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BUILDING A DIVERSE WORK FORCE FOR THE 🌐 GLOBAL MILLENNIUM

9. Old School versus New
School: How Much Change
is Too Much, Too Fast?
(Non-Management)

FACILITATOR'S GUIDE

ARMC

Building a Diverse Workforce for the Global Millennium
Video 9: Old School versus New School: How Much Change is Too Much, Too Fast? (Non-Management)

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INTRODUCTIO

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.

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INTRODUCTIO

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

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CHARACTER PROFILE

CHARACTER PROFILE

TYLER EDWARDS
- 45-year-old White man
- Has taken courses here and there in night school, but has not completed his degree
- Has been with the organization for 22 years
- Viewed highly by his peers and as a good performer, but not viewed as a top performer by supervisors

BARBARA MAXWELL
- 33-year-old White woman
- Graduated Magna Cum Laude from the University of Mississippi
- Received an M.B.A. from the University of Texas
- Has been with the organization for 4 years
- Has been a first-line supervisor for Tyler's group for 6 months
- Received the top performance rating on her last two evaluations

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CLOSING STATEMEN

CLOSING STATEMENTS

9. OLD SCHOOL VERSUS NEW SCHOOL: HOW MUCH CHANGE IS TOO MUCH, TOO FAST? (NON-MANAGEMENT)

TYLER
I don't know why they have to continue to bring these young people in with these new management techniques. I've been here for twenty years; everything has been working fine. My philosophy is if it's not broke, don't fix it. We have to clean up the mess when they leave.

BARBARA
It's difficult being a new leader in the organization because, like we've talked about, many people are very resistant to change even though change is inevitable. When he says we're all adjusting to working for a person like you, I'm wondering if what he really means is — we are all adjusting to working for a woman.

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VIDEO HIGHLIGHTS
DISCUSSION POINT

VIDEO HIGHLIGHTS AND DISCUSSION POINTS

8. DISBANDING THE "OLD BOY'S NETWORK": THE INCLUSIVE VERSUS THE NON-INCLUSIVE ORGANIZATION

In this video, Fran asks to meet with Valorie, a relatively new employee, to hear her insights regarding the way new employees are being introduced, coached, and prepared to contribute to the organization. This scenario provides an example of how informal networks, even if not intentionally exclusive, can create barriers to the successful career development of women and people of color, and negatively impact retention.

VIDEO DEBRIEF

In this video, Fran was sincerely concerned about Valorie's views and welcomed her input. He does certain things well. He:

- smiles and creates a warm and open atmosphere;
- helps Valorie get comfortable by asking her about her vacation, engaging in active listening, and showing a sincere interest in her comments;
- apologizes for not having known that she plays golf;
- reassures Valorie that her comments will be held in confidence and will not be held against her;
- uses open-ended phrases that encourage Valorie to provide him with her candid assessment (e.g., "tell me more");
- is attentive and receptive, showing a sincere interest in learning about Valorie's perceptions;
- treats Valorie with respect and articulates that he values her contributions;
- uses humor to defuse tension and remain friendly throughout their meeting; and
- makes an immediate effort to rectify his earlier failure to invite Valorie to play golf with him.

Unfortunately, Fran does not do so well in other ways during the meeting. He has invited Valorie to share her input and yet, when she gives it to him, he discounts what she tells him. He:

- clearly states that he does not believe her ("I have difficulty believing that there are 'haves and have nots'");
- provides excuses for every example she provides to

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him;

- contradicts himself by saying that his lunches and dinners are "not social, it's business", and yet is surprised that Valorie would want to come; and
- does not even consider the example Valorie provided to him about one of his peers, but merely dismisses it ("I'm sure Doug had a good reason").

