




BUILDING
A DIVERSE
WORK
FORCE
FOR THE 
GLOBAL
MILLENNIUM

**15. It's All in the
Presentation: A Double
Standard for Women?**

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

JIM SMITH

- 41-year-old White man
- 6 years of service with the organization
- B.A. from Indiana State University
- Director of Marketing
- Married with 3 children
- Wife does not work outside of the home

JUANITA ZAMORA

- 33-year-old Hispanic woman
- 6 years of service with the organization
- B.A. from the University of Mexico
- M.B.A. from the University of Texas
- Marketing Manager
- Married with one child
- Jim has been her supervisor for 6 months

CLOSING STATEMENTS

15. IT'S ALL IN THE PRESENTATION: A DOUBLE STANDARD FOR WOMEN?

JIM

I'm trying to coach Juanita to be successful. I believe in her. But she's not a good listener. How can I get through to her?

JUANITA

I believe something else is going on here and I don't know if it's because I'm a woman or if it's because I am a woman of color. But something else is going on. What can I do about it?

VIDEO HIGHLIGHTS AND DISCUSSION POINTS

15. IT'S ALL IN THE PRESENTATION: A DOUBLE STANDARD FOR WOMEN?

In this video, Jim comes to see Juanita to talk with her about a presentation she made. This scenario provides an example of how a woman's behavior is often evaluated differently than the same behavior engaged in by a man. It also brings into question the issues of race, cultural style, and conformity vs. creativity.

VIDEO DEBRIEF

In this video, Jim starts the conversation off by asking Juanita how she felt she did in her presentation. Despite this question, however, Jim appears to have already made up his mind as to how he felt she did. His question of her seems insincere as he has no intention of taking Juanita's perceptions into account; he apparently has reached a conclusion based solely on feedback from two men who attended her presentation. When she tells him she felt she did a good job and that she received compliments, he:

- tells her that he checked and heard "mixed reviews";
- says that while Ron's presentation was focused and engaged the audience, her presentation was "too busy" because of the charts and graphs she used;
- dismisses Juanita's viewpoint without even considering her comment that she had received feedback from people who found her presentations lively and easier to remember because they were different from the usual boring format; Jim merely states that there is a "company way of doing things";
- tells Juanita that the company is receptive to different ways of approaching issues, but that she is "always operating out of the box" and it is important to make sure everyone fits in;
- tells her that it is "not about Ron" when Juanita points out that she helped Ron prepare his presentation using a similar format and asks if he gave Ron the same feedback. He then goes on to state that the problem is her delivery style, not her format, despite having commented solely on her format up until that moment;
- reports that "people said you were too aggressive and didn't work the audience like Ron did – as if you got up on the wrong side of the bed", without giving credence

to Juanita's perception that she was merely being direct and honest. He also compares her to Ron after insisting the issue is "not about Ron";

- does not even consider whether the behavior of Bob and Roger may be the issue, rather than Juanita's presentation style;
- appears to accept the views of two men, Bob and Roger, without giving weight to either Juanita's view or her claim that Annette and Julia, two women, praised her presentation and agreed that Bob and Roger had "attacked" her. This leaves Juanita perplexed as to why Jim listens to Bob and Roger without valuing her perceptions or obtaining feedback from Annette and Julia;
- is unwilling to take Ron's style into consideration unless he hears complaints about it; this leaves him unable to consider whether Ron and Juanita are being judged by different standards;
- appears not to understand that he cannot effectively coach Juanita without making any attempt to listen to and understand her perceptions;
- describes the issue as "minor" without considering whether there may be some validity to Juanita's feeling that she is being held to a double standard.

As for Juanita, she:

- begins the conversation open to hearing Jim's feedback;
- provides an indication that Jim may be correct in his claim that she does not listen well. When he mentions an earlier conversation in which he provided her feedback, she says, "Can you give me some specifics, I don't recall right now";
- provides a reasonable explanation for her choice of presentation style – she believes it is more interesting and more memorable;
- may be right that her presentation is reacted to differently than Ron's similar one – and this may be the result of a double standard. However, it is possible that her failure to exhibit good listening skills in the past has left her without credibility with Jim, leaving him less likely to take her concerns seriously;
- asks Jim to "give it to me straight" yet, when he does, telling her that some people felt she had "gotten up on the wrong side of the bed". She became a bit defensive, asking, "Well, what does that mean?"; and
- may need to make an extra effort to demonstrate to Jim that she is working on her listening skills before trying to bring this possible double standard to his attention again.

