




BUILDING
A DIVERSE
WORK
FORCE
FOR THE 
GLOBAL
MILLENNIUM

12. The Balancing Act:
Gender Issues and
Career Development
– Work Versus Family

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

PAULETTE GINN

- 39-year-old White woman
- Received a B.S. Degree in Computer Science from New York University at age 20
- M.B.A. in Finance from the University of Pennsylvania
- Has been with the organization for 8 years
- Has an outstanding track record and is well-respected at all levels
- Has been confined to a wheelchair for the past 2 years as a result of a rare disease

RICHARD BROOKS

- Black man in his mid 30's
- Has a B.S. from the University of Washington
- Married for 10 years to his college love
- Wife raised children and is now working on an M.B.A., plans to return to the workforce
- Has been Paulette's immediate supervisor for nine months
- Promoted Paulette to present position
- Considers himself a strong supporter of women

CLOSING STATEMENTS

12. THE BALANCING ACT: GENDER ISSUES AND CAREER DEVELOPMENT – WORK VERSUS FAMILY.

PAULETTE

I'm appalled that Richard pretends to be oblivious to the role gender plays in my career. If he won't even acknowledge that, how can he help me?

RICHARD

I sympathize with Paulette, but as a person of color I don't use my race. How can I get across to Paulette that using her gender hurts her career?

VIDEO HIGHLIGHTS AND DISCUSSION POINTS

12. THE BALANCING ACT: GENDER ISSUES AND CAREER DEVELOPMENT – WORK VERSUS FAMILY

In this video, Paulette is meeting with Richard, her supervisor, to discuss her career concerns. This multi-layered scenario provides an example of what can happen when gender issues, disability issues, style issues, balancing work and family, and an absence of career planning intersect.

VIDEO DEBRIEF

From the start of this meeting, Richard is dismissive and insensitive.

Richard:

- makes the following comment in response to Paulette telling him about her tiring time in the park with her two children: “I had four [children], not two. That was a real job.” Under any circumstances, such a comment would be invalidating;
- dismisses Paulette’s stated perception that career planning is provided for men and not women. Rather than being responsive and asking Paulette to elaborate, he merely states that the company expects employees to be responsible for their own career planning;
- is not aware of how many women are in senior level positions. He merely attempts to justify the low numbers on the basis of female employees’ lack of seniority and experience. He states that it is “just a matter of time”, as if women will be promoted to senior level positions without the need for any special efforts;
- disagrees with Paulette’s perception that women need to be perfect in all competencies to be promoted and, then, inappropriately names a woman who was just promoted and says that she “has big areas to improve upon”;
- informs her that other members of the team feel she abuses the flexible work options the organization provides its employees. Despite the fact that she nonetheless gets her job done well, he fails to support her in her choice to exercise these options. Rather, he tells her about the importance of “face time” and states that

the organization's culture and policies will take time to be in sync, apparently taking no responsibility for ensuring that they are;

- tells her that she was the number one candidate for a job at headquarters, but was not considered because "Jack thought she would not want to uproot [her] family." Richard did not even think to discuss this possibility with her; and
- understands that Paulette's constant focus on gender issues can hurt her career. Nonetheless, he does not appear willing to consider that any of her perceptions might be valid.

Paulette, on the other hand:

- raises some valid issues, but hurts herself with her apparent unwillingness to consider that some of the feedback she has received might be legitimate and worth taking seriously;
- damages her own credibility when she allows her anger to get out of control;
- is clearly aware of others' perceptions of her work style but does not appear to consider how she might more effectively try to communicate to others how her need to balance work and family priorities impacts her;
- becomes upset and is unable to remain calm when Richard tells her about the feelings of her team members. This damages her ability to communicate well with Richard;
- is justifiably appalled when she discovers that she was not told about her candidacy for promotion. But, her reactions are counterproductive; and
- abruptly puts an end to the meeting, displaying the very characteristics for which she has been criticized: a tendency to be cold and rigid. She might have done better for herself had she been able to remain engaged and thereby able to communicate her feelings more effectively.

DISCUSSION QUESTIONS FOR THIS CASE:

- What did Paulette do well in this meeting? What could she have done differently or better?
- What did Richard do well in this meeting? What could he have done differently or better?
- Are Paulette's experiences related to the fact that she is a woman?
- How might Paulette have more effectively conveyed her feelings?

- What might be some reasons for the way Paulette's colleagues perceive her?
- How might Richard have more effectively spoken with Paulette about her style?
- Should Paulette have been informed that she was the top candidate for a position at headquarters?
- Does Richard understand the meaning of managing diversity as a business strategy?
- Does Paulette's disability play a role in this interaction? If so, how?

