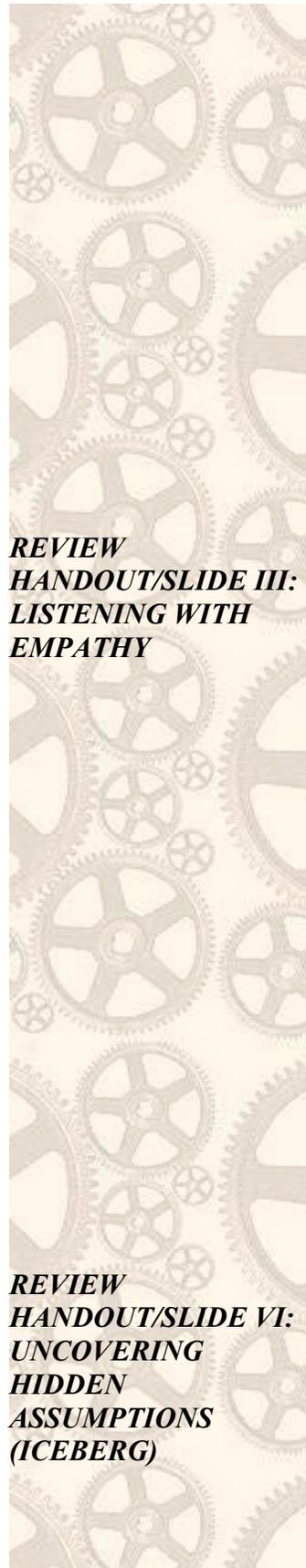
DISCUSSION QUESTIONS	FACILITATOR NOTES
1. What kinds of people do you find it most difficult to communicate with? What do you suppose are the barriers to effective communication with these people, on your part and on theirs?	<i>Encourage the participants to surface their own examples, much like the characters at the start of the video.</i>
2. What would the benefits of DIALOGUE be to your organization? To the individuals in your group?	<ul style="list-style-type: none"> • <i>Building Trust</i> • <i>Mutual Understanding</i> • <i>Respect</i> • <i>Laying a groundwork of understanding and participation for later decision-making</i>
3. Why is it important to temporarily suspend status in a DIALOGUE? How would it impact the DIALOGUE if status was not suspended?	<i>Less likely to get full participation and open disclosure of hidden assumptions.</i>

25 Minutes

30-45 Minutes

**REVIEW HANDOUT/
SLIDE IV: SOME
BENEFITS OF
DIALOGUE**

**REVIEW HANDOUT/
SLIDE V: LEAVE
STATUS AND
DECISION-MAKING
AT THE DOOR**



**REVIEW
HANDOUT/SLIDE III:
LISTENING WITH
EMPATHY**

**REVIEW
HANDOUT/SLIDE VI:
UNCOVERING
HIDDEN
ASSUMPTIONS
(ICEBERG)**

DISCUSSION QUESTIONS	FACILITATOR NOTES
<p>4. What are some situations or circumstances that would be better suited to negotiation, debate or presentation? How would those discussions differ from a DIALOGUE?</p>	<p><i>To understand where DIALOGUE is useful, it can help to define instances where it may not be useful, for example when a quick decision is needed.</i> <i>Examples:</i> <i>Contract negotiation</i> <i>Budget review</i> <i>Project Approval</i> <i>New product launch</i></p>
<p>5. When Daniel says to Rebecca “Let me try it for you a bit slower, Rebecca, <i>Faster, Better, Cheaper</i>, two out of three” what is the likelihood that she will begin to understand or agree with the real issues concerning Daniel? When Rebecca responds that errors are a quality-control issue, and not one of technology, that “you people just need to do your job properly,” is she understanding Daniel’s work process?</p>	<p><i>Daniel and Rebecca are both creating a confrontational situation through their tone. Both are trying to score points by “putting down” the other’s position, abilities or knowledge.</i></p>
<p>6. What is Daniel’s key “hidden assumption”?</p>	<p><i>Daniel feels that management does not care about the process or the results, only about getting more for less.</i></p>
<p>7. What is Rebecca’s key “hidden assumption”?</p>	<p><i>Rebecca believes that Daniel actually disrespects her abilities, that Daniel holds her in contempt. She suspects Daniel’s attitudes are motivated by racist or sexist beliefs.</i></p>

DISCUSSION QUESTIONS	FACILITATOR NOTES
<p>8. How does revealing these assumptions help both Daniel and Rebecca?</p>	<p><i>Surfacing assumptions allows people to stop talking past each other (or pretending that they are concerned about one thing when the real concern is about something more fundamental) and to address the real issues hidden beneath the surface that are causing the problem. In the short term that can be harder but it pays dividends many times over in the longer run. In this case, Daniel becomes aware of Rebecca’s assumption that he thinks she is stupid because of her race, age and gender; and Rebecca realizes that what underlines Daniel’s apparent arrogance is his assumption that she just doesn’t care about his department or its processes.</i></p>

**REVIEW THE SIX BASIC RULES OF DIALOGUE
(HANDOUT I)**

15 minutes

Go over each of the “Six Basic Rules of DIALOGUE”. Ask participants why they think each rule might be important when people are trying to communicate in an environment where there has been mistrust, conflicts, or some other breakdown in effective communication. Note answers on the flip chart or white board. Be sure everyone in the group understands what the 6 rules are and why they are important to a DIALOGUE.

Ask the group members to discuss how the Six Basic Rules of DIALOGUE might have changed the initial Pre-Screening Exercise at the start of the session. How well did that discussion permit hidden assumptions or emotionally-charged positions to be surfaced? Was trust or better understanding built between the participants? Was “common ground” found? Ask the three original participants what they might have said or done differently if they were discussing the same topic as a DIALOGUE?



10 minutes

LEAD A POINT-BY-POINT GROUP DISCUSSION OF THE DISTINCTIONS BETWEEN DEBATE AND DIALOGUE (HANDOUT II)

Invite participants to bring up examples, drawing from either the initial group debate or the video, that illustrate each of the hallmarks of Debate or Advocacy versus DIALOGUE. For example, have them cite examples where the objective of a participant was to search for weaknesses in the other's position ... or to search for common ground. Spend 5 – 10 minutes soliciting and discussing examples that illustrate these concepts. List these points on a white board or flipchart as they're being raised.

The training session will have taken 60-90 minutes to this point.

You can continue with another program module from the Dialogue – Now You're Talking! series, or use any of the 20-30 minute supplementary exercises in Appendix A to have your training group focus on specific DIALOGUE skills appropriate to your situation. Undertake these exercises with small groups and pairs, as indicated, for additional training as time permits.

You should also allow 45 – 60 minutes for the closing DIALOGUE exercise in Appendix B, at the completion of training.

