




BUILDING
A DIVERSE
WORK
FORCE
FOR THE 
GLOBAL
MILLENNIUM

18. Sexual Harassment?
Are You Serious?:
Gender Issues in the Plant
and the Office

FACILITATOR'S GUIDE



TABLE OF CONTENTS

Introduction	1
Character Profiles	3
Closing Statements	4
Video Highlights and Discussion Points	5
Key Learnings	14
Video Debrief Exercises	16
Handouts for Debrief Exercises	37
Reference I	49
<i>Diversity Management Defined</i>	
Reference II	51
<i>Comparing Managing Diversity and Affirmative Action/ Equal Employment Opportunity</i>	
Reference III	53
<i>Implementing Diversity Management – Constituent Capitalization</i>	
List of All ARMC Products and Services	56

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

ROBERT RICHARDSON

- 46-year-old White man
- B.S. from the University of Virginia
- Is considered very well respected
- Has been with the company for 15 years

ANGIE JENNINGS

- 31-year-old White woman
- Received a B.S. from the University of Miami
- Has been with the organization for 6 years
- Is perceived as a rising star
- Has reported to Robert for 5 months

CLOSING STATEMENTS

18. SEXUAL HARASSMENT? ARE YOU SERIOUS?: GENDER ISSUES IN THE PLANT AND IN THE OFFICE.

ROBERT

I'm a little frustrated. I think Angie's great and I know she has some good points. I just think – I don't know if she realizes, you know, men and women — they are different. Complexing. I don't know what to do.

ANGIE

I have worked really hard to earn my degrees, to earn my promotions. I have worked just as hard as any other person has here at this company and yet I'm still seen as a sexual object. And it is – it's disrespectful and demeaning. And I don't feel — whatever Robert said — I don't feel like he understands me. I don't feel like he can.

VIDEO HIGHLIGHTS AND DISCUSSION POINTS

18. SEXUAL HARASSMENT? ARE YOU SERIOUS?: GENDER ISSUES IN THE PLANT AND THE OFFICE

In this video, Angie comes to see Robert, her supervisor, to discuss with him her concerns about how she and other women are treated in the workplace. Their meeting provides a vivid example of the complexity and difficulty of the issue of sexual harassment.

VIDEO DEBRIEF

In this meeting, it is clear that Angie and Robert see this situation in very different ways. Angie starts the meeting with some hesitancy because of her fear that she will risk her reputation. Gradually, she reaches the point of insisting that Robert take immediate action to remedy the problem. She:

- is “sick and tired” of the way men are looking at her and making comments;
- enjoys her work but feels the work environment is uncomfortable for women;
- describes a scenario in which she overheard one male colleague say to two others when she walked by, “Oh, you’ve got a great body,” and when she confronted them on it, he said he was referring to a male colleague who had been working out lately. Her frustration with these individuals and their behavior shows how damaging this situation is to mutual respect and teamwork;
- is unwilling to accept Robert’s suggested solution of telling her male colleagues to “clean up their act” when she is around, realizing that this is not a valid solution at all;
- tries to point out to Robert that this kind of behavior is creating a hostile environment that could be the reason their company is losing so many female employees;
- goes on to state that she feels this behavior would not be happening on the plant floor if the men in leadership didn’t have the same mentality, pointing out that it occurs in the offices as well as in the plant;
- points out to Robert that the fact that he thinks she is overreacting is precisely why she did not want to come and talk to him about it in the first place;
- gives a more specific example of an incident that

occurred when some employees and clients had dinner while they were out of town;

- suggests a departmental meeting to discuss the issue, to deal with it head-on;
- recognizes that the problem is not unique to her; and
- is disappointed and frustrated when Robert is not willing to take immediate action.

Robert at first tries to downplay Angie's concern. As the meeting progresses, he appears to be at a loss about what to do. He:

- says: "this is a male-dominated work environment. We're improving but we have a long way to go";
- tries to lighten things up by joking, "you are a woman", but in the process appears to belittle Angie's concerns. He does the same thing later in the meeting with comments like, "men and women, they're different", "the men were just looking", and "Jason is looking pretty good lately";
- offers to "tell them to clean up their act when you are around", not realizing that this is not a solution to the problem;
- dismisses her concerns by stating, "we have an open, bias-free environment here";
- clearly does not realize the seriousness of Angie's concerns and asks her if it might be possible that she is just overreacting;
- agrees that there is a problem but does not feel that it is a serious one;
- sees the situation as complex and feels that having a meeting to deal with the issue head-on would only serve to make the problem more severe;
- finds the whole issue to be confusing; and
- is afraid of being seen as trying to mandate politically correct behavior.

