




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

**5. Is It the Cement Ceiling  
or Is It Me?: Career Issues  
For Non-Management  
People of Color.**

FACILITATOR'S GUIDE



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# INTRODUCTION

Welcome to the Building a Diverse Workforce for the Global Millennium video series. This set of twenty videos is designed to portray scenes that are occurring in the global workplace on a daily basis – scenes about such topics as leadership, teams, organizational change, human resources and diversity. Performed by more than thirty-five professional actors, the vignettes offer a bird's eye view into the challenges and issues that leaders, managers, employees, mentors and team members address on a regular basis.

The video series is, by far, the most significant effort to date to assist organizations in building high-performance teams of diverse global employees. The series has seven videos that relate to global cross-cultural issues, four that focus on the plant or manufacturing floor and the remainder relate to manager and employee issues. The videos address such issues as shifts in culture, style and value clashes; race, ethnic, and gender communications; conflict resolution; balance of work/family/personal; sexual harassment; mentoring/coaching; performance; and recruitment/retention issues.

## VIDEO DEVELOPMENT

In developing this series, Advanced Research Management Consultants (ARMC), a Philadelphia-based management consulting firm, created scenarios using the actual words and situations we heard from leaders, clients and workshop participants. Our goal was to infuse each scene with the tensions, feelings and emotions that one frequently experiences in organizational interactions. As a result, all of these videos depict situations that are complex, just as are the real life situations and relationships we experience.

Additionally, to heighten the sense of realism, ARMC researched the cultural and ethnic archetypes and mores depicted. Therefore, as the viewer observes the exchanges, he or she will also gather information on some of the norms and expectations of the Asian, Latino, European and United States cultures. In this regard, ARMC would be remiss if it did not point out that the data provided through academic and ethnological research represent broad patterns of behavior about groups, but does not and cannot represent the ways in which a particular individual from a given culture might react in a specific situation. As a result, it will always be incumbent upon each of us to get to know and understand as individuals the people with whom we interact.

## BRINGING DIVERSE PEOPLE TOGETHER

With respect to workplace interactions, sometimes the gentle simplicities and intricate turns of our lives can collide with those of our colleagues. This is especially true with interactions involving widely diverse individuals who are being asked to integrate their cultures, styles, skills and talents in an arena where excellence and high yield productivity are demanded. Such organizational rigors, pressures and expectations can produce uncomfortable exchanges. The viewer has ample opportunity to witness not only what is obvious, but also to explore the nuances of the vignettes.

As viewers wrestle with the issues, they will determine the extent to which the characters are impacted by varied factors. Such factors include: language, culture, age, personal style, religion, race, ethnicity, national origin, gender, politics, family structure, organizational leadership, coaching and mentoring skills, communication and listening skills, conflict resolution skills and human resources policies and practices. Through introspection, dialogue and discussion, viewers will be positioned to develop better solutions to make their organizations the best among their peers or competitors.

## VIDEO PACKET CONTENTS

Your video packet contains the following materials:

- Character Profiles
- Closing Statements
- Video Highlights and Discussions Points
- Key Learnings
- Video Debrief Exercises
- Handouts for Debrief Exercises
- Reference I ( Diversity Management Defined)
- Reference II (Comparing Managing Diversity and Affirmative Action/Equal Employment Opportunity)
- Reference III ( Implementing Diversity Management Constituent Capitalization)
- A List of All ARMC Products and Services

## ARMC ACKNOWLEDGEMENTS

It is important to recognize that this video series would not have been produced if it were not for the foresight, leadership and generous financial support of Carrier Corporation and The Thomson Corporation. We at ARMC will be always indebted for their considerable support.