Once you have completed your training session, thank the participants for their time and encourage them to practice DIALOGUE in their work and personal environments when they encounter situations where other forms of communication aren't working. Review "Appendix C: Homework Assignment" if you intend to provide follow-up reinforcement of the training (this is highly recommended). Set a date or process by which the results of the homework dialogues can be shared with the group.



**PROGRAM 2 –
DIALOGUE FOR CULTURAL
UNDERSTANDING**

If you are presenting this program on a different day from the training using Program 1 of this series (Communicating in a Diverse World), begin the training by doing a review of the Six Basic Rules of DIALOGUE as described on Handout/Slide 1 of this guide. Allow 10 minutes for this review.

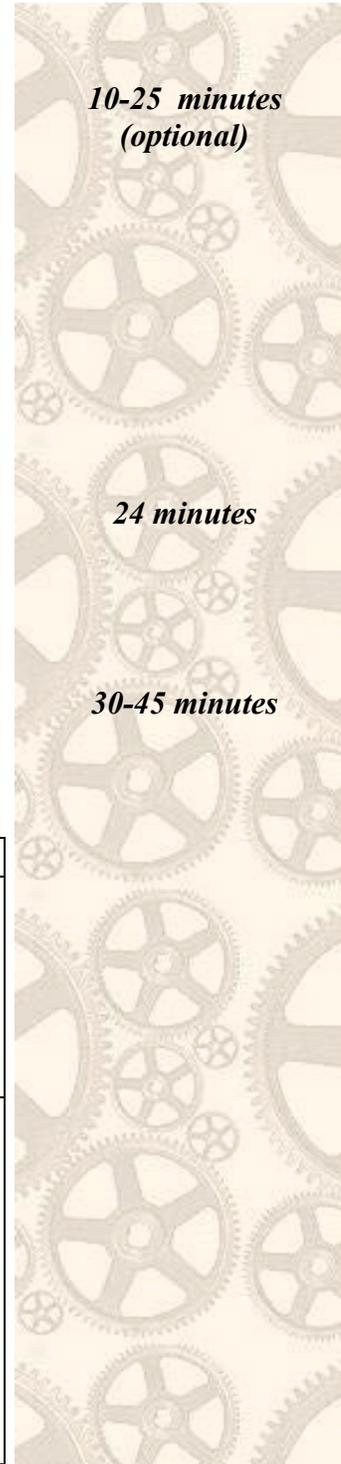
If you have chosen not to use Program 1 of this series, then begin the training for this program with the “Pre-Screening Exercise” at the beginning of this guide. Allow 15 minutes for this exercise.

**VIEW PROGRAM 2:
DIALOGUE FOR CULTURAL UNDERSTANDING**

GROUP DISCUSSION QUESTIONS

Discuss the following questions with the entire group. Write key points raised by participants on a white board or flip chart. Handout versions of the questions appear later in this guide.

DISCUSSION QUESTIONS	FACILITATOR NOTES
1. When Cleo says that she doesn't want to discuss the issues and would rather “save it for later,” what messages is she sending her co-workers?	<i>Loss of trust, emotionally-charged anger about the issues, a sense that she cannot or dare not be open.</i>
2. When David challenges Beroz, asking how this DIALOGUE will impact the team's ability to serve customers, and not just Beroz's feelings about the team, which rules of DIALOGUE is David violating?	<ul style="list-style-type: none"> • <i>Don't disparage other points of view</i> • <i>Listen with empathy</i> • <i>Suspend judgment</i> <p><i>Note that David is also disrespecting Beroz by continually mispronouncing her name.</i></p>



**REVIEW
HANDOUT/SLIDE II:
ADVOCACY/
DEBATE VERSUS
DIALOGUE**

**REVIEW
HANDOUT/SLIDE IV:
SOME BENEFITS OF
DIALOGUE**

DISCUSSION QUESTIONS	FACILITATOR NOTES
<p>3. When David asks Lonnie how long he plans to “sit in that chair answering to someone else,” and asks Beroz if the team members “should run to her each time there’s a problem,” you could say that he is asking clarifying questions. Is he?</p>	<p><i>They are debate-style questions; rhetorical statements disguised as questions, that tend to discredit the other’s position and statements. David seems to be trying to point out what is wrong, in his view, with Beroz’s positions rather than trying to understand why she believes as she does. He is also apparently trying to embarrass or bate Lonnie into opposing Beroz’s appointment as supervisor.</i></p>
<p>4. How might David have asked Beroz to clarify how team members should handle difficult problems if he was truly listening for understanding?</p>	<p><i>He might have asked “I’m unclear about how you expect us to respond when we encounter a major problem like ‘the incident’. Can you clarify that?”</i></p>
<p>5. Do you think Beroz’s ethnic background is central to the concerns that David and Cleo had, or a label through which to focus work-based dissatisfaction?</p> <hr/> <p>6. Do you think the team would have had a problem with Beroz as an Indian woman joining them in a non-supervisory role? Why or why not?</p> <hr/> <p>7. Can you think of a situation in your own work experience where what appeared to be a case of ethnic or racial discrimination was actually about something else? How was the real cause uncovered in that situation?</p>	<p><i>There is no indication that David or Cleo had previous problems with Rohit, who is also Indian. Cleo also notes Rohit’s strong words of support for promoting a Latina. It may be that their “hidden assumption” regarding Beroz’s family or ethnic relationship to Rohit is a way for David and Cleo to make being passed-over for promotion seem less about their own qualifications, or Beroz’s, for the position. By clarifying their hidden assumptions and feelings, an issue which at first appears to be about ethnicity is better understood.</i></p>

DISCUSSION QUESTIONS	FACILITATOR NOTES
<p>8. How did Beroz get David and Cleo to move away from defensive, debating positions and toward revealing their true hidden assumptions and, ultimately, finding common ground for later discussions?</p>	<p><i>By showing empathy for their concerns regarding their promotions and their resentment for being passed over. By listening openly, without judgment, to their beliefs that Beroz got her position through family contacts. Beroz was also being honest about her own concerns and uncertainties. By revealing their emotionally charged assumptions David and Cleo’s core concerns about being passed over for promotion were brought to the surface and addressed.</i></p>
<p>9. What added lessons could Beroz (and Rohit) take from the DIALOGUE with the team members, to minimize the chances for similar tensions in the future?</p>	<p><i>Beroz and Rohit could have done a better job of informing team members about why Beroz was being brought in and how this would benefit the team. They should also avoid the appearance of nepotism or any hidden agenda, for example by not speaking a language in the workplace that is not understood by their coworkers.</i></p>
<p>10. What was the benefit of “suspending status” to this DIALOGUE between Beroz and her team?</p>	<p><i>Without suspending status, David and Cleo might not have felt safe disclosing their feelings about Beroz and their sense of betrayal by Rohit.</i></p>



**REVIEW
HANDOUT/SLIDE III:
LISTENING WITH
EMPATHY**

**REVIEW
HANDOUT/SLIDE V:
LEAVE STATUS AND
DECISION-MAKING
AT THE DOOR**



The training session will have taken 60-90 minutes to this point.