DISCUSSION QUESTIONS FOR THIS CASE:

- What did Jim do well in this meeting? What could he have done differently or better?
- What did Juanita do well in this meeting? What could she have done differently or better?
- Was Jim's "coaching" effective? Why or why not?
- Did Juanita appear "defensive"?
- Is it significant that the colleagues who did not like Juanita's style were male while those who did were female?
- Would Jim have handled this meeting the same way if Juanita were a White male?
- Is it significant that Jim acted only on feedback he received from only two of Juanita's colleagues, rather than polling a larger group of her peers?
- How might this meeting have ended differently?

GENERAL DISCUSSION QUESTIONS:

- Could a scenario like this take place in your organization? Can you give examples of a "double standard" for behavior in your workplace? Think not only of gender-based examples, but also of ones based on race/ethnicity, culture, religion, age, etc. What is the impact of these disparities?
- How do you feel when someone calls you "defensive"? Does that immediately make your subsequent statements seem suspect?
- Is thinking or behaving "out of the box" something that is encouraged and rewarded in your organizational culture? Are encouragement and rewards applied in a consistent and fair manner? What groups are more likely to think and behave in a creative way successfully? Why?
- Is innovation, though often "recognized", actually rewarded?
- Must employees conform to an accepted style in order to get ahead? What are the components of that style?
- Do men receive different feedback from women for a similar level of performance?
- Are characteristics such as assertiveness and confidence viewed differently in men and women? How so? Are they viewed differently in people of color than in Whites?
- Do people in your organization feel comfortable taking risks, or is there fear of punishment or loss of status for doing so?

- What can you do to make your work environment more inclusive of difference while being sensitive to the styles of those who operate in more traditional ways?
- What policies and practices should your company implement in order to avoid or resolve the issues surfaced in this vignette? What can you do personally?

THE “COMPANY WAY”

Back in 1941, C. Barnard, a former president of the old Bell System, said that the smooth functioning of an organization depends upon the homogeneity of its employees. And surprisingly, many corporations still buy into Barnard's proposition. In some organizations, being a “team player” boils down to conforming - in choice of housing, automobile, food, entertainment, school, ritual of greeting, behavior at meetings, and mode of socializing. Among managers such enforced homogeneity leads to a fear of uncertainty and, therefore, to an impulsive desire to control by means of exclusion of strangers and insistence on unbounded loyalty, and to a preference for comfortable communication with those who seem to be “like me.” The tragic aspect here is that it is precisely those kinds of managerial impulses that cause corporations to lose their creativity and the opportunities that come along with risk taking. What they get from their employees is a mere fawning agreement, and what they lose are the valuable suggestions and the feedback that only independent, secure employees can contribute.

COVERT RACISM/SEXISM AND STEREOTYPING

One dynamic that may have resulted in a double standard for Juanita is covert racism/sexism. Unlike overt racism/sexism, which is easily perceived, covert racism/sexism 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/sexism 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/sexism 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 and sexist attitudes may nonetheless still act with covert bias. Moreover, much subtle racism/sexism is often the result of behavior based on unintentional stereotypic beliefs. This may have been what was affecting

Jim's perceptions of Juanita.

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.

Education and training are vital to help employees become aware of and to 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 accurate information regarding cultural group 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 frankly acknowledge 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.

TO CONFORM OR NOT TO CONFORM?