GENERAL DISCUSSION QUESTIONS:

- Does sexism exist, overtly or covertly in your organization?
- Are men and women in your organization treated differently? Are they given the same opportunities?
- Are men and women in your organization given the same amount of career planning assistance?
- Do women in your organization need to be "perfect" to be promoted? Can you give examples?
- Do women leave your organization prematurely because they are not treated with proper respect or offered attractive opportunities for advancement? Can you give examples?
- Does your work group allow men to accept more risk, and excuse them more readily if they fail? If so, what are some examples of this?
- Has someone in your organization ever made an assumption about another individual's values, ambitions, lifestyle, and/or preferences and then acted on them without consulting that person? If so, what were the consequences? What might have been done to avoid this?
- How do you "handle" someone who you think is overreacting to some perceived slight or act of unfairness? What is the best way to respond to you when you overreact?
- How can employees and teams effectively balance work, family, personal, and travel needs? What must managers do to support them?
- How can organizations ensure that employees are not penalized for taking advantage of flexible work options?
- How can organizations ensure their employees do not abuse the flexibility they are offered?
- What policies and practices should your company implement in order to resolve the issues surfaced in this vignette? What can you do personally?

DISCRIMINATION AGAINST WOMEN

While many believe that gender discrimination is a thing of the past, the following statistics demonstrate that it continues to exist:

- While women have come to constitute a full half of the workforce, one report has found that less than 0.5% of the highest paid officers and directors of the top 1,000 U.S. companies are women.
- Women hold only 2.6% of the top executive positions at Fortune 500 companies.
- Of the few women who have made it to the highest positions, fewer still are in line or sales jobs. Most are trapped in the “ghetto” of the traditionally female jobs: human resources, research, marketing, public affairs, or administration.
- In 1979, women earned 62 cents for every dollar earned by men. In 1990 they earned 74 cents; in 1999, 76 cents.
- Female managers work about 52.5 hours per week, to men’s 52. They earn, on average, \$44,000 to men’s \$50,000.
- Women hold managerial positions a half-level lower than those held by men, despite their greater likelihood of being in possession of a four-year rather than a two-year college degree.

TIPS FOR TEAMS BALANCING WORK/FAMILY/PERSONAL/TRAVEL NEEDS

- Teams may want to consider limiting travel if work can be successfully accomplished via conference call or other means.
- Teams should be empowered by management to make decisions around work/family/personal/travel issues based on balancing their needs and the needs of the organization. The successful resolution of these issues by a team can bring team members closer and increase their commitment to getting the work done.
- Managers should endorse decisions made by these teams as to how they will manage their work as long as the job gets done.
- Managers should stay abreast of which options their direct reports are utilizing, and keep in close contact with team members, to ensure balance and fair use of these options.

- Managers should stimulate a climate of open communication so individuals feel able to speak up when the system does not seem to be working.
- Flexible work options must become an accepted part of the organizational culture so that managers are enabled to support employees who utilize them.

PREVIEW

KEY LEARNING POINTS

1. 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.
2. 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.
3. Organizations need to train managers in managing and developing people effectively. Organizations must evaluate, recognize, and reward managers based on their ability to utilize and develop fully their employees.
4. 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.
5. Managers should not assume that they know what employees want from their careers. They should ask their direct reports if they are interested in being considered for an opportunity or assignment, rather than assuming that they are not.
6. 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.

7. Managers should be sensitive to the under-representation of women in many organizations, research the reasons for this, and strive to support women's success. The number and percentage of women at all levels of the organization should be tracked on an annual basis. This assists in diversity goal setting, and helps management determine whether low numbers of women are pipeline, development, or discrimination issues.
8. Recent research demonstrates that many women still see a glass ceiling limiting their advancement and perceive their work environments as not supportive. These perceptions are increasingly driving women to leave their organizations for other opportunities. As a result, it is important that managers take such concerns seriously, and work to develop detailed career plans with their direct reports (both male and female), and ensure that women are receiving key developmental assignments and opportunities.
9. Data reveals that women executives view male stereotypes and assumptions about women's roles and abilities as the chief obstacle to their advancement. Managers will more frequently take risks on men by promoting them into challenging, risky, or highly visible roles, than they will on women. This contributes to the glass ceiling experienced by women.
10. An employee's interpersonal communication style is a key diversity issue, particularly in a global environment, and must be recognized as such. No employee's style will be regarded favorably by all. It becomes an important factor to attempt to modify only when it negatively impacts the employee's performance. Performance must remain the bottom line.
11. If there is a perceived problem with an employee's interpersonal skills, the employee should be informed of it immediately. She/he should be given specific examples of how her/his style has impacted performance (the employees' own or another's), and given coaching to help the employee adapt her/his style.
12. In today's world, family structures are dramatically changing. The percentage of traditional families – with a working father and homemaking mother – is on the decline. At the same time, the number of dual

career families and single working parents is rising. In addition, increasing numbers of employees are caring for elderly or dependent adults. As a result, the pressures of balancing work and family issues are becoming more pervasive and more varied.