As for Valorie, she handled this meeting well. She:

- provides Fran with direct, thoughtful input;
- is articulate, pleasant, and self-aware;
- is able to express herself effectively by providing Fran with specific, on-point examples to illustrate her concerns;
- expresses her desire to continue to learn and grow;
- is able to speak to Fran about her experiences and observations in an appropriately assertive manner, without becoming inappropriately angry or abrasive. Valorie is well aware of the real danger for women and people of color of being labeled "aggressive" or "pushy". She knows that in some instances such labels are applied to women and people of color who merely assert their needs or express their opinions;
- recognizes that social activities such as playing golf or dining together provide White male employees at her level with more access to managers and other decision-makers in her organization;
- understands the value of coaching, training, and mentoring;
- remains confident, cheerful, and unassuming;
- speaks to Fran in an open and honest way; and
- remains calm and rational, rather than accusatory, allowing Fran to remain open and not become defensive.

DISCUSSION QUESTIONS FOR THIS CASE:

- What did Fran do well in this meeting? What could he have done differently or better?
- What did Valorie do well in this meeting? What could she have done differently or better?
- Was Fran genuinely concerned about Valorie's perceptions? What makes you think or not think so?
- What, if anything, did Fran learn?
- Is there an "old boy's network" in Fran and Valorie's organization?
- What would you do if you were Fran?
- What would you do if you were Valorie?
- What might have happened to Valorie and her career

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had Fran not initiated this meeting with her? What do you think will happen now?

- What might occur over time if Valorie does not continue to speak up in the manner she does? What if Fran had been less receptive and thoughtful?

- Have you had experiences similar to Valorie's in your organization? If so, did you speak with your supervisor? Why or why not? If so, how did your supervisor respond?

GENERAL DISCUSSION QUESTIONS:

- Are new employees, and especially women and people of color, properly introduced and nurtured (coached, mentored, and trained) when they join your organization? Is this "welcome" reserved only for certain employees while others must fend for themselves?

- Are new employees, and especially women and people of color, often excluded from informal networks that may exist among an organization's longer-term employees and those who seem more "alike" in terms of cultural background? Does this exclusion take place in your organization?

- Does an "old boy's network" exist in your organization? How might the existence of an exclusive group be harmful to employee utilization and corporate objectives? What can you do about the existence of exclusive groups?

- What kinds of privileges are enjoyed by members of "old boy's networks"?

- What kinds of opportunities should be made available to all new employees to make them feel a welcome and important part of a team or organization?

- Do all new employees in your organization have the same access to managers and other decision-makers?

- How effectively do you think that you contribute to an open, honest atmosphere at work when you're discussing uncomfortable topics? What three skills or guidelines can you keep in mind to improve your side of the dialogue?

- Sometimes when bad news is communicated, the person delivering it is blamed, even if it is in response to a direct inquiry. How can you keep a "kill the messenger" attitude from stifling candid communication in your organization?

- What's the best way to convey information or opinions expressed by someone else? What have you seen not work very well?

- Does your organization have informal or formal support networks that assist women and people of color in

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VIDEO HIGHLIGHTS
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their careers?
• What policies and practices should your company implement in order to avoid or minimize the issues surfaced in this vignette? What can you do personally?

MENTORING

Mentoring is an essential key to success in many organizations. Women of color at managerial levels believe that having an influential mentor or sponsor is critical to their success and that not having someone in their court is a primary barrier to advancement. Mentors can benefit mentees' careers by providing opportunities for visibility, explaining organizational policies, and helping articulate clear developmental goals.

Studies show that the lack of effective mentoring is a major problem for women, people of color, and White males who do not fit the accepted corporate image. Yet, only 40% of U.S. corporations have formal mentoring programs. And even more disturbingly, only about 20% of employees believe that their corporations have formal mentoring programs.