A difficult issue for women and people of color - and, as always, for a surprisingly substantial number of White males - is that of conformity, or the degree to which one should or should not alter one's behavior, physical presentation and/or mindset in order to fit in with a corporation's culture. Few people can be happy and healthy, if they are trying to be only what others want them to be. And yet some degree of conformity is essential, if one is to become an active and happy member of a corporation. Indeed, conformity was an issue long before diversity was, as suggested by the widespread influence of the 1950's classic, *The Man in the Gray Flannel Suit*. Depending upon the situation, we all may well have to hold our tongues, be nice to people we feel we despise, occasionally put aside a value we hold dear, and even don clothes we hate to wear. But the point here is that however tempted we might be to resist something like accepted business attire, some battles, as Schoonmaker has noted, simply aren't worth fighting:

You may feel that doing these things is a cop-out, a sacrifice of part of your identity. Perhaps you are right, but there is another viewpoint. Your identity is not just what you wear or the language you use; it is what you believe in and the strength of your character and self-confidence. If your sense of identity depends only on your clothes, you are really in bad shape, and letting your hair grow will not solve your identity problems. [Schoonmaker, A.N., *Executive Career Strategies* (New York: American Management Association, 1971), p. 131]

Now, no employee should conform slavishly, in a misguided attempt to meet other people's wrongheaded expectations. And in the long run, a organization's refusal to straitjacket its talents (whether those be innate or culturally conditioned) will prove itself a beneficial policy both for the corporation and for society as a whole. By allowing employees to be themselves as long as they remain within the basic norms, values, and behaviors which the corporation has established, corporations will be developing precisely the right skills as it seeks to provide products and services to diverse customers who are not about to conform to any corporate norm of looks, behaviors, and mannerisms. We have seen plenty of employees trying to become clones, and in fact making a darned nice job of it; but to what end, and at what cost? Most of them will not be rewarded for behaving as clones, because people of color will never be White and women will never be men. Some decision makers will continue to delight in continually changing the criteria for becoming a "true clone," and/or openly ridicule those who are trying. In short, what we have here is a double-bind. The

“boys” will always be able to change the overt conformity criteria, whenever they want to keep employees from focusing on their problems.

Healthy employees are those who have a keen sense of their strengths and weaknesses. Because of that they basically like themselves and feel secure, and will conform only because they want to and while recognizing and admitting to themselves that they are conforming. Second, please be seriously cautioned that those people and organizations that demand of one a great deal of unnecessary conformity, even in such an area as dress, are also the ones mostly likely to find it very difficult to appreciate and value differences of race, ethnicity, and culture.

PREVIEW

KEY LEARNING POINTS

1. Every organization implicitly supports and explicitly rewards certain styles. Even though those styles may have proven to be effective over time, it is important to consider whether doing some things differently may be just as effective, perhaps even better.
2. Employees should be encouraged to think outside the box. Requiring conformity and preventing people from being innovative diminishes the contributions they can make at work and denies the organization the benefits of creative thinking. When organizations require all employees to conform, creativity and innovation falter.
3. White males are often given more license to be creative and innovative, receiving positive feedback on their ideas. Women and people of color may face the opposite reaction, labeled as having a “style problem” or not being a “team player.” White males may be encouraged to take risks, whereas women and people of color are often discouraged from doing so.
4. Style is a key diversity issue and must be recognized as such, particularly in a global environment. No one style will suit all colleagues, thus it is important to recognize whether style differences actually impact performance. Performance must remain the bottom line.
5. Cultural diversity can promote creativity. People from different cultures may have different perspectives and may approach the diagnosis and solution of problems in unique ways that build teamwork and fuel organizational effectiveness.
6. Managers have a special responsibility to allow women to take risks and explore new ways of doing things, and to support them in these efforts. This enables them to gain experience and visibility, both of which are critical to advancing their careers and enhancing their contributions to the organization.
7. Stereotypes about race and gender have a particularly powerful influence over perceptions. For example, certain behaviors that are considered aggressive when exhibited by women may be considered acceptable and even rewarded when exhibited by men.