You can continue with another program module from the Dialogue – Now You’re Talking! series, or use any of the 20-30 minute supplementary exercises in Appendix A to have your training group focus on specific DIALOGUE skills appropriate to your situation. Undertake these exercises with small groups and pairs, as indicated, for additional training as time permits.

You should also allow 45 – 60 minutes for the closing DIALOGUE exercise in Appendix B, at the completion of training.

Once you have completed your training session, thank the participants for their time and encourage them to practice DIALOGUE in their work and personal environments when they encounter situations where other forms of communication aren’t working. Review “Appendix C: Homework Assignment” if you intend to provide follow-up reinforcement of the training (this is highly recommended). Set a date or process by which the results of the homework dialogues can be shared with the group.



**PROGRAM 3 –
DIALOGUE BETWEEN GENDERS**

If you are presenting this program on a different day from the training using Program 1 of this series (Communicating in a Diverse World), begin the training by doing a review of the Six Basic Rules of Dialogue as described on Handout/Slide 1 of this guide. Allow 10 minutes for this review.

If you have chosen not to use Program 1 of this series, then begin the training for this program with the “Pre-Screening Exercise” at the beginning of this guide.

**VIEW PROGRAM 3:
DIALOGUE BETWEEN GENDERS**

GROUP DISCUSSION QUESTIONS

Discuss the following questions with the entire group. Write key points raised by participants on a white board or flip chart. Handout versions of the questions appear later in this guide.

DISCUSSION QUESTIONS	FACILITATOR NOTES
<p>1. What was gained by having Meg and Jim work out their conflict through a group DIALOGUE, rather than one-on-one? What did the other team members contribute to the DIALOGUE?</p>	<p><i>The team was able to move the interaction from a two-person debate to a DIALOGUE. In particular, other team members surfaced their own similar experiences when joining the group, helping to validate Meg’s feelings. They also brought empathy to the situation before Jim was prepared to, and helped to move Jim toward a better understanding of Meg’s frustration.</i></p>

10-25 minutes (optional)

21 minutes

30-45 minutes

**REVIEW
HANDOUT/SLIDE II:
ADVOCACY/DEBATE
VS DIALOGUE**

**REVIEW
HANDOUT/SLIDE III:
LISTENING WITH
EMPATHY**

DISCUSSION QUESTIONS	FACILITATOR NOTES
<p>2. Who in the group asks the most clarifying questions? Apart from eliciting further information from Meg, how do these questions contribute to the DIALOGUE’s atmosphere?</p>	<p><i>DS (the African American participant) and Bill both asked a number of clarifying questions. These allowed Meg to disclose why she was feeling devalued by the team and encouraged a search for common ground. These questions also helped to shift the conversation from debate or advocacy to inquiry.</i></p>
<p>3. Cite some examples of someone in this DIALOGUE trying to “speak for others.”</p>	<p><i>When Jim states that Meg resented being “low woman on the totem pole,” he is telling her how she feels, instead of asking her to describe her feelings. His side remark about “getting that right” also suggests that he feels gender-neutral or gender-specific terms are a matter of form rather than substance, reinforcing Meg’s sense of being looked down upon.</i></p>
<p>4. How might Jim have rephrased some of his perceptions about where Meg was coming from to make it less likely that Meg would feel defensive?</p>	<p><i>Jim could have asked Meg if she felt like she was the “low woman on the totem pole” on the team, and if so, what made her feel that way. He might also ask if she felt the same way in previous workplaces.</i></p>
<p>5. What are some examples of “common ground” that are emerging from this DIALOGUE?</p>	<ul style="list-style-type: none"> • <i>That the problem is with the group dynamic, not just one individual</i> • <i>The importance of social interactions in building team camaraderie and mutual respect, and even generating ideas</i>

DISCUSSION QUESTIONS	FACILITATOR NOTES
6. What are some of Jim’s hidden assumptions that emerge in the program?	<i>Jim is concerned that making changes to accommodate the feelings of a new team member can lead to destructive changes and disruptions in the group dynamic. Jim also believes that people who raise concerns about working conditions are primarily trying to cover the fact that they aren’t up to the task of getting their jobs done, and feels that it is unfair that he is expected (or expects himself) to work odd hours or make the extra effort when others don’t.</i>
7. What follow-up would you recommend that Bob, the team’s leader, should do to ensure that the benefits of this DIALOGUE aren’t lost?	<i>Bob should check in periodically with all team members to ensure that no one is feeling left out or ignored by the team. He should also make sure the team continues to have group lunches and other activities at times when all team members can participate.</i>



**REVIEW
HANDOUT/SLIDE VI:
UNCOVERING
HIDDEN
ASSUMPTIONS
(ICEBERG)**

The training session will have taken 60-90 minutes to this point.

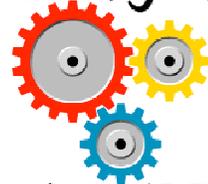
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You should also allow 45 – 60 minutes for the closing DIALOGUE exercise in Appendix B, at the completion of training.

Once you have completed your training session, thank the participants for their time and encourage them to practice DIALOGUE in their work and personal environments when they encounter situations where other forms of communication aren’t working. Review “Appendix C: Homework Assignment” if you intend to provide follow-up reinforcement of the training (this is highly recommended). Set a date or process by which the results of the homework dialogues can be shared with the group.

Notes





Program 4 – DIALOGUE ACROSS GENERATIONS

If you are presenting this program on a different day from the training using Program 1 of this series (Communicating in a Diverse World), begin the training by doing a review of the Six Basic Rules of Dialogue as described on Handout/Slide 1 of this guide. Allow 10 minutes for this review.

If you have chosen not to use Program 1 of this series, then begin the training for this program with the “Pre-Screening Exercise” at the beginning of this guide.

VIEW PROGRAM 4: DIALOGUE ACROSS GENERATIONS

GROUP DISCUSSION QUESTIONS

Discuss the following questions with the entire group. Write key points raised by participants on a white board or flip chart. Handout versions of the questions appear later in this guide.