People of color, women, or White men can all effectively serve as mentors for women and people of color. What makes an effective mentor? Effective mentors are experienced, knowledgeable managers who are widely seen as being strong leaders.   They need to be able to play a number of different roles effectively, depending on what the circumstances require. A mentor must be able to serve as the mentee's coach, counselor, advocate, role model, and sponsor. Mentors assist mentees by educating them about the organization's corporate culture and informal political processes, helping them obtain challenging assignments, and helping them create clear developmental goals. In addition, effective mentors do not wait for their mentees to come to them with questions or difficulties. Rather, they are always keeping their eyes and ears open to learn information about how their mentee is doing and to hear about opportunities of which their mentee may be able to take advantage. Mentors should attempt to provide mentees with feedback as they hear it to enable the mentee to benefit from the information and act quickly on it.

Successful mentoring requires not only the ability to diagnose the root cause of professional problems, but the capacity to empathize with what the mentee is experiencing. Therefore, mentors need to sensitize themselves to language and behaviors that contain stereotypes so they can support women and people of color in the workplace. Mentors need to be able to recognize when feedback is unfair or inappropriate and challenge those providing such feedback.

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Mentors can support women and people of color both personally and organizationally. They can effectively coach the mentee to work on performance and development-related issues and can suggest and support ways the organization as a whole can do better to recognize and reward various personal styles as part of a holistic diversity management strategy.

In most organizations, mentors select those whom they wish to mentor, as opposed to vice versa. Most individuals want to mentor those with whom they feel personally and professionally most comfortable. Mentors often select as mentees individuals who most look like themselves. Unfortunately, this results in women and people of color having fewer opportunities to be mentored. Nonetheless, women and people of color can engage in certain strategies to help them establish a mentor relationship. They can stand out by being creative, accepting challenging work, and working at a level of excellence that will help a potential mentor overcome any hesitancy he or she may be feeling about mentoring them. In addition, women and people of color should:
- talk to people to obtain information and make themselves known;
- make their career goals known to their supervisors;
- build internal support networks of other women and people of color; and
- build alliances and relationships with White men and women and other people of color.

STEREOTYPING

Data shows 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".

All individuals engage in stereotyping of some form. To do so is human nature. However, it is vital that we recognize that stereotyping leads to misinterpretations, conflicts, organizational ineffectiveness, and can have detrimental career consequences for women and people of color. It is also essential that we realize the need to educate employees to challenge stereotypes within themselves and others.

Employees must develop: (1) an awareness of various

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VIDEO HIGHLIGHTS
DISCUSSION POINT

stereotypes applied to certain groups of people; (2) knowledge and real information about various cultural group's 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.

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KEY LEARNIN

KEY LEARNING POINTS

1. Recent studies indicate that many women and people of color still perceive the existence of an "old boy's" network, which they see as limiting their opportunities to contribute and advance.

2. Racism and sexism are real and do exist in organizations and contribute to exclusivity.

3. It is important to understand that exclusivity has been the norm in most corporations, not inclusion. Inclusive organizations are ones that welcome diverse employees and offer them the same opportunities for mentoring, coaching, and career mobility as other employees.

4. Individuals tend to associate with and feel most comfortable with those who are similar to them. However, in a business setting, it is crucial to move outside of that comfort zone. It is incumbent upon managers and employees to recognize their biases and be inclusive of and interact fully with all individuals.

5. Although exclusion from informal networks is often not intentional, it can create obstacles to active participation in key aspects of a business. As such, it constitutes a subtle, covert form of discrimination.

6. A person who feels excluded from informal networks should express those perspectives in a way that is neither defensive nor hostile. Others may, in fact, not be aware that they are excluding certain individuals or groups.

7. 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.

8. Effectively broaching potentially difficult issues, such as racism, sexism, or exclusivity in an organization, often requires a trusting and respectful environment that encourages non-threatening interactions. Even so, the fear of being labeled may inhibit open, honest

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discussion for employees.

9. 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.

10. 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.

11. Organizations should take formal steps to make new employees feel welcome upon their entry into the work environment. Managers should use an open door policy, which allows new employees to ask questions, make connections, and learn the ropes, aiding in the retention of diverse employees. When employees feel welcomed and feel they are part of an environment in which they are valued and treated fairly, they are more likely to stay.