## CHARACTER PROFILE

### JACK JAMES

- 40-year-old White man
- Has been with the organization for 10 years
- Has a high school degree
- Is perceived as an extremely competent and respected first-line supervisor
- Has supervised George for 14 months

### GEORGE BELL

- 37-year-old Black man
- Has been with the organization for 12 years
- Received B.S. degree 3 1/2 years ago, after going to school at night for 7 years
- Is considered an outstanding individual contributor

## CLOSING STATEMENTS

### 5. IS IT THE CEMENT CEILING OR IS IT ME?: CAREER ISSUES FOR NON-MANAGEMENT PEOPLE OF COLOR.

#### JACK

Boy, I hope he listened to what I was having to say because I'm just trying to help him out. You know, I am very uncomfortable talking about the race issue and I know a lot of guys in this company are even more uncomfortable than I am. He's a bright, bright guy and, if he'd just be a little more sensitive, especially with the managers around here, he could go far. If he doesn't, he could derail his career.

#### GEORGE

I understand what Jack was saying about my style. I realize that I might need to adjust that. But I really hope that Jack heard me when I was talking about the race issue because that's what I feel this is about. He has to consider that if he is going to help me.

# VIDEO HIGHLIGHTS AND DISCUSSION POINTS

## 5. IS IT THE CEMENT CEILING OR IS IT ME?: CAREER ISSUES FOR NON-MANAGEMENT PEOPLE OF COLOR

George, a production line employee, asked Jack, his supervisor, to meet with him to discuss his career. In the course of their discussion, George questions Jack as to why he has not yet been promoted. This video illustrates that not all individuals are aware of the existing perceptions of unfair advantage and discrimination – or the reality of its existence.

### VIDEO DEBRIEF

In this video, it is clear that Jack believes that he is helping George by telling him about the negative perceptions others have of him. He feels that George's direct communication style and lack of "political savvy" is hindering his success. Despite Jack's stated desire to help George in his career development, he does not seem to have appropriately assisted George in this area:

- When George enters his office, he appears distracted and not fully attentive to George's presence;
- Jack does not remember the fact that George has told him that he plays golf;
- It has been a whole month since George approached Jack to ask for a meeting to discuss his career;
- When George expresses his frustration about not having been promoted despite having acquired his college degree over three years ago, Jack's failure to express any empathy and Jack's statement that George's "education will pay off" seem dismissive;
- Despite the fact that George informed Jack of his desire for a promotion, Jack has forgotten that and did not bother to tell him that he was being considered for a promotion. He has in no way been proactive about helping George advance his career; and
- Jack appears to have made assumptions about what George's career goals are rather than speaking with him about them.

There are also indications that Jack and his colleagues may engage in biased thinking about which they are not aware:

- Jack describes George as “sharp”, “bright”, “creative”, and having “a bright future”. Nonetheless, he has not considered him a likely candidate for promotion;
- Jack tells George that he has been told that George is too “aggressive” and is “unapproachable”. These terms are often used by White people to describe people of color with whom they do not feel comfortable;
- Jack does not appear concerned that he has forgotten the career aspirations that George shared with him;
- George’s colleagues have not approached George directly with their complaints about his behavior; and
- Despite the fact that their organization has a policy of zero tolerance for racist and sexist humor, Jack criticizes George for confronting other individuals who tell offensive jokes, rather than examining whether the behavior of those individuals needs changing.

In this vignette George acted appropriately in:

- setting up a meeting with his supervisor to bring to his attention his frustration about his career progress;
- asking for specific examples of behavior about which Jack was complaining;
- explaining to Jack how he was brought up in an effort to enable Jack to understand better his behavior;
- remaining open to constructive feedback that would enable him to make improvements in his performance;
- sincerely wanting to build relationships and become aware of anything he may have done that has offended others; and
- being open minded and willing to consider how he might make changes in his personal style.

However, George might have done the following things differently:

- George might have followed up with Jack earlier when he did not feel his career was moving as fast as he thought it should; and
- George should have made his qualifications, such as the fact that he was awarded a B.A. degree with honors, known to Jack earlier.