DISCUSSION QUESTIONS	FACILITATOR NOTES
1. When the DIALOGUE began, why was it important that Kelly asked Donna not to serve as the facilitator for the process?	<i>Kelly was showing he understood and wanted to abide by the rules of DIALOGUE. Suspending status is difficult under the best of circumstances. It's even more challenging if the supervisor or team leader is facilitating the DIALOGUE process.</i>
2. What are the hidden assumptions and feelings that Janet is reluctant to reveal?	<i>It appears that on some level Janet may not trust her younger co-workers to get their jobs done without supervision. But it also seems that Janet resents their being afforded this opportunity when she was denied the same privileges fifteen years earlier. Beyond Janet's business-needs argument, the emotion of envy comes into play.</i>

*10 – 25 minutes
(optional)*

24 minutes

30-45 minutes

**REVIEW
HANDOUT/SLIDE V:
LEAVE STATUS AND
DECISION-MAKING
AT THE DOOR**

**REVIEW
HANDOUT/SLIDE VI:
UNCOVERING
HIDDEN
ASSUMPTIONS
(ICEBERG)**

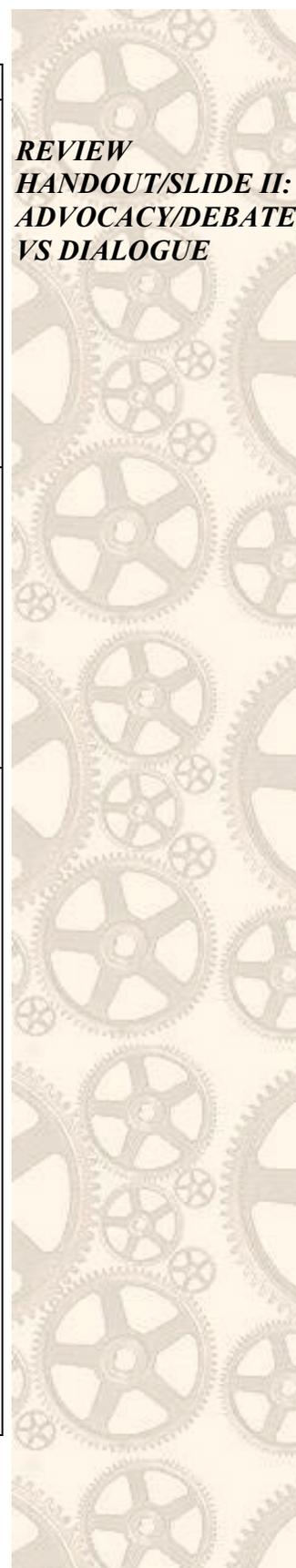
**REVIEW
HANDOUT/SLIDE III:
LISTENING WITH
EMPATHY**

**REVIEW
HANDOUT/SLIDE IV:
SOME BENEFITS OF
DIALOGUE**

**REVIEW
HANDOUT/SLIDE V:
LEAVE STATUS AND
DECISION-MAKING
AT THE DOOR**

DISCUSSION QUESTIONS	FACILITATOR NOTES
<p>3. When Janet says things like “you remind me of my daughter,” or “I understand where you’re coming from, because 15 years ago I was in the same place,” why does this not come across as empathy, as trying to find common ground?</p>	<p><i>Janet’s remarks may appear condescending, as if she is equating Angie and Kelly to her children. She also claims to know how Angie and Kelly are feeling, which implies she has nothing to gain from listening to them as they explain their feelings. In a DIALOGUE we want to listen for understanding and reflect back what we have heard. Here we see Janet choosing not to listen, but rather telling Angie and Kelly what their feelings are.</i></p>
<p>4. Andy explains his position that face-to-face interaction is best for productivity and teamwork. Angie feels that she does her best work without the distractions of the office setting. Do these two find any common ground through the DIALOGUE?</p>	<p><i>Both are concerned with efficiency, although they have different styles for attaining it. By hearing each other’s points of view, they learn that they have the same goals for the organization, and they both search for ways to accommodate the differences in their work styles.</i></p>
<p>5. Do you think that this DIALOGUE could have taken place without the face-to-face interaction that Andy prefers?</p>	<p><i>Probably not. DIALOGUE is about surfacing feelings as well as ideas; it is much more difficult to convey feelings, or to express empathy, remotely.</i></p>
<p>6. If there had been a push for a decision at this meeting, how might that have influenced the DIALOGUE?</p>	<p><i>The various participants may have become entrenched in their positions, trying to influence the immediate outcome. By postponing the decision, the participants were able to listen more openly to each other’s viewpoints, leading to progress.</i></p>

DISCUSSION QUESTIONS	FACILITATOR NOTES
<p>7. Who do you think modified their initial position the most? Why?</p>	<p><i>Participants may differ on this, but Andy moved significantly from his initial position favoring face-to-face, in-office interaction. He appeared to be impressed by the fact that his younger colleagues were motivated by productivity concerns, and not merely by a desire for an easier workday.</i></p>
<p>8. What did Janet learn through the DIALOGUE that she did not appreciate before?</p>	<p><i>Janet was surprised to learn that Angie and Kelly looked to her as a mentor and appreciated her. This awareness encouraged her to assume that role and this may have softened her resistance to the changes they were requesting.</i></p>
<p>9. How might DIALOGUE help this group learn about changes in the past 15 years that make Angie’s interest in working at home, or Kelly’s interest in flex time, more reasonable for the organization now than they were when Janet first joined?</p>	<p><i>The younger co-workers have an opportunity to make their colleagues more aware of changes that impact their business. For example, national and global business contacts may favor having more flexible work hours. High-speed data networks, teleconferencing, and other technologies make remote telecommuting much more affordable while giving the organization tools to manage the workflow regardless of where workers are located. The older employees might not have been open to learning about these changes if the tools of DIALOGUE had not been used.</i></p>



**REVIEW
HANDOUT/SLIDE II:
ADVOCACY/DEBATE
VS DIALOGUE**



The training session will have taken 60-90 minutes to this point.

You can continue with another program module from the Dialogue - Now You're Talking! series, or use any of the 20-30 minute supplementary exercises in Appendix A to have your training group focus on specific DIALOGUE skills appropriate to your situation. Undertake these exercises with small groups and pairs, as indicated, for additional training as time permits.

You should also allow 45 – 60 minutes for the closing DIALOGUE exercise in Appendix B, at the completion of training.

Once you have completed your training session, thank the participants for their time and encourage them to practice DIALOGUE in their work and personal environments when they encounter situations where other forms of communication aren't working. Review "Appendix C: Homework Assignment" if you intend to provide follow-up reinforcement of the training (this is highly recommended). Set a date or process by which the results of the homework dialogues can be shared with the group.

APPENDIX A: SUPPLEMENTARY EXERCISES

THE FOLLOWING GROUP EXERCISES MAY BE USED IN COMBINATION WITH ANY OF THE FOUR PROGRAMS IN THIS SERIES. THEIR PURPOSE IS TO GIVE TRAINING PARTICIPANTS PRACTICE IN WORKING WITH AND UNDERSTANDING THE RULES OF DIALOGUE.

HANDOUT VERSIONS OF THE GROUP EXERCISES FOLLOW THESE FACILITATOR INSTRUCTIONS.

Group Exercise I: Overcoming Obstacles to Dialogue

Review Handout/Slide I: The Six Basic Rules of DIALOGUE

Divide the group into teams of 3-4 people each.

Instruct each team to identify the one Rule of DIALOGUE that seems most difficult to attain in your work group or community. For example, it may be suspending status, or deferring decision-making. Have each team spend 15-20 minutes discussing how they and their associates might overcome this problem.