8. One of the detrimental consequences of a double standard is that the individuals against whom it is applied, often women and people of color, are often unable to point it out without being further accused of inappropriate behavior.
9. Discriminatory assumptions may be embedded in the styles that the organization rewards implicitly or explicitly. When women or people of color introduce an innovation, the criticism they receive may be more about their race or gender than the innovation itself.
10. Women and people of color often encounter higher obstacles to being seen as credible by their supervisors and colleagues than do their White peers. Unless they are superior performers, their valid complaints about double standards often will not be viewed as believable.
11. Managers and employees need to receive training to help them uncover their own cultural assumptions and biases and develop skills to work effectively in diverse environments. This training should focus on how embedded stereotypes and assumptions about other groups can influence how another's style is perceived.
12. 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 *It's All in the Presentation: A Double Standard for Women?* and it is about how a woman of color might interpret "feedback" that is given to her by her manager when she strives to bring her own style to a presentation she has made.

Video 15: It's All in the Presentation: A Double Standard for Women?

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

PREVIEW

VIDEO DEBRIEF METHODS NINE DEBRIEF EXERCISES

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

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

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

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

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

INTERACTIVE “HIT AND RUN” DEBRIEF EXERCISE

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

Time: 45 to 60 minutes

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

Instructions:

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *It's All in the Presentation: A Double Standard for Women?* and it is about how a woman of color might interpret “feedback” that is given to her by her manager when she strives to bring her own style to a presentation she has made.
2. Hand out the Character Profiles.
3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes as they watch.
4. Watch the video.
5. Each facilitator assumes the role of one of the characters. For example, one would approach a participant for advice, opinion, insights, etc. If she/he takes on the role of the manager of the individual in the video, she/he might say to the participant, “You are my manager, mentor or friend, how do you think I handled the situation? What did I do well? Where do I have opportunities to improve?”
6. After some dialogue, the facilitator in the role of the direct report would approach another participant and say, “You are my mentor or my friend, what do you think of the meeting I just had?” The two trainers would alternate turns asking questions or challenging positions stated until they have each approached three or four participants individually.
7. Then, the facilitators would open the discussion to the group by saying something such as “Does anyone else have

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

7A. At this point, the facilitator could further debrief the videos using the Video Highlights and associated Key Questions.

8. Facilitator should ask participants what they obtained from the video and interaction.

9. Hand out the Key Learnings. Allow participants a brief time to review and respond to them.

10. Facilitators should wrap up with appropriate concluding comments.

PREVIEW

SUPPORTING A POSITION EXERCISE

Time: 45 to 60 minutes

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

Instructions:

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *It's All in the Presentation: A Double Standard for Women?* and it is about how a woman of color might interpret “feedback” that is given to her by her manager when she strives to bring her own style to a presentation she has made.
2. Hand out the Character Profiles.
3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes as they watch.
4. Watch the video.
5. Form four sub-groups and assign each of the four sub-groups a role (Manager, Direct Report, Manager’s Manager and Direct Report’s Mentor). Explain to them that they must place themselves in the roles they are assigned despite their personal sympathies or desires to take a different role. In short, they have to assume the character and role of the person assigned to them. (20 minutes in the sub-groups)
6. Provide the following instructions to participants, along with the Handout:
 - As you discuss the video and your role in the upcoming interaction, please keep in mind the manager’s and direct report’s final thoughts that appear at the end of this guide. It is important for all sub-groups to discuss their own feelings and thoughts. Identify someone in your sub-group to record the thoughts that are shared.
 - **To the sub-group representing the manager:** For those of you who are the manager, you are going to approach your immediate manager to discuss your feelings and seek advice. Try to reach a consensus on the questions; however, if you can’t, that’s fine. Use the questions in your handout as a guide.

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

7. Reconvene the large group and discuss their insights.

Facilitator should ask participants what key learnings they obtained from the video and interactions.

7A. At this point, the facilitator could enhance the discussion using the video highlights and associated key questions.

8. Hand out the Key Learnings. Allow participants a brief time to review and respond to them.

9. Facilitators should wrap up with appropriate concluding comments.

Manager's Closing Statement

(Facilitators Must Provide)

Direct Report's Closing Statement

(Facilitators Must Provide)

Direct Report's Questions

(Given to group representing the Direct Report)

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

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

Manager's Questions

(Given to group representing the Manager)

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

Direct Report's Mentor's Questions

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

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

Manager's Manager's Questions

(Given to group representing the Manager's Manager)

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

ROLE-PLAY EXERCISE

Time: 45 to 60 minutes

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

Instructions:

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *It's All in the Presentation: A Double Standard for Women?* and it is about how a woman of color might interpret “feedback” that is given to her by her manager when she strives to bring her own style to a presentation she has made.
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.