#### **DISCUSSION QUESTIONS FOR THIS CASE:**

- What did Jack do well in this meeting? What could he have done differently or better?
- What did George do well in this meeting? What could he have done differently or better?
- Was George effective in expressing his concerns?
- How did Jack handle the issues presented? How might



- he have handled the situation more effectively?
- Do you believe that Jack forgot about George's career aspirations? If so, was it an innocent mistake?
  - Did Jack effectively "coach" George? Why or why not?
  - Does George appear defensive? Why or why not?
  - Does Jack appear defensive? Why or why not?
  - How do you think George felt at the end of this meeting? Why?
  - How do you think Jack felt at the end of the meeting? Why?
  - How might you counsel George?
  - How might you counsel Jack?
  - What might George and Jack have taught each other if this meeting had ended differently?
  - Are George's career goals being overlooked? Why do you think they are or are not?
  - Is George qualified for promotion to a management position? Why or why not?

#### GENERAL DISCUSSION QUESTIONS:

- How can a manager deal with charges of discrimination when there is no overt evidence of it?
- Why do some White people become defensive when faced with claims of discrimination and issues of race? What might be a better way to respond in order to build healthy relationships and productive work environments?
- Have you ever been in a situation where someone claimed that discrimination of some kind was taking place? Describe the situation. How did you feel? How did you behave? What might you have done differently?
- Do employees have a right to move up and out of their current positions even when they are doing well where they are and may be an asset to their team?
- Is there a cement ceiling in your organization? If so, for whom?
- Do racism or sexism exist overtly or covertly in your organization? What are some examples?
- Are people of color and women required to meet higher standards than other employees do in order to get ahead in your organization? What makes you think so?
- Does your organization make real efforts to promote and retain people of color and women? Are formal as well as informal systems in place to achieve this?
- Does your organization collect any data about the numbers of women and people of color who receive promotions in your organization? If so, what does your orga-

nization do with this information? How should this information be used?

- What is the impact of a policy requiring supervisory experience for promotion to a management position?
- What policies or practices should your organization implement to avoid or minimize the issues surfaced in this video? What can you do personally?

## COVERT RACISM AND STEREOTYPING

An important dynamic to understand when claims of discrimination are made is the existence of covert racism.

Unlike overt racism, which is easily perceived, covert racism is subtle, and thereby harder to detect. As a result, it is more difficult to eradicate it from an organization. It is critical, however, to remove overt as well as covert racism from organizations because it can inhibit effective communication, functioning, and productivity for all employees.

In recent years, with the advent of “political correctness,” overt racism is no longer considered acceptable to voice in public. Nonetheless, even though individuals may no longer voice biased beliefs, it does not mean that behavior based on these beliefs has been eliminated. People who openly disavow racist attitudes may nonetheless still act with covert bias.

Moreover, much subtle racism is often the result of behavior based on unintentional stereotypic beliefs. All individuals engage in stereotyping of some form. To do so is human nature. However, it is important to recognize that stereotyping leads to misinterpretations, conflicts, organizational ineffectiveness, and can have detrimental career consequences for women and people of color.

Data show that at all levels in organizations, similar behavior in different individuals is perceived in different ways as a result of stereotyping. For example, a White man who loses his temper is said to be merely “having a bad day”. But, a woman who loses her temper is labeled as “hysterical,” “having PMS,” or “a bitch”. Similarly, if a Latino male loses his temper, he is viewed as “militant”, “aggressive”, or as “having a chip on his shoulder”. As another example, White men who talk with each other around the drinking fountain may be seen as “networking”, while women doing the same thing may be seen as engaging in “chit-chat”.

Education and training are vital to help employees become aware of and try to change their stereotypic beliefs and behaviors that may make the work environment uncomfortable for people of color. It is essential that employees confront their stereotypes head on by acknowledging that they hold them, and making conscious efforts to eliminate

them by increasing their self-awareness through education.

Employees must develop: (1) an awareness of various stereotypes applied to certain groups of people; (2) knowledge and real information about various cultural groups' norms and values; and (3) communication skills that enable them to challenge stereotypes in ways that build bridges between people rather than perpetuate guilt and defensiveness.