DISCUSSION QUESTIONS FOR THIS CASE:

- What did Angie do well in this meeting? What could she have done differently or better?
- What did Robert do well in this meeting? What could he have done differently or better?
- Did Robert appear to be sensitive to Angie's concerns? Why do you think this is the case?
- How do you think Angie perceived Robert's response?
- Does Robert appear to understand the concept of a "hostile work environment"?
- Is Angie making a mountain out of a molehill? On what are you basing your conclusion?

- What are some possible consequences that may arise as a result of this meeting?

GENERAL DISCUSSION QUESTIONS:

- Have you ever dealt with a situation like the one depicted in this scenario? If not, do you think these issues might become relevant as your organization expands globally?
- Do you perceive sexual harassment to be a problem in your business unit? Can you provide some examples?
- Does your organization have an effective and well-communicated sexual harassment policy? If so, does it guide interactions with global colleagues and clients?
- What steps can managers take to become aware of sexual harassment and prevent misunderstandings?
- Does your organization have training, coaching, and adequate preparation to work effectively with global clients and colleagues in terms of communicating and managing cultural clashes effectively? How do you rate them?
- Do men and women in your organization communicate openly and honestly about gender issues such as sexual harassment? What has made this possible or impossible thus far? Why might this be a good idea?
- What steps can women and men take to protect themselves in the workplace?
- What steps can men take to be effective allies to women and vice versa?
- Whose responsibility is it to prevent sexual harassment and make workplaces safe and comfortable environments for all workers?
- If you were to lead a meeting addressing the issue of sexual harassment, what would be your approach? What resistance might you expect?
- 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?

DEFINITIONS AND GUIDELINES REGARDING SEXUAL HARASSMENT

Sexual harassment is an elusive concept. The definition and guidelines that follow offer baseline information and legal fundamentals related to the issue.

The U.S. Equal Employment Opportunity Commission (EEOC) defines sexual harassment as unwelcome sexual advances, a request for sexual favors and other verbal or physical conduct of a sexual nature when:

- submission to such conduct is made either explicitly or

implicitly a term or condition of an individual's employment.

- submission or rejection of such conduct by an individual is used as a basis for employment decisions affecting such individual.
- such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile, or offensive work environment.

There are two primary types of sexual harassment: *Quid pro quo* and "hostile environment" harassment.

- In *quid pro quo* harassment cases, job benefits, entitlements, or continued employment are made dependent upon submitting to or reciprocating sexual demands.
- In "hostile environment" harassment cases, the harassing conduct interferes with an employee's ability to do her or his job effectively.

In determining what constitutes sexual harassment, the courts use a "reasonable person" standard. Conduct is harassing if a "reasonable person in the same or similar circumstances" would deem it harassing (intimidating, hostile, etc.). This standard takes into consideration an individual's race, color, religion, gender, national origin, age and/or disability. As a result, some courts may consider a "reasonable woman" standard in adjudicating sexual harassment cases.

Conduct can be harassing regardless of its intent. In determining whether conduct is harassing, its effect upon the recipient – not the intent of the harasser – is the primary consideration.

The U.S. Supreme Court ruled in *Meritor Savings Bank v. Vinson* that conduct that is engaged in voluntarily may still be considered unwelcome, and thus grounds for a sexual harassment suit. For example, a workplace affair may be voluntary yet still be unwelcome if the victim feels that he/she must go along with the affair to keep his/her job. Coercion is an important part of sexual harassment and often relates to a superior using his/her positional authority. However, a sexual harasser need not be in a position of formal authority – or even an employee. Sexual harassment can occur between supervisors and direct reports, employees and peers, employees and vendors, and employees and customers.

Sexual harassment can occur between a man and a woman, between two men or between two women. After extensive debate over whether harassment by an individual of the same gender is covered under Title VII of the 1964 Civil Rights Act, the Supreme Court ruled in 1998 in *Oncale*

v. Sundowner that the conduct – not the gender or motivation of those involved – determines whether harassment has occurred. In short, harassment can occur between members of the same gender.

Sexual harassment can be verbal or physical. It can occur when a person creates an environment that another considers hostile, intimidating, or offensive. The offensive, intimidating, hostile acts need not be directed at the person alleging sexual harassment for his/her claim to be valid. For example, a male secretary who works in a predominantly female office may have a valid claim of sexual harassment if he hears sexual jokes and innuendoes about men – even if the jokes and comments are never made directly to him.