Have all teams report back to the group on the obstacles they identified and their proposed solutions. Record key points on a flip-chart or whiteboard.

30 Minutes



30 Minutes

Group Exercise II: Listening with Empathy and Asking Clarifying Questions

Review Handout/Slide III: Listening with Empathy

Divide the group into pairs, each working privately for 15-20 minutes.

Instruct one participant in each pair to describe to the other person an important event or decision about which the speaker feels strongly.

The second person then rephrases the story, describing both the story and how the first person felt about it.

The second person repeats and revises their account until the first person accepts it as accurate. After each revision, the second person is permitted to ask clarifying questions to which the first person responds.

Next, have the two participants switch roles and repeat the exercise, using an experience that is meaningful to the second person.

The participants should report back to the workshop on what happened, for example:

- How many repetitions did it take in each case?
- What clarifying questions were most helpful in developing an understanding?
- What barriers were there to developing that understanding?

Group Exercise III: Suspending Decision-Making

20-25 Minutes

Review Handout/Slide V: Leave Status and Decision-Making at the Door

Divide the class into small groups of 3-5 participants, each working privately for 10-15 minutes.

Instruct the groups to identify what was done in the video (whichever program they have seen) to separate dialogue and decision-making and whether that approach might work in their organization.

Have the participants identify one or two practical steps that could be taken to separate DIALOGUE from decision-making in your organization. Encourage them to think of options beyond the suggestions offered in the handout “Leave Status and Decision-Making at the Door”.

Have each group report their conclusions to the workshop during a ten-minute wrap-up discussion.

Group Exercise IV: Face-to-Face versus Electronic Dialogue

15-20 Minutes

Ask the group if they think it’s possible to have a DIALOGUE through “electronic” communication, such as teleconferencing or email, or even through printed memoranda. This exercise is particularly useful if your organization relies heavily upon email or teleconferencing.

Discuss what specific aspects of DIALOGUE would be hindered or lost by the lack of face-to-face interaction. Can other types of discussion, such as negotiation, take place without face-to-face interaction?

Ask participants to relate accounts of “discussions” that took place electronically, in their workplace or personal lives, where the outcome would have benefited from the DIALOGUE process.



APPENDIX B: CLOSING EXERCISE (45-60 MINUTES)

THIS EXERCISE PROVIDES PARTICIPANTS WITH AN OPPORTUNITY TO BOTH PARTICIPATE IN AND OBSERVE A DIALOGUE. IT IS RECOMMENDED THAT YOU TAKE A SHORT BREAK BEFORE BEGINNING.

Review the Six Basic Rules of DIALOGUE (HANDOUT/SLIDE I).

Break the workshop into 2 groups. One group will have a “DIALOGUE” of 5-10 minutes duration on a topic that is at issue in your organization or community, while the other group observes them. The group can decide on a topic or the facilitator can select one in advance.

Before commencing the DIALOGUE, designate each member of the observer group to be official “monitors” for that session. Each monitor will be responsible for noting any violations of, or particularly effective implementation of, ONE of the Six Basic Rules of DIALOGUE. For example, if someone asks clarifying questions, the monitor(s) responsible for tracking that rule should make a written note. If someone fails to listen with empathy, that too should be noted by the monitor responsible for that rule. If someone tries to speak for the group, that should be noted by the responsible monitor, and so forth. The monitors should keep their notes private, saving their remarks about the process until the end of the exercise.

Make sure that many different viewpoints and perspectives are represented by the DIALOGUE group. If necessary, assign different participants a particular perspective in the DIALOGUE.

Wrap up each DIALOGUE after five to ten minutes. At the end of each DIALOGUE session, the “rule monitors” should present their notes about the rules that they were tracking. Participants and other observers of the DIALOGUE should spend five to ten minutes discussing these notes and how the rules of DIALOGUE (or not following those rules) may have affected the course of the discussion. This evaluation is itself another DIALOGUE, so the point is not to win or find the most violations of the rules, but rather to understand why different monitors may have seen things in different ways and what we can learn from this. The facilitator should ensure that the debrief follows the Six Basic Rules of DIALOGUE, pointing out when these rules are ignored.

Have the second group (the monitor group) undertake a DIALOGUE on a different subject, with the first group now serving as monitors, each responsible for paying particular attention to a specific rule. Follow the above procedure and continue until everyone has had an opportunity to actively engage in this exercise, as a participant in the DIALOGUE and a monitor.

If you are working with a very large group, increase the number of participants in each DIALOGUE, have more than one person acting as the monitor for a given rule during each DIALOGUE, or break the entire workshop into two or three smaller groups that work simultaneously.



APPENDIX C: HOMEWORK ASSIGNMENT

Encourage participants to try DIALOGUE in their work or personal lives.

Have them initiate a DIALOGUE with co-workers, family members, other participants in a community organization, et cetera. Remind the participants that a DIALOGUE can be informal as long as the Basic Rules of DIALOGUE are followed.

Have the participants report back on their success in practicing the principles of DIALOGUE, and about whether they were able to achieve better understanding, trust or respect through this process. Participants should record and report what they did, what seemed to work well and why, what didn't seem to work well, what the barriers were, and lessons learned on how to do it better next time.

Be clear on a reporting or follow-up process. This can be done in an additional group session or using some other communication tool (internal messaging, e-mail, et cetera). We recommend you have a follow-up session of some kind in 1-3 weeks to reinforce the training and provide guidance.



GROUP DISCUSSION AND GROUP EXERCISE HANDOUTS

Handouts A through G are participant copies of the discussion questions and group exercises included in this Facilitator Guide. You may elect to distribute these to the participants, or rely only upon verbal instructions and questions.

Handouts I through VI are useful for discussing major points raised in the **Dialogue – Now You're Talking!** series, and are available both for distribution and as PowerPoint slides. You will find references to Handouts I through VI alongside the discussion questions and exercises throughout this Facilitator Guide.



Instructions for participants (Handout A)

Group Exercise I: Overcoming Obstacles to Dialogue

Identify the one Rule of DIALOGUE that seems most difficult to attain in your work group or community. For example, it may be suspending status, or deferring decision-making. Spend five to ten minutes discussing how you and your associates might overcome this problem.

Your team should be prepared to report back to the group on which Rule of Dialogue you selected and what strategies you discussed for better implementing that rule when having a DIALOGUE in your organization.

Instructions for participants (Handout B)

Group Exercise II: Listening with Empathy and Asking Clarifying Questions

You have been grouped into pairs for this 10-15 minute exercise.

Describe to your partner an important event or decision about which you feel strongly.

Your partner should then rephrase the story, describing both the story and how you felt about it.

Let your partner repeat and revise his/her account until you accept it as accurate. After each revision, your partner is permitted to ask clarifying questions to which you should respond as non-defensively as possible.

Next, switch roles with your partner and repeat the exercise, using an experience that is meaningful to the other person.