To develop an awareness of your own stereotypes, it is important to:

- Recognize/understand that it is human nature to engage in stereotyping and it is vital to acknowledge frankly that fact and take action to counteract it;
- Develop relationships with people of other racial and ethnic backgrounds and of the opposite gender;
- Enter freely and openly into learning situations in which stereotypes are openly identified and confronted;
- Ask the people you trust to provide you with feedback if they believe that you are using a stereotype in making a judgment; and
- Learn as much as possible about people of different racial, ethnic, and gender groups.

PREVIEW

## KEY LEARNING POINTS

1. Racism and sexism are real and do exist in organizations.
2. Women and people of color face career obstacles that White men do not face. White men are often unaware of workplace challenges faced by women and people of color because of their own work experiences, which may have had more advantages and fewer obstacles.
3. White individuals often label people of color “aggressive” and/or “unapproachable”. However, this may have more to do with anxiety on the part of White individuals who may be uncomfortable communicating with someone of a different background for fear of saying something potentially inappropriate. Similarly, individuals of color may fear being misunderstood by White colleagues. Both groups may mistakenly bring past negative experiences with those who are different to new interactions with new individuals. It is important to remember that each interaction is a new opportunity to learn about, understand, and appreciate a colleague.
4. Managers should work with their direct reports who have career aspirations to help them develop a clear career planning and development plan that outlines their goals, needed competencies and experiences to meet identified goals, steps for how those skills and experiences will be attained, and developmental opportunities. Moreover, managers should ensure that their direct reports receive key developmental opportunities.
5. Discussions of an employee’s performance and potential for advancement need to include both how to leverage existing strengths and address areas that need improvement. To assist employees in understanding their potential for advancement and to evaluate objectively employees’ strengths and weaknesses, a 360° feedback process is crucial. The 360° feedback should come from internal and external customers, direct reports, peers, and supervisors. Part of this feedback should also come from external individuals who have nothing to do with the organization, but whom the employee knows and selects.

6. Managers and their direct reports should hold regularly scheduled sessions during which employees can raise concerns, receive feedback, communicate goals, and discuss career development objectives. And, ongoing and timely informal feedback from the manager is also crucial.
7. Organizations need to train managers in managing and developing people effectively. Organizations must evaluate, recognize, and reward managers based on their ability to utilize fully and develop their employees.
8. Organizations should not only train managers, but also employees about career planning and counseling.
9. Employees must take responsibility for their own careers – soliciting candid feedback and seeking opportunities for development whenever possible. They must work with their supervisor to develop their career plan and identify the opportunities that are of interest to them. In turn, organizations must help employees develop the skills and experience they need to meet their career objectives.
10. Employees can benefit greatly from training that enables them to learn about different personality and communications styles, learn how to work with individuals whose styles are different from their own, and understand the stereotypes and assumptions that they and/or others may project onto women and people of color. Managers, in particular, should be aware that an employee's race, gender, age, and other factors, may influence her/his perceptions of "appropriate" styles and behaviors.
11. Discussing race may be uncomfortable. But if an organization wants to gain a competitive advantage, managers must be willing to be "comfortable with being uncomfortable." Over time, as difficult subjects are discussed openly and honestly, people's discomfort with them lessens and their understanding of each other grows.
12. In order to decrease defensiveness when Whites and people of color discuss such sensitive topics as racism, both parties should listen to one another

without interrupting, remain open-minded about what is being communicated, and try to see the issue from the other's perspective. Together they can build an understanding of why they hold divergent viewpoints and create effective solutions to existing problems.

