



11. The Fatal Interview: Recruiting People of Color

FACILITATOR'S GUIDE



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## INTRODUCTION

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

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

## VIDEO DEVELOPMENT

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

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

## BRINGING DIVERSE PEOPLE TOGETHER

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

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

## VIDEO PACKET CONTENTS

Your video packet contains the following materials:

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

## ARMC ACKNOWLEDGEMENTS

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

# CHARACTER PROFILE

## JULIA BROWN

- •36-year-old White woman
- Director
- ·Has been with the organization for 12 years
- ·Is very well respected
- ·Is viewed as a very good performer
- ·B.S. in Computer Science from Purdue University
- · Has no children

## TOM JOHNSON

- · 32-year-old Black man
- •B.S. in Engineering from Boston University and an M.B.A. in Marketing from Columbia
- •Spent four years in the military
- · Has two children and a wife who works outside of the home

# CLOSING STATEMENTS

11. THE FATAL INTERVIEW: RECRUITING PEOPLE OF COLOR.

## JULIA

Boy was I surprised. On paper, Tom looked like an excellent candidate, but he did not come across that way in the interview. This company is definitely committed to hiring minorities and people of color. The problem is — there are so few qualified people of color out there. Frankly, I don't think Tom would fit in at this company. And I don't think he would be happy here either.

## T 0 M

I don't believe she listened to me. She knows I have an M.B.A. in Marketing, yet she wanted to put me in I.S. Did she really want to hire me in the first place?

# VIDEO HIGHLIGHTS AND DISCUSSION POINTS

# 11. THE FATAL INTERVIEW: RECRUITING PEOPLE OF COLOR

In this video, Julia, a member of the organization's recruitment team, is interviewing Tom, a candidate for employment. This vignette demonstrates how excellent candidates of color are often turned away from organizations as a result of poor interviewing skills.

## VIDEO DEBRIEF

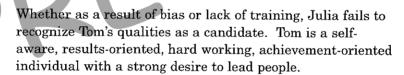
Julia begins the interview well. She starts off with an open and warm manner. As she proceeds with the interview, however, she becomes more and more curt and perfunctory. She makes no attempt to get to know Tom.

## Julia:

- · does not appear to listen well;
- approaches her interview with Tom as a checklist to be completed rather than a dialogue to obtain useful information about him;
- maintains poor eye contact (because she is too focused on the questionnaire? because she is uncomfortable interviewing Tom? because she does indeed want to discourage his candidacy?);
- is stiff and humorless;
- asks close-ended questions and fails to ask follow-up questions that would enable her to learn more about Tom and develop a rapport with him;
- keeps asking about Tom's extracurricular activities as if the numerous ones he listed were inadequate;
- has a rigid definition of leadership and what it takes to succeed, leaving her blind to the leadership qualities
   Tom's background and experiences reveal;
- claims that her organization prides itself on "open, honest communication", yet she was not pleased with Tom's candid response to her question about their website. In fact, she did not even bother to ask Tom to elaborate;
- seems doubtful that Tom knows much about business (despite his M.B.A.) and looks skeptical when he says his education has prepared him to do various kinds of work:
- recommends that he consider starting in the

Information Systems Department despite the fact that Tom made it clear he was not interested in working in the technology area;

- seems almost to be discouraging Tom's candidacy with her description of the company "culture" as tough and competitive with "unbelievable pressure";
- shows an extreme insensitivity to women and people of color when she speaks of the need not to be "oversensitive" when people say insulting things. By specifically telling Tom that employees need to let certain race and gender-related comments "slide", she indicates that her organization tolerates racist/sexist comments;
- justifies the lack of African Americans at all levels in her organization by stating, "it is so hard to get the top talent";
- indicates that her organization is interested in Tom because he is African American. She makes no reference to the valuable skills and experience he would bring to her organization;
- illustrates her lack of awareness of the existence or significance of racism when she states that if one can deliver a solution to clients' problems, race is irrelevant to them; and
- presents a picture of an organization in which employees are expected to sacrifice their family life for the sake of their jobs.



## Tom:

- is open, talking easily about his background, achievement orientation, and values;
- is warm, animated, straightforward, sensitive, and has a sense of humor;
- demonstrates his leadership qualities and potential by describing his capacity to join the Army as an enlisted man and leave as an officer;
- is candid and thoughtful;
- shows confidence and sincerity, simply stating: "I have the knowledge and skills to add value to the company";
- shows capacity to juggle competing priorities successfully and maintain a high standard of excellence; he was awarded his degree in engineering with high honors while being married with two children and a part-time job;
- · is well-rounded; his extra-curricular activities include





- chess, being a Big Brother, and belonging to the NAACP and the Urban League;
- is well-prepared for the interview, having reviewed the organization's web site and spoken with current and former employees;
- shows an understanding of the need to meet the expectations of customers;
- shows a willingness to face challenges; he is clearly interested in helping the organization meet its challenging goals;
- is able to articulate his skills; he speaks of his quantitative skills, interpersonal skills, as well as his ability to build consensus;
- remains calm and restrained despite Julia's off-putting style;
- able to stand firm when appropriate. He notes that he has "tough skin", but that he has his limits;
- is realistic ('I don't mind battling for change, but there has to be an opportunity for change to occur); and
- asks questions to obtain the information he wants. He asks about the company culture, the number of African Americans in the organization, and about whether the organization's clients are comfortable with Black employees.