You should be prepared to report back to the workshop on what happened, for example:

- How many repetitions did it take in each case?
- What clarifying questions were most helpful in developing an understanding?
- What barriers were there to developing that understanding?
- Did you feel your partner heard and understood your story? What gave you that feeling?



Instructions for participants (Handout C)

Group Exercise III: Suspending Decision-Making

You have been grouped into small groups for this 10-15 minute exercise.

Identify what was done in the **Dialogue – Now You're Talking!** video you've just seen to separate DIALOGUE and decision-making and whether that approach might work in your organization.

Identify one or two practical steps that could be taken to separate DIALOGUE from decision-making in your organization. Try to think of options beyond the suggestions offered in the handout "Leave Status and Decision-Making at the Door".

Be prepared to report your ideas to the group.

Group Discussion Questions
Program 1– Communicating in a Diverse World
(Handout D)

<p>1. Who, in general, do you find it most difficult to communicate with? What do you suppose are the barriers to effective communication with these people, on your part and on theirs?</p>
<p>2. What would the benefits of DIALOGUE be to your organization? To the individuals in your group?</p>
<p>3. Why is it important to suspend status in a DIALOGUE? What would happen if “the boss is still the boss?” How would that impact the DIALOGUE?</p>
<p>4. What are some situations or circumstances that would be better suited to negotiation, debate or presentation? How would those discussions differ from a DIALOGUE?</p>
<p>5. When Daniel says to Rebecca “Let me try it for you a bit slower, Rebecca, <i>Faster, Better, Cheaper</i>, two out of three” what is the likelihood that she will begin to understand or agree with the real issues concerning Daniel? When Rebecca responds that errors are a quality-control issue, and not one of technology, that “you people just need to do your job properly,” is she understanding Daniel’s work process?</p>
<p>6. What is Daniel’s key “hidden assumption”?</p>
<p>7. What is Rebecca’s key “hidden assumption”?</p>
<p>8. How does revealing these assumptions help both Daniel and Rebecca?</p>

Group Discussion Questions
Program 2– DIALOGUE for Cultural Understanding
(Handout E)

1. When Cleo says that she doesn't want to discuss the issues and would rather "save it for later," what messages is she sending her co-workers?
2. When David challenges Beroz, asking how this DIALOGUE will impact the team's ability to serve customers, and not just Beroz's feelings about the team, which rules of DIALOGUE is David violating?
3. When David asks Lonnie how long he plans to "sit in that chair answering to someone else," and asks Beroz if the team members "should run to her each time there's a problem," you could say that he is asking clarifying questions. Is he?
4. How might David have asked Beroz to clarify how team members should handle difficult problems if he was truly listening for understanding?
5. Do you think Beroz's ethnic background is central to the concerns that David and Cleo had, or a label through which to focus work-based dissatisfaction?
6. Do you think the team would have had a problem with Beroz as an Indian woman joining them in a non-supervisory role? Why or why not?
7. Can you think of a situation in your own work experience where what appeared to be a case of ethnic or racial discrimination was actually about something else? How was the real cause uncovered in that situation?
8. How did Beroz get David and Cleo to move away from defensive, debating positions and toward revealing their true hidden assumptions and, ultimately, finding common ground for later discussions?
9. What added lessons could Beroz (and Rohit) take from the DIALOGUE with the team members, to minimize the chances for similar tensions in the future?
10. What was the benefit of "suspending status" to this DIALOGUE between Beroz and her team?

Group Discussion Questions
Program 3– DIALOGUE between Genders
(Handout F)

<p>1. What was gained by having Meg and Jim work out their conflict through a group DIALOGUE, rather than one-on-one? What did the other team members contribute to the DIALOGUE?</p>
<p>2. Who in the group asks the most clarifying questions? Apart from eliciting further information from Meg, how do these questions contribute to the DIALOGUE’s atmosphere?</p>
<p>3. Cite some examples of someone in this DIALOGUE trying to “speak for others.”</p>
<p>4. How might Jim have rephrased some of his perceptions about where Meg was coming from to make it less likely that Meg would feel defensive?</p>
<p>5. What are some examples of “common ground” that are emerging from this DIALOGUE?</p>
<p>6. What are some of Jim’s hidden assumptions that emerge in the program?</p>
<p>7. What follow-up would you recommend that Bob, the team’s leader, should do to ensure that the benefits of this DIALOGUE aren’t lost?</p>

Group Discussion Questions
Program 4– DIALOGUE among Generations
(Handout G)

1. When the DIALOGUE began, why was it important that Kelly asked Donna not to serve as the facilitator for the process?
2. What are the hidden assumptions and feelings that Janet is reluctant to reveal?
3. When Janet says things like “you remind me of my daughter,” or “I understand where you’re coming from, because 15 years ago I was in the same place,” why does this not come across as empathy, as trying to find common ground?
4. Andy explains his position that face-to-face interaction is best for productivity and teamwork. Angie feels that she does her best work without the distractions of the office setting. Do these two find any common ground through the DIALOGUE?
5. Do you think that this DIALOGUE could have taken place without the face-to-face interaction that Andy prefers?
6. If there had been a push for a decision at this meeting, how might that have influenced the DIALOGUE?
7. Who do you think modified their initial position the most? Why?
8. What did Janet learn through the DIALOGUE that she did not appreciate before?
9. How might DIALOGUE help this group learn about changes in the past 15 years that make Angie’s interest in working at home, or Kelly’s interest in flex time, more reasonable for the organization now than they were when Janet first joined?



HANDOUT I: THE SIX BASIC RULES OF DIALOGUE

The purpose of a Dialogue is to build understanding and respect, not to win others to our “side” or point of view.

1. Be open and suspend judgment – don’t disparage other points of view.
2. Keep DIALOGUE and decision-making separate - DIALOGUE precedes decision-making, negotiation or action.
3. Speak for yourself, not as a representative, and treat all participants as peers.
4. Listen with empathy - acknowledging you have heard others and that you care.
5. Look for common ground – identifying areas where you agree.
6. Search for and disclose hidden assumptions - especially in yourself.

HANDOUT II: **ADVOCACY / DEBATE VERSUS DIALOGUE**

<u>Advocacy/Debate</u>	<u>DIALOGUE</u>
Assuming that there is one right answer (and you have it)	Assuming that others have pieces of the answer.
Combative: attempting to prove the other side wrong	Collaborative: attempting to find common understanding
About winning	About finding common ground
Listening to find flaws and make counter-arguments	Listening to understand and find a basis for agreement
Defending your assumptions	Bringing up your assumptions for inspection and discussion
Criticizing the other side's point of view	Re-examining all points of view
Defending one's views against others	Admitting that others' thinking can improve one's own
Searching for weaknesses and flaws in the other position	Searching for strengths and value in the other position
Seeking an outcome that agrees with your position	Discovering new possibilities and opportunities

HANDOUT III: LISTENING WITH EMPATHY

1. Try to see things from the others' perspective.
2. Reflect back what others have told you, showing that you are listening and that you care about their concerns.
3. Ask clarifying questions to further your own understanding and to help others articulate their thoughts.
4. Search for areas of common ground and identify where you find merit in their positions.
5. When persuaded to modify your own positions, acknowledge the changes graciously and responsibly.