13. An employee may perceive that he/she is being treated unfairly because of race, gender, age, sexual orientation, or another differentiating factor. But, in reality, the source of the problem may be her/his manager's inability to deal effectively with individuals who are different.
14. Sometimes those who have been historically discriminated against may perceive non-existent discrimination. Managers need to recognize this and be sensitive to why it may be happening. However, it is also important to give individuals who perceive discrimination the benefit of the doubt. Rather than dismissing such feelings, managers need to acknowledge and investigate them. If they determine that discrimination does exist (whether overt or covert), they must take action to remedy it. If they determine that discrimination does not exist, they must nonetheless be sensitive to why the perception of discrimination exists and maintain open communication in order to avoid further misperceptions.
15. Similarly, female employees and employees of color need to understand that some situations that may appear to involve race or gender-based discrimination may, in fact, not involve discrimination. Employees should be provided with training to enable them to become aware of how their own backgrounds, experiences, and assumptions may affect their perceptions. This can enable them to assess their reactions objectively and honestly.
16. When employees do not receive adequate feedback on their performance and career opportunities, they may be more likely to perceive their lack of advancement and success as being based on racism, sexism, ethnocentrism, or other "isms".
17. Managers and employees must be thoroughly educated in the business benefits of diversity. While most managers can recite reasons for valuing diversity, many still do not fully understand it. They should

receive training to help them understand, value, and appreciate the increasing diversity in the U.S. and globalization of organizations worldwide in order to build trust and respect among diverse employees, customers, and stakeholders. Moreover, managers and employees at all levels should be held accountable for understanding and valuing diversity; it should impact their performance evaluations, their compensation, and their assignments and promotions.

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# VIDEO DEBRIEF EXERCISES

## INTRODUCTION

While each video makes a strong presentation, its highest value can be attained through energetic, impactful and effective debriefing. It is toward this end that we offer these ideas.

- It is absolutely crucial that facilitators or anyone who uses these videos become very familiar with the video, video highlights, and key learnings. Given that you may choose to use the videos and their associated materials in a variety of ways, it is important that your discussion or group activity focus on the video highlights and key learnings for each video scenario.
- It is suggested that video scenarios be shown not only in training sessions, but also in different forums, e.g., staff meetings. Dedicating time (45 minutes to 1 hour) to each individual scenario allows for full dissection of that scenario's particular issues. In addition, use of this option demonstrates a commitment to sustain dialogue around diversity and other critical organizational issues.
- The scenarios can be integrated into other types of training in order to link diversity to concurrent organizational initiatives. For example, the videos could be used in communications, team building, conflict resolution, coaching, mentoring, leadership, performance management, career planning and development training. Again, such uses help to demonstrate the importance of diversity as an overall business strategy and may help to alleviate the perception that diversity is an isolated program.

Outlined below is the general sequence of steps we have found most effective in the overall utilization and presentation of the videos.

1. Give a very brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *Is It the Cement Ceiling or Is It Me?: Career Issues For Non-Management People of Color* and it is about the frustration a person of color might experience when a career planning process is not in place or is not actively followed.



2. Pass out the Character Profiles.
3. Show the Video.
4. Conduct the Debrief Exercise and/or exercises related to the video highlights.
5. Discuss the Key Learnings.
6. Hand out the Key Learnings.
7. Wrap-up.

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## VIDEO DEBRIEF METHODS NINE DEBRIEF EXERCISES

Over the years ARMC has used a variety of methods to debrief the videos. Each method is listed below and discussed in detail in the following pages. You should select the one that would be most appropriate for the group with which you are working.

1. Interactive “Hit and Run” Exercise
2. Supporting a Position Exercise
3. Role-Play Exercise
4. Fish Bowl Exercise
5. Empathy Exercise
6. Brainstorming/Consulting Exercise

*Additional exercises for use with specific videos are also included. These Supplementary Debrief Exercises are:*

7. Employment Interview Exercise
8. Exit Interview Exercise
9. Preventing Stereotypes Exercise

Finally, associated with each video are video highlights and unique key questions which are very useful in involving participants in developing understandings, skills and solutions to the key issues presented in the videos.

## INTERACTIVE “HIT AND RUN” DEBRIEF EXERCISE

*Note:* ARMC's experience shows that one of the most effective methods to debrief these videos is the Interactive or “Hit and Run” method. In order to debrief effectively in this manner, there must be two trained facilitators who are thoroughly familiar with the videos.