Video 15: It's All in the Presentation: A Double Standard for Women?

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

PREVIEW

FISH BOWL EXERCISE (VARIATION OF ROLE-PLAY EXERCISE)

Time: 45 to 60 minutes

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

Instructions:

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *It's All in the Presentation: A Double Standard for Women?* and it is about how a woman of color might interpret "feedback" that is given to her by her manager when she strives to bring her own style to a presentation she has made.
2. Hand out the Character Profiles.
3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes.
4. Watch the video.
5. Ask for two volunteers. Each will play one of the roles portrayed in the video.
6. Divide the large group into two groups.
7. Each group will coach one of the characters in resolving the problems identified in the interaction. (20 minutes)
8. The two volunteers will perform the role-play before the large group, using the feedback they received from the group.
9. After the role-play the facilitator should debrief the participants on how well the role-play came out. Ask what key learnings they obtained from the video and interactions.
10. Hand out the Key Learnings. Allow participants a brief time to review and respond to them.
- 10A. At this point, the facilitator could enhance the discussion using the video highlights and associated key questions.
11. Facilitator should wrap up with appropriate concluding comments.

EMPATHY EXERCISE

Time: 45 to 60 minutes

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

Instructions:

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *It's All in the Presentation: A Double Standard for Women?* and it is about how a woman of color might interpret “feedback” that is given to her by her manager when she strives to bring her own style to a presentation she has made.
2. Hand out the Character Profiles.
3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes.
4. Watch the video.
5. Divide the large group into sub-groups of 4 to 5 participants.
6. Provide participants with the following instructions: (20 minutes) Individually jot notes on your answers to these questions:
 - Toward whom did you, personally, feel most empathetic? Why?
 - What do you believe are the legitimate issues from the person’s point of view?
 - What should the other person have said/done differently?
 - After each individual has made his or her notes, the group should discuss them and try to come to a consensus. List key points on a flipchart. Select a spokesperson to report back to the group.
7. Reconvene the large group. Have spokespersons present their group’s advice/strategies. After the first group, the facilitator may ask if other groups cited additional strategies, in order to avoid repetitive report-outs.
- 7A. At this point, the facilitator could enhance the discussion using the Video Highlights and associated Key Questions.

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

PREVIEW

BRAINSTORMING/CONSULTING EXERCISE

Time: 45 to 60 minutes

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

Instructions:

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *It's All in the Presentation: A Double Standard for Women?* and it is about how a woman of color might interpret “feedback” that is given to her by her manager when she strives to bring her own style to a presentation she has made.
2. Hand out the Character Profiles.
3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes.
4. Watch the video.
5. Divide the large group into sub-groups of 4 to 5 participants.
6. Provide participants with the following instructions and appropriate handout:
 - First, brainstorm and record on the flipchart the diversity and other related issues you saw in this vignette. (20 minutes)
 - Discuss and prioritize the list; identify the top 3 to 6 issues your group thinks are the most important. Be prepared to report-out on these.
 - Put yourselves in the role of a consultant to both individuals and their company in the video. How would you recommend they resolve this situation? List your advice/strategies on the flipchart and prepare to report these out to the large group, as well. Select a spokesperson to report back to the group.
7. Reconvene the large group. Have spokesperson present their group’s advice/strategies. After the first group, the facilitator may ask for additional strategies other groups cited, in order to avoid repetitive report-outs.

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

PREVIEW

SUPPLEMENTARY DEBRIEF EXERCISES

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

EMPLOYMENT INTERVIEW EXERCISE

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

Time: 45 to 60 minutes

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

Instructions:

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *It's All in the Presentation: A Double Standard for Women?* and it is about how a woman of color might interpret "feedback" that is given to her by her manager when she strives to bring her own style to a presentation she has made.
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-

Video 15: *It's All in the Presentation: A Double Standard for Women?*

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

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