12. Recent studies demonstrate that successful women managers (both White women and women of color) view mentoring and networking among their top strategies for advancement. Mentoring serves a number of important functions for women and people of color, such as increasing their comfort level, helping them understand an organization's corporate culture, boosting morale and job satisfaction, and providing access to the organization's informal networks.

13. Mentoring relationships between individuals of diverse backgrounds can be productive learning experiences for both parties. It can be an effective method of learning different perspectives and accessing a variety of informal networking groups. To be effective, however, those who are mentoring individuals of a different culture must be able to put themselves in the other individual's shoes – and thus, be able to recognize the impact of race and gender.

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KEY LEARNIN

14. All employees must be given equal access to growth opportunities and individual support, including development planning and training.

15. 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.

16. 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.

17. 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 feedback from the manager is crucial.

18. 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.

19. 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.

20. It is essential for women and people of color to develop relationships with members of their organization who have power, information, and experience.

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KEY LEARNIN

21. Managers must receive training to enable them to recognize how their own assumptions about race and gender influence their perceptions of others.

22. Organizations should encourage the formation of support networks for women and people of color. Such networks are a crucial recruitment and retention tool. They are also critical to opening lines of communication between managers and network members. Networks also help to reduce members' feelings of isolation and enable them to share critical information across the organization. Additionally, networks provide forums for skill development, informal mentoring, and access to role models.

23. 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 EXERCISE

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 asssociated 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 *Old School versus New School: How Much Change is Too Much, Too Fast? (Non-Management)* and it is about the fear, frustration and anxiety that employees might experience when changes in organizational culture threaten the status quo.

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VIDEO DEBRIEF EXERCISE

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 EXERCISE

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.

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VIDEO DEBRIEF EXERCISE

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 *Old School versus New School: How Much Change is Too Much, Too Fast? (Non-Management)* and it is about the fear, frustration and anxiety that employees might experience when changes in organizational culture threaten the status quo.

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.

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VIDEO DEBRIEF EXERCISE

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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VIDEO DEBRIEF EXERCISE

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 *Old School versus New School: How Much Change is Too Much, Too Fast? (Non-Management)* and it is about the fear, frustration and anxiety that employees might experience when changes in organizational culture threaten the status quo.

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.

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VIDEO DEBRIEF EXERCISE

- ***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 hand out 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?

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VIDEO DEBRIEF EXERCISE

- 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?

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VIDEO DEBRIEF EXERCISE

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 *Old School versus New School: How Much Change is Too Much, Too Fast? (Non-Management)* and it is about the fear, frustration and anxiety that employees might experience when changes in organizational culture threaten the status quo.

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.

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VIDEO DEBRIEF EXERCISE

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.

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VIDEO DEBRIEF EXERCISE

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 *Old School versus New School: How Much Change is Too Much, Too Fast? (Non-Management)* and it is about the fear, frustration and anxiety that employees might experience when changes in organizational culture threaten the status quo.

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.

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VIDEO DEBRIEF EXERCISE

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 *Old School versus New School: How Much Change is Too Much, Too Fast? (Non-Management)* and it is about the fear, frustration and anxiety that employees might experience when changes in organizational culture threaten the status quo.

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.

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VIDEO DEBRIEF EXERCISE

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.

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VIDEO DEBRIEF EXERCISE

B R A I N S T O R M I N G / C O N S U L T I N G   E X E R C I S E

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 *Old School versus New School: How Much Change is Too Much, Too Fast? (Non-Management)* and it is about the fear, frustration and anxiety that employees might experience when changes in organizational culture threaten the status quo.

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.

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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.

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VIDEO DEBRIEF EXERCISE

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 *Old School versus New School: How Much Change is Too Much, Too Fast? (Non-Management)* and it is about the fear, frustration and anxiety that employees might experience when changes in organizational culture threaten the status quo.

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-