**Time:** 45 to 60 minutes

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

**Instructions:**

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *Is It the Cement Ceiling or Is It Me?: Career Issues For Non-Management People of Color* and it is about the frustration a person of color might experience when a career planning process is not in place or is not actively followed.
2. Hand out the Character Profiles.
3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes as they watch.
4. Watch the video.
5. Each facilitator assumes the role of one of the characters. For example, one would approach a participant for advice, opinion, insights, etc. If she/he takes on the role of the manager of the individual in the video, she/he might say to the participant, “You are my manager, mentor or friend, how do you think I handled the situation? What did I do well? Where do I have opportunities to improve?”
6. After some dialogue, the facilitator in the role of the direct report would approach another participant and say, “You are my mentor or my friend, what do you think of the meeting I just had?” The two trainers would alternate turns asking questions or challenging positions stated until they have each approached three or four participants individually.
7. Then, the facilitators would open the discussion to the group by saying something such as “Does anyone else have

any insights or opinions they would like to add?" Give others, particularly those who were not approached, an opportunity to share their thoughts, advice or questions.

- 7A. At this point, the facilitator could further debrief the videos using the Video Highlights and associated Key Questions.
8. Facilitator should ask participants what they obtained from the video and interaction.
9. Hand out the Key Learnings. Allow participants a brief time to review and respond to them.
10. Facilitators should wrap up with appropriate concluding comments.

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## SUPPORTING A POSITION EXERCISE

**Time:** 45 to 60 minutes

**Materials:** Character Profiles; Handout (Questions and Closing Statements); Key Learnings; Video; and VCR; (Optional: Video Highlights and Key Questions)

**Instructions:**

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *Is It the Cement Ceiling or Is It Me?: Career Issues For Non-Management People of Color* and it is about the frustration a person of color might experience when a career planning process is not in place or is not actively followed.
2. Hand out the Character Profiles.
3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes as they watch.
4. Watch the video.
5. Form four sub-groups and assign each of the four sub-groups a role (Manager, Direct Report, Manager's Manager and Direct Report's Mentor). Explain to them that they must place themselves in the roles they are assigned despite their personal sympathies or desires to take a different role. In short, they have to assume the character and role of the person assigned to them. (20 minutes in the sub-groups)
6. Provide the following instructions to participants, along with the Handout:
  - As you discuss the video and your role in the upcoming interaction, please keep in mind the manager's and direct report's final thoughts that appear at the end of this guide. It is important for all sub-groups to discuss their own feelings and thoughts. Identify someone in your sub-group to record the thoughts that are shared.
  - **To the sub-group representing the manager:** For those of you who are the manager, you are going to approach your immediate manager to discuss your feelings and seek advice. Try to reach a consensus on the questions; however, if you can't, that's fine. Use the questions in your handout as a guide.

- ***To the sub-group representing the direct report:***  
Each of you has now become the direct report. As the direct report, you are going to approach your mentor to discuss your feelings and seek advice. If there is a consensus in your group about how you feel, fine. If there is not, that's okay also. Use the questions in your handout as a guide.
- ***To the sub-group representing the manager's manager:*** The manager has just described to you the meeting with the direct report. Review the questions in your handout and be prepared to advise and counsel the manager.
- ***To the sub-group representing the direct report's mentor:*** You are the direct report's mentor. The direct report has just described the scenario to you. The direct report is coming to you for insight and advice. We have provided you with a list of questions we anticipate the direct report will want you to answer. As we have said, a consensus in your group about how to respond to the questions in your handout is not necessary.

7. Reconvene the large group and discuss their insights. Facilitator should ask participants what key learnings they obtained from the video and interactions.
- 7A. At this point, the facilitator could enhance the discussion using the video highlights and associated key questions.
8. Hand out the Key Learnings. Allow participants a brief time to review and respond to them.
9. Facilitators should wrap up with appropriate concluding comments.