HANDOUT IV: SOME BENEFITS OF DIALOGUE

- Dispels mistrust.
- Breaks through negative stereotypes, revealing the common humanity of participants.
- Shifts from impersonal transactions to relationships, creating community.
- Makes participants more sympathetic to one another, even when they disagree.
- Prepares the ground for decision-making on emotion-laden issues.
- Helps to bridge subcultures and to clarify value conflicts.
- Expands the number of people committed to the process.
- Brings out the best rather than the worst in people.
- Creates a climate of good faith.

HANDOUT V:

LEAVE STATUS AND DECISION-MAKING AT THE DOOR

- **DIALOGUE** requires suspending status and treating all participants as equals
- Decision-making requires reintroducing status so those in authority can act
- For **DIALOGUE** to work, status distinctions must be suspended
- For decision-making to work, status distinctions must be respected
- Make the transition from **DIALOGUE** to decision making explicit. **DIALOGUE** precedes decision making

Sample techniques sometimes used to help suspend status and decision-making during a DIALOGUE:

- ✓ **Make clear that status distinctions and the usual decision-making hierarchy are suspended only temporarily, for the duration of the DIALOGUE (e.g. the military convention of asking a superior for “permission to speak frankly”).**
- ✓ **Conduct the dialogue in a setting that is clearly different (e.g. “off-site”) from the settings used for decision-making. Casual attire can also signify that this is not “business as usual.”**
- ✓ **Use a facilitator rather than having one of the higher status individuals “chair” the session.**
- ✓ **Undertake role-playing and team-building exercises. Higher status individuals should participate alongside all others.**

NOTE: Those with higher status should take the lead and set an example in the process of suspending status and decision-making during a dialogue.

HANDOUT VI: UNCOVERING HIDDEN ASSUMPTIONS

THE ICEBERG

ABOVE THE SURFACE

Speech and visible action...

... but the same statements and actions can be interpreted in many different ways — so there's plenty of opportunity for misinterpretation or misunderstanding.

BELOW THE SURFACE

Assumptions (often unconscious) shape how we interpret what we see and hear.

- silent thoughts - we have discussions with ourselves about what we are experiencing and why it's happening
- we make calculations about the motivation behind the words and actions of others, we defend ourselves from real or imagined attacks
- valid information is difficult to get, so we rely on (often hidden) assumptions to make sense of what we are seeing and to draw conclusions

UNDERLYING FRAMEWORKS

Assumptions, in turn, grow out of underlying belief systems, culture and worldview that are seldom examined or challenged by those who hold them.



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Elmer Dixon, Senior Associate of EDS, has a degree in Public Administration and 16 years of management experience in public and non-profit organizations. He has directed community programs serving low income youth, programs in nutrition and health, tutoring and education, and juvenile justice. During five years as a Training Manager and EEO Officer, he developed hiring, training and retention programs for a multi-cultural staff at a large public agency. Elmer has more than eight years experience in providing diversity training for public, private, and non-profit organizations. He has experience developing curricula in the areas of reducing prejudice and bias, cross cultural communication, team building, managing diversity in the workplace and working with difficult clients. Elmer is widely respected and well known for his commitment to community service. He is highly regarded as a consultant, trainer and public speaker.

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Dr. Maria Nieto Senour is currently a full professor in the Department of Counseling and School Psychology at San Diego State University where she teaches in and directs the Community Based Block (CBB) program. The CBB specializes in training counselors from diverse ethnic groups to be multicultural specialists and over the last 30 years has graduated more people of color with masters' degrees in counseling than any program in the state. Maria was named Professor of the year by San Diego State in 1993.

She is a member of the San Diego Community College District Board of Trustees; the first Latina elected to a school/college board in San Diego. In that position, and in the community work she has done, Maria has been an advocate for children and for increasing staff and student diversity in education.

Maria is a past Board member of LEAD, San Diego, has served as a consultant on race relations to the San Diego Housing Commission, a trainer to numerous departments of probation across the state of California on how to work with Latino offenders, and a consultant to various educational and community organizations on women's, cross-cultural and Latino issues.

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Robert Rosell has worked as a high school teacher, a theater and video director, a university professor, a writer, and has served as president of 3 media production companies. Since Robert and his wife Patricia founded QMR in 1992, the company has produced over 40 workplace-related training programs. These have won numerous national and international awards and have been used by over 15,000 major public and private sector organizations in 14 countries. Robert has served as president of the Training Media Association (TMA), the Digital Learning Organization (DLO), the International Youth Hall of Fame, and has served on the Board of the Instructional Systems Association (ISA). Robert also appears as a speaker on issues related to developing respectful workplace relationships in today's organizations.



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Beroz Ferrell brings over 15 years of experience in psychology, human resource management and organizational development. She currently works as a corporate consultant with a Seattle based consulting firm called Promega.

She has worked with national and multinational companies across seven countries, on three continents. In addition, she has managed a highly successful corporate consulting firm in Southeast Asia, which she co-founded. She has been a sought after speaker at various international conferences both in the United States as well as in Asia.

Beroz has continued establishing herself as a leading consultant in the NW region, providing leadership & organizational development, facilitating the creation of shared vision and strategic planning, providing innovative turnkey human resource solutions, facilitating culture change and conducting teambuilding & diversity training. Most recently, she has consulted for clients such as Frank Russell Company, Costco, Service Paper Company, Merck, Coca-Cola, Microsoft, Calypso Medical, Doctor Goodwell.com, Executive Diversity Services, Habit.com, City of Bremerton & Bellingham, Clallam County Department of Health & Human Services and The Russell Family Foundation.

She holds a Master's degree in Psychology and a post-master's certificate in Social Administration. She has been the recipient of the Outstanding Young Woman of America award, entered into the Who's Who among Human Service Professionals and a member of Phi Beta Kappa. She is also a nationally certified counselor and certified practitioner of neuro-linguistic programming with fluency in several languages.



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Lonnie Lusardo is Owner and Principal Consultant for The Diversity Collaborative in Seattle, WA. The company conducts sexual harassment prevention training, strategic diversity management programs, diversity training, and cultural assessments for corporations, government agencies, and not-for-profit organizations throughout the United States. Mr. Lusardo also designs curricula and materials for a variety of training programs. He is the author many journal articles of issues relating to diversity. Mr. Lusardo is a popular presenter on these topics at national and international conferences. He was recently profiled in the book "White Men Challenging Racism: 35 Personal Stories" published by Duke University Press.