## DISCUSSION QUESTIONS FOR THIS CASE:

- What did Tom do well in this interview? What could he have done differently or better?
- What did Julia do well in this interview? What could she have done differently or better?
- What did you learn about Tom in this interview? Does he seem like a qualified candidate? Why or why not?
- Do you think Julia would have handled the interview differently if Tom had been a White candidate? How?
- What happens in organizations that expect their female employees and employees of color to let certain race and gender-related comments "slide"?
- What might be a reason that Julia's organization does not have many African American employees? What might her organization need to do if they really want to recruit African Americans successfully?
- Could an interview like this one take place in your organization? Why do you think so?

## GENERAL DISCUSSION OUESTIONS:

 What are effective interview techniques to gain as much information as possible about candidates? What,





- in your experience, does not work? Have you seen silence used effectively? Body language?
- What skills do interviewers need to interview women and people of color effectively? Does your organization take steps to ensure that its interviewers have these skills?
- What kinds of questions, attitudes, and behaviors are useful in an interview? What kinds are not useful?
- Do you feel that your Human Resources Department projects an accurate image of your organization? Do they appropriately screen candidates?
- Does your organization have effective and consistent recruitment systems in place?
- Are women and people of color treated fairly and respectfully in your organization's interview process?
   Does covert or subtle racism or sexism play a role in that process?
- How is your organization doing with recruitment of women and people of color?
- Are there women and people of color in senior positions in your organization? If so, are the numbers sufficient or do they need improvement?
- What are some common reasons people give for being unable to recruit women and people of color?
- What specific steps can your organization take to increase the numbers of women and people of color?
- What specific steps can your organization take to improve its recruitment and hiring process?
- What policies and practices should your company implement in order to resolve the issues surfaced in this vignette? What can you do personally?

## COVERT RACISM AND STEREOTYPING

One dynamic that may have been responsible for Julia's behavior is covert racism. Unlike, overt racism, which is easily perceived, covert racism is subtle, and thereby harder to detect. As a result, it is more difficult to eradicate it from an organization. It is critical, however, to remove overt as well as covert racism from organizations because it can inhibit effective communication, functioning, and productivity for all employees.

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



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

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

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

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

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

# THE ROLE OF STEREOTYPING IN INTERVIEWING

As stated above, human beings naturally and unconsciously stereotype others. Unfortunately, stereotypes can have a substantial negative impact on individuals being stereotyped, particularly those individuals who are candidates for employment, as appears to have happened in this scenario. To prevent stereotyping from negatively impacting the interview process, it is essential for interviewers to become aware of the stereotypes they hold and make a conscious effort to keep them in check to ensure a positive interview experience for the candidate. Negative interview expe-

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riences can result not only in losing one good candidate, but many others as well. Stories of interview experiences circulate outside organizations and can serve to create a negative company reputation.

# DEVELOPING A MORE EFFECTIVE RECRUITMENT AND HIRING PROCESS

The following steps are important to avoid race and gender bias in the recruitment and hiring process:

- Develop specific selection criteria and ensure that all interviewers and other individuals involved in the hiring process make use of them;
- Develop specific instruments to measure the selected criteria and ensure that all interviewers and other individuals involved in the hiring process make use of them:
- Train interviewers: Interviewers need to undergo diversity training to develop an awareness of their own culture, norms, and values, as well as their assumptions about race and gender;
- Have diverse interviewers: Because of our natural tendency to hire people who are like ourselves, it is crucial that organizations have women and people of color recruit and conduct interviews;
- Use a team-review approach to hiring: All parties involved in the hiring process should meet as a team to review candidates and arrive at a team decision;
- Evaluate the recruiters: Recruiters should be evaluated in terms of their number of hires as well as the race and gender, and types of positions, and the success or failure of their recruits.

The following is a list of key factors that many women and people of color look for in companies. An organization that is sincerely seeking to diversify its workforce must be aware of these factors and make proactive efforts to rate well with respect to them.

- The level of representation of women and people of color in senior positions;
- The organization's philosophy regarding, and commitment to, developing women and people of color, and whether managers are held accountable to meeting this commitment:
- The extent of the organization's commitment to diversity and affirmative action;
- How the company has handled charges of discrimination in the past;



- How honest, straightforward, sensitive, aware, and comfortable interviewers and recruiters are during the recruitment process;
- The extent to which the organization keeps the commitments it makes during the recruitment process;
- How other women and people of color view the company:
- The organization's reputation in and involvement with its community; and
- The organization's attitude with regard to the balance of work and personal life.