### ***Manager's Closing Statement***

(Facilitators Must Provide)

### ***Direct Report's Closing Statement***

(Facilitators Must Provide)

### ***Direct Report's Questions***

(Given to group representing the Direct Report)

- As the direct report, what is your reaction to your meeting with your manager? To your manager's closing comments?
- How do you feel?

- How will you approach your mentor?
- What will you say to your mentor?
- How will you describe the situation to him/her?
- What advice will you ask for?

### ***Manager's Questions***

(Given to group representing the Manager)

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

### ***Direct Report's Mentor's Questions***

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

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

### ***Manager's Manager's Questions***

(Given to group representing the Manager's Manager)

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

## ROLE-PLAY EXERCISE

**Time:** 45 to 60 minutes

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

**Instructions:**

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *Is It the Cement Ceiling or Is It Me?: Career Issues For Non-Management People of Color* and it is about the frustration a person of color might experience when a career planning process is not in place or is not actively followed.
2. Hand out the Character Profiles.
3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes.
4. Watch the video.
5. Divide the large group into sub-groups of 4 to 5 participants.
6. Provide participants with the following instructions:
  - In your sub-group, identify the key diversity problems and key issues. Post these on the flipchart. (20 minutes)
  - Identify what contribution each character made to the problem, if any. Identify what each character did that was positive or helpful.
  - Identify the individual with whom you are more empathetic. Why?
  - Prepare a role-play in which you demonstrate how the participants might resolve the problems you identified. Role-play the exchange within each group and discuss the results.
7. Reconvene into the large group and discuss the participants' Key Learnings. Following this, the facilitator might request a single group to perform their role-play for the group.



8. Facilitators should ask participants what key learnings they obtained from the video and interactions.
- 8A. At this point the facilitators could enhance the discussion by using the video highlights and associated Key Questions.
9. Facilitators should ask participants what key learnings they obtained from the video and interactions.
10. Hand out the Key Learnings. Allow participants a brief time to review and respond to them.
11. Facilitator should wrap up with appropriate concluding comments.

PREVIEW

## FISH BOWL EXERCISE (VARIATION OF ROLE-PLAY EXERCISE)

**Time:** 45 to 60 minutes

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

**Instructions:**

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *Is It the Cement Ceiling or Is It Me?: Career Issues For Non-Management People of Color* and it is about the frustration a person of color might experience when a career planning process is not in place or is not actively followed.
2. Hand out the Character Profiles.
3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes.
4. Watch the video.
5. Ask for two volunteers. Each will play one of the roles portrayed in the video.
6. Divide the large group into two groups.
7. Each group will coach one of the characters in resolving the problems identified in the interaction. (20 minutes)
8. The two volunteers will perform the role-play before the large group, using the feedback they received from the group.
9. After the role-play the facilitator should debrief the participants on how well the role-play came out. Ask what key learnings they obtained from the video and interactions.
10. Hand out the Key Learnings. Allow participants a brief time to review and respond to them.
- 10A. At this point, the facilitator could enhance the discussion using the video highlights and associated key questions.
11. Facilitator should wrap up with appropriate concluding comments.

## EMPATHY EXERCISE

**Time:** 45 to 60 minutes

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

**Instructions:**

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *Is It the Cement Ceiling or Is It Me?: Career Issues For Non-Management People of Color* and it is about the frustration a person of color might experience when a career planning process is not in place or is not actively followed.
2. Hand out the Character Profiles.
3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes.
4. Watch the video.
5. Divide the large group into sub-groups of 4 to 5 participants.
6. Provide participants with the following instructions: (20 minutes) Individually jot notes on your answers to these questions:
  - Toward whom did you, personally, feel most empathetic? Why?
  - What do you believe are the legitimate issues from the person's point of view?
  - What should the other person have said/done differently?
  - After each individual has made his or her notes, the group should discuss them and try to come to a consensus. List key points on a flipchart. Select a spokesperson to report back to the group.
7. Reconvene the large group. Have spokespersons present their group's advice/strategies. After the first group, the facilitator may ask if other groups cited additional strategies, in order to avoid repetitive report-outs.
- 7A. At this point, the facilitator could enhance the discussion using the Video Highlights and associated Key Questions.