13. Many employees are increasingly demanding that employers recognize their need to balance their work and personal life. In order to remain competitive, especially in this extremely tight labor market, employers must take these concerns seriously by creating a culture and programs that support achieving balance. Such culture change begins with clear, visible senior leadership support, and fair, consistent application of flexibility policies and procedures.
14. Managers should not discourage employees from using flexible work options and finding ways of working that work for them. Employees should be encouraged and supported in finding creative ways to (often with the use of technology) get their work done while successfully balancing personal matters as well.
15. Leaders of some of today's most productive organizations recognize that employees who have rich, rewarding personal lives become more productive, creative, and satisfied employees. They have created cultures and instituted policies and practices that encourage employees to have personal and professional lives that are equally fulfilling. Allowing employees the time to engage in and enjoy the various aspects of their lives increases job satisfaction, team effectiveness, and overall productivity. Organizations should create cultures and systems that encourage and enable employees to have personal and professional lives that are both fulfilling.
16. When managers support employees in their efforts to balance their work and personal lives, it sends a message to employees that they are valued and that there is a concern for their needs. Employees feel that they are being viewed by their organization as whole people, which is the message of a diversity management strategy. Sending such a message increases loyalty to the organization and thereby helps organizations to retain skilled employees.
17. Work/family and work/personal issues are both employer and employee issues. An organization's

failure to support employees effectively in balancing these needs may result in an inability to recruit and retain skilled employees. Organizations that wish to retain skilled and qualified employees will need to become sensitive to these pressures and find creative ways to enable employees to balance their work, personal life, and travel demands. Being open to a variety of solutions in the context of ensuring that the job gets done is critical.

18. Flexible work options, such as telecommuting, can put a strain on team relationships if trust and respect are not built. In a true team setting, individuals are encouraged to work to understand each other's work/life balance needs, develop a holistic strategy for getting their work accomplished, and devise a fair way to accommodate each individual's needs as much as possible. Organizations can encourage team members to support each other by finding creative ways to provide rewards and recognition for those employees who from time to time pick up the slack for others. Recognizing the tendency of people to feel that others are getting a "better deal" than they are, trust and respect are crucial to solving the various conflicts that often arise around the issue of work/life balance in the workplace.
19. Employees and managers should be respectful of other employees' schedules. For example, whenever possible, meetings should be scheduled at specific times, and starting and ending times should be adhered to.
20. Employees should be rated and rewarded on their contributions, not on "face time" or work and travel schedules. Performance, defined as both bringing in the numbers and doing so in a way that builds staff capability and interpersonal relationships, is the bottom line. To prevent colleagues from building resentment about employees who take advantage of flexible work options, managers must emphasize the importance of bottom-line results, rather than "face time." Complaints about a colleague's work hours should not be validated, in the absence of evidence of a failure to get the job done.
21. Sometimes those who have been historically discriminated against may perceive non-existent discrimination. Managers need to recognize this and be sensi-

tive 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.

22. 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 be 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.
23. 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, or ethnocentrism, or other such “isms”.
24. 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.

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 *The Balancing Act: Gender Issues and Career Development – Work Versus Family* and it is about the challenges frustration that a woman might experience when she believes that her efforts to balance work and family are seen as obstacles to her rise in the organization.

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.

PREVIEW

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 *The Balancing Act: Gender Issues and Career Development – Work Versus Family* and it is about the challenges frustration that a woman might experience when she believes that her efforts to balance work and family are seen as obstacles to her rise in the organization.
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.

PREVIEW

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 *The Balancing Act: Gender Issues and Career Development – Work Versus Family* and it is about the challenges frustration that a woman might experience when she believes that her efforts to balance work and family are seen as obstacles to her rise in the organization.
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 *The Balancing Act: Gender Issues and Career Development – Work Versus Family* and it is about the challenges frustration that a woman might experience when she believes that her efforts to balance work and family are seen as obstacles to her rise in the organization.
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 *The Balancing Act: Gender Issues and Career Development – Work Versus Family* and it is about the challenges frustration that a woman might experience when she believes that her efforts to balance work and family are seen as obstacles to her rise in the organization.
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 *The Balancing Act: Gender Issues and Career Development – Work Versus Family* and it is about the challenges frustration that a woman might experience when she believes that her efforts to balance work and family are seen as obstacles to her rise in the organization.
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 *The Balancing Act: Gender Issues and Career Development – Work Versus Family* and it is about the challenges/frustration that a woman might experience when she believes that her efforts to balance work and family are seen as obstacles to her rise in the organization.
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 *The Balancing Act: Gender Issues and Career Development – Work Versus Family* and it is about the challenges frustration that a woman might experience when she believes that her efforts to balance work and family are seen as obstacles to her rise in the organization.
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-