## KEY LEARNING POINTS

- Racism and sexism, especially the covert forms, are real and still exist in the interviewing, recruitment, and hiring process. Such discrimination must be consciously counteracted through proactive measures on the part of organizations and individuals.
- Organizations that want to recruit people of color must train managers and interviewers in appropriate interviewing techniques. Part of such training must involve sessions that help interviewers become aware of and counteract their own cultural assumptions and biases.
- 3. Women and people of color often find that the persistence of limiting stereotypes and a glass ceiling create barriers to their advancement. Organizations that wish to recruit diverse candidates must eliminate both barriers, communicate widely about how they are going about it, and hold leaders at all levels accountable for achieving the desired results.
- 4. Describing an organizational culture in which employees are expected to let certain race and gender-related comments "slide" is likely to discourage many prospective candidates. Insinuating that individuals who take offense to such comments are being "oversensitive" is dismissive and insensitive.
- 5. Interviewers and recruiters in organizations who are seeking out people of color should be genuine in their desire to hire a diverse workforce. Their insincerity can be readily apparent to others. Ultimately they should be held accountable for their ability to recruit and hire diverse employees.
- 6. Terms such as "there are so few of them" are indicative of an interviewer's biases and can give candidates a negative impression of an organization. Organizations who allow biased individuals to conduct their interviews are likely to fail in their efforts to diversify their workforce.
- 7. Managers and senior leaders need to examine the styles their organization seeks, supports, and rewards, and determine whether there are any discriminatory assumptions embedded in the styles they favor.

- 8. In today's increasingly diverse work environment, it is important to recognize that candidates for employment bring a wide variety of backgrounds and experiences, all of which may be relevant to the job for which they are applying. Traditional academic and career paths are no longer the norm.
- Discriminatory behaviors should not be tolerated from anyone, including clients and vendors. All organizations should have formal, written policies on this subject.
- 10. White people who have not had much experience interacting with people of color, and who have been given stereotypical images and misinformation about them, might have difficulty conducting an objective interview with them. To be an effective interviewer, however, individuals must become aware of and acknowledge any discomfort they may have with those who are different, and take action to ensure that such discomfort will not negatively impact candidates who are different from themselves.
- 11. Women and people of color frequently are steered toward staff assignments rather than line assignments. This is a critical factor contributing to the dearth of individuals of color at senior levels in many organizations since experience in line positions is generally required for individuals to be eligible for high level positions.
- 12. It is not incumbent upon an employee to fit into a culture that is discriminatory in nature. Rather, it is the responsibility of an organization's senior leadership to create an environment in which no employees face discrimination.
- 13. Organizations that do not make a sustained effort to create an environment in which all employees can do their best work will lose a key competitive advantage. As increasing numbers of women enter the labor force, and increasing numbers of women and people of color earn advanced degrees, organizations that do not capitalize on this growing talent pool will lag behind the many organizations that do.
- 14. When organizations support employees in their efforts to balance their work and personal lives, it sends a message to employees (and applicants) 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 retain and recruit skilled employees.

- 15. Managers in some of today's leading organizations recognize that employees who have rich, rewarding personal lives become more productive, creative, and satisfied employees. They have created cultures and instituted programs that encourage employees to have personal and professional lives that are equally fulfilling.
- 16. 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 Fatal Interview: Recruiting People of Color* and it is about some of the seemingly "innocent" ways in which an organization's recruiting efforts can work to its disadvantage in attracting candidates of color.

- 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.



## 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)

- 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 Fatal Interview: Recruiting People of Color* and it is about some of the seemingly "innocent" ways in which an organization's recruiting efforts can work to its disadvantage in attracting candidates of color.
- 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.



## 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)

- 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 Fatal Interview: Recruiting People of Color* and it is about some of the seemingly "innocent" ways in which an organization's recruiting efforts can work to its disadvantage in attracting candidates of color.
- 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 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?
- · 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

- 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 Fatal Interview: Recruiting People of Color* and it is about some of the seemingly "innocent" ways in which an organization's recruiting efforts can work to its disadvantage in attracting candidates of color.
- 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.



# 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)

- 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 Fatal Interview: Recruiting People of Color* and it is about some of the seemingly "innocent" ways in which an organization's recruiting efforts can work to its disadvantage in attracting candidates of color.
- 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

- 1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled \_\_\_\_\_\_ and it is about \_\_\_\_\_\_, as the title indicates.
- 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.



## BRAINSTORMING/CONSULTING EXERCISE

Time: 45 to 60 minutes

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

- 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 Fatal Interview: Recruiting People of Color* and it is about some of the seemingly "innocent" ways in which an organization's recruiting efforts can work to its disadvantage in attracting candidates of color.
- 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.



## 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

- 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 Fatal Interview: Recruiting People of Color* and it is about some of the seemingly "innocent" ways in which an organization's recruiting efforts can work to its disadvantage in attracting candidates of color.
- 2. Hand out the Character Profiles.
- 3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes.
- 4. Watch the video.
- 5. Divide the large group into sub-groups of 4-5 participants.
- 6. Provide participants with the following instructions:
  - Each group will develop employment interview questions that address the difficulties and tensions that potentially arise when women, people of color and those who speak English as a second language are interviewed for employment by someone of a dominant cultural group, such as White, male, or native English-speaking. Make certain that the questions are ones