8. Facilitators should ask participants what key learnings they obtained from the video and interactions.
9. Hand out the Key Learnings. Allow participants a brief time to review and respond to them.
10. Facilitator should wrap up with appropriate concluding comments.

PREVIEW

**BRAINSTORMING/CONSULTING EXERCISE**

**Time:** 45 to 60 minutes

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

**Instructions:**

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *Is It the Cement Ceiling or Is It Me?: Career Issues For Non-Management People of Color* and it is about the frustration a person of color might experience when a career planning process is not in place or is not actively followed.
2. Hand out the Character Profiles.
3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes.
4. Watch the video.
5. Divide the large group into sub-groups of 4 to 5 participants.
6. Provide participants with the following instructions and appropriate handout:
  - First, brainstorm and record on the flipchart the diversity and other related issues you saw in this vignette. (20 minutes)
  - Discuss and prioritize the list; identify the top 3 to 6 issues your group thinks are the most important. Be prepared to report-out on these.
  - Put yourselves in the role of a consultant to both individuals and their company in the video. How would you recommend they resolve this situation? List your advice/strategies on the flipchart and prepare to report these out to the large group, as well. Select a spokesperson to report back to the group.
7. Reconvene the large group. Have spokesperson present their group's advice/strategies. After the first group, the facilitator may ask for additional strategies other groups cited, in order to avoid repetitive report-outs.

- 7A. At this point, the facilitator could enhance the discussion using the Video Highlights and associated Key Questions.
8. Facilitators should ask participants what key learnings they obtained from the video and interactions.
9. Hand out the Key Learnings. Allow participants a brief time to review and respond to them.
10. Facilitator should wrap up with appropriate concluding comments.

PREVIEW

## SUPPLEMENTARY DEBRIEF EXERCISES

The exercises in this Supplementary section are best used in conjunction with particular video scenarios, although you may still find ways to adapt them. The numbers of the relevant scenarios are listed in the introductions to each exercise.

### EMPLOYMENT INTERVIEW EXERCISE

*Note:* This debrief method will be especially relevant to those scenarios that deal with issues of recruitment and retention of women, people of color, people who speak English as a second language and other non-dominant groups. Thus, it will be particularly relevant to scenarios #11, #15, and possibly #1.

**Time:** 45 to 60 minutes

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

**Instructions:**

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *Is It the Cement Ceiling or Is It Me?: Career Issues For Non-Management People of Color* and it is about the frustration a person of color might experience when a career planning process is not in place or is not actively followed.
2. Hand out the Character Profiles.
3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes.
4. Watch the video.
5. Divide the large group into sub-groups of 4-5 participants.
6. Provide participants with the following instructions:
  - Each group will develop employment interview questions that address the difficulties and tensions that potentially arise when women, people of color and those who speak English as a second language are interviewed for employment by someone of a dominant cultural group, such as White, male, or native English-

speaking. Make certain that the questions are ones that do exhibit understanding, experience, connection, etc. as to why members of non-dominant cultural groups may have a hard time initially gaining employment because of intercultural shortcomings in the interview process.

- Once the questions are developed, role-play the employment interview within each group. One person should represent the organization and another, a prospective employee hoping to join the organization.
  - Following the role-play, all members of the group should discuss the results of the interview, the efficacy of the questions posed, the utility of the information obtained, any intercultural communication glitches, etc.
7. Reconvene into the large group, where the facilitator should request examples of effective employment interview questions, where the interviewer and interviewee have different cultural backgrounds. The facilitator should chart the questions.
  8. Following this, the facilitator might request a single group to perform their role-play for the group.
  9. Hand out Video Highlights and Key Learnings.
  10. Once the Video Highlights and Key Learnings are distributed, facilitate a discussion around them.
  11. Facilitator should wrap up with appropriate concluding comments.