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Cleo Molina is a long-time diversity educator and consultant, working with Reid and Associates Consulting. Raised in Southern California as part of a large, bilingual, bicultural extended family and having been married into families with very distinctly different cultures, has ingrained in Cleo the passion for understanding and describing difference. Earning a Doctorate in Educational Leadership, a post-master's certificate in Transforming Spirituality at the School for Theology and Ministry at Seattle University, and Bachelor's and Master's degrees in Educational Psychology and Bilingual Education from the University of Washington, Cleo has focused her work on facilitating the development of individuals and communities within the context of a multicultural, interrelated world.

For Cleo, building a future in which there is peace and prosperity for all people involves compassion, commitment, faith, good humor, and a great deal of energy. She works at all of these with the love and support of her family, friends, and colleagues.



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WHO'S WHO IN "DIALOGUE BETWEEN GENDERS"

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An industry veteran with ten years of high tech marketing experience, DS Benbow is the driving force behind UrbanKind. As CEO, DS directs both strategic vision as well as product positioning and product roadmap for the growing UrbanKind movement. Before UrbanKind, Benbow held a number of senior positions at Seattle-based e-commerce infrastructure startup Vitessa in the areas of Product Management and Business Development, where he successfully launched enterprise commerce products into the marketplace. Prior to Vitessa, Benbow held a variety of senior positions at Network Commerce including Director of Vertical Stores, Group Product manager of Buy Software (Flagship property) as well as Director of Business Development. Also, at Online Interactive he held positions related to strategy and marketing and was previously a Market Analyst for Totem Ocean Trailer Express. A native of New York City, Benbow received a BS from Weber State University and later attended Seattle Pacific University where he earned a masters degree in marketing.

James Gordon, MD, FRCPC

Jim Gordon studied acting with Nikos Psacharopoulos before switching his creative focus to the field of medicine. He now practices neurology in Seattle, teaches medical communication and end-of-life care, and is a member of the Committee on Ethics, Law, and Humanities of the American Academy of Neurology.

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Robert L. Ness is principal of Ness Consulting, an organizational and management consulting firm. Ness Consulting provides services related to executive, board, and organizational development, strategic planning, leadership transitions, organizational culture and design and innovation, international projects, and diversity training.

Meg Tapucol-Provo

Diversity Consultant

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Meg Tapucol-Provo has an extensive background as a diversity consultant. She has worked with corporations, schools and non-profit organizations throughout the country facilitating workshops in team building, sexual harassment, gender communication, conflict resolution and workplace diversity. In addition, she has toured as an actor with **The G.A.P. Theatre**, performing plays that address racism in schools and with **Seneca, Inc.**, an improvisational theatre company that suggests ways of dealing with conflict stemming from diversity-related issues in the workplace.



WHO'S WHO IN "DIALOGUE AMONG GENERATIONS"

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Tom Reid is Co-Director of Reid & Associates Consulting. He is a consultant, mediator and coach who has more than thirty years of experience working in personal, spiritual and professional development, helping leaders, groups and organizations to be more effective. In addition to Reid & Associates, Tom's work experience includes: 10 years as a real estate agent with Windermere Real Estate, leadership team for RENEW, a process of spiritual growth for faith communities, Archdiocese of Seattle, coordinator of the Ministry to Priests Program, a program of continuing education and spiritual growth for priests, Center for Human Development, Notre Dame, and extensive experience as a seminar, retreat and workshop leader. Tom has Master degrees in Divinity and Administration from the University of Notre Dame. Tom has been married for 30 years and has two college graduate sons and one granddaughter.



Andy Reynolds

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Andy Reynolds has over two decades of successful experience consulting, teaching, and training in race and gender relations, workplace diversity, and customer service. Andy is on the faculty of the Summer Institute for Intercultural Communication, which attracts a prestigious global faculty and student body. Andy's commitment and involvement in the business and education communities has resulted in his receiving a number of local and national leadership awards. His experience as a journalist contributes to Andy's success as a public speaker and to his public relations work on behalf of EDS. Andy often fuels his interest in cross-cultural learning by attempting new recipes from his international cook book collection.

Donna Stringer

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Donna M. Stringer, Ph.D. is a social psychologist whose career spans almost 30 years as a manager, teacher, researcher and writer. Donna's experience and education have given her the ideal blend of theory and practicality for her responsibilities at EDS, which include curricula development, training of trainers, work team interventions and executive coaching. Widely recognized for her expertise, Donna has published in the areas of diversity training, cross cultural communication, gender differences, values, harassment, and organizational development. She is also an adjunct faculty member on three campuses.

Janet Wong

Children's Author

www.janetwong.com

Janet founded the UCLA Immigrant Children's Art Project, a program focused on teaching refugee children to express themselves through art. After graduating from UCLA, summa cum laude, with a B.A. in History and College Honors, Janet obtained her J.D. from Yale Law School, where she was a director of the Yale Law and Technology Association and worked for New Haven Legal Aid.

After practicing corporate and labor law for a few years for GTE and Universal Studios Hollywood, she made a dramatic career change—choosing to write for young people instead. Her successful switch from law to children's literature has been the subject of several articles and television programs, most notably an O Magazine article, a "Remembering Your Spirit" segment on "The Oprah Winfrey Show," and the Fine Living Channel's "Radical Sabbatical."

Janet's poems and stories have been featured in many textbooks and anthologies, and also in some more unusual venues. Poems from *Behind the Wheel* have been performed on a car-talk radio show. "Albert J. Bell" from *A Suitcase of Seaweed* was selected to appear on 5,000 subway and bus posters as part of the New York City Metropolitan Transit Authority's "Poetry in Motion" program, and was later highlighted on the Hallmark Channel's "New Morning" show. And, in April 2003, Janet was one of five children's authors invited to read at The White House Easter Egg Roll.

Janet and her books have received numerous awards and honors, such as the International Reading Association's "Celebrate Literacy Award" for exemplary service in the promotion of literacy, and the prestigious Stone Center Recognition of Merit, given by the Claremont Graduate School. Janet also has been appointed to two terms on the Commission on Literature of the National Council of Teachers.



DIALOGUE RECOMMENDED READING

Click on any item below to order the book from Amazon.com

The Magic of DIALOGUE – *Transforming Conflict into Cooperation* by Daniel Yankelovich. Simon & Schuster, 1999.

On DIALOGUE by David Bohm. Routledge, 1996.

Sitting in the Fire – *Large Group Transformation using Conflict and Diversity* by Arnold Mindell. Lao Tse Press, 1995.

The Argument Culture: *Moving from Debate to DIALOGUE* by Deborah Tannen. Random House, 1998.

DIALOGUE and the Art of Thinking Together: *A Pioneering Approach to Communicating in Business and in Life* by William Issacs. Doubleday, 1999.

The New Golden Rule: *Community and Morality in a Democratic Society* by Amitai Etzioni. New York: Basic, 1996