It is a common misconception that sexual harassment can occur only in an office setting. Sexual harassment can occur in any location that is an extension of the workplace. For instance, sexual harassment can occur on business trips, at organization-sponsored events, and in interactions with customers, stakeholders, and vendors.

The following is a list of major guidelines set forth by the EEOC that help to define the scope and content of sexual harassment:

- Verbal comments, such as demeaning questions, about an employee's sex life or body;
- Non-verbal gestures, such as outlining a person's body parts with one's hands;
- Unwanted physical acts such as hugging, touching, fondling, etc;
- Presence of demeaning visual objects, such as displaying explicit posters or cartoons;
- Creation and/or distribution of faxes, e-mails, computer software, etc. of a sexual nature;
- Language with sexual overtones such as terms like honey, dear, baby and baby doll;
- Requiring submission to sexual advances; and/or
- Threatening to or actually retaliating against someone who has complained of sexual harassment.

DEVELOPING AN EFFECTIVE SEXUAL HARASSMENT POLICY AND STRATEGY

The development of a sound, well-communicated sexual harassment policy is the cornerstone of an effective sexual harassment strategy. Organizations are likely to be held liable for sexual harassment if the organization failed to have a strong sexual harassment policy, failed to develop appropriate reporting mechanisms, failed to communicate its policy and/or reporting mechanism, or failed to correct sexually harassing behavior in a fair, efficient manner. The orga-

nization may be liable for sexual harassment even if the offense was never reported to the organization.

A sexual harassment policy not only protects the organization from lawsuits; it also demonstrates to employees that they are working within an environment built upon trust and respect. By formally demonstrating its intolerance for harassing conduct, the organization is communicating its commitment to creating a workplace within which employees can feel both comfortable and confident.

A sound sexual harassment policy should include:

- A clear definition of sexual harassment.
- A statement of the organization's firm opposition to all forms of discrimination, including sexual harassment.
- Procedural guidelines for employees who think that they have experienced sexual harassment.
- A statement that harassment complaints will be dealt with in an appropriate manner, including actions that will be taken against offender(s).
- Mandatory training.
- A description of the responsibilities of management, employees, and the Human Resources Department.
- A statement that no retaliatory action will be taken against complainants.
- Reassurance of the complainant's confidentiality (note, however, that organizations cannot agree not to take action).
- A stipulation making clear that a complainant does not have to confront a harasser.
- Guidelines that require all managers (and preferably all employees) to document in writing and submit all cases of possible sexual harassment that they have witnessed.

The effectiveness of an organization's sexual harassment policy will be further enhanced if organizations:

- encourage victims to report sexual harassment;
- require managers to report instances of sexual harassment that they personally witness or hear about.
- appoint one or more neutral individuals to whom sexual harassment complaints can be made;
- detail the reporting procedure. This includes providing information on who, where, and how to complain. It also should stipulate that one does not need to report sexual harassment to one's supervisor, especially if the supervisor is the alleged perpetrator;
- develop an investigation and action system that is swift, fact-based, confidential, and fair;
- publicize repeatedly, and in different venues, the orga-

nization's sexual harassment policy and complaint procedures; and

- create awareness about the warning signs of sexual harassment which include, but are not limited to, changes in an employee's behavior, increased and/or frequent absenteeism, discomfort around another employee(s), and a sudden interest in the organization's sexual harassment policy.

Research demonstrates that an organization's culture is the best predictor of whether sexual harassment will occur within that organization. The institution of formal policies and programs around sexual harassment is a critical step toward creating a climate that is intolerant of discriminatory behavior. It helps create an environment marked by trust and respect - elements essential to the basic eradication of discriminatory behaviors and practices, and, on the next level, to the flourishing of high-performance teams.

In addition to creating a trusting environment and developing a policy that includes the stipulations and action steps outlined above as a defense against potential sexual harassment cases, organizations should do the following as well:

- Be aware of behaviors or practices that may indicate or encourage sexually harassing behavior. This includes conduct in the workplace (warning signs could include swearing and joking of a sexual nature), as well as outside of the workplace (where employers may be liable for what occurs during after-work socializing or on business trips).
- Demonstrate that effective measures have been consistently taken to avoid harassment (this is not limited to policy adoption).
- Maintain proof that when any claim has been made, adequate facts were gathered and prompt and firm action was taken. (Defamation suits can be brought if inadequate facts are gathered.)
- Keep confidential all records of an investigation.
- Provide consistent action from case to case when dealing with (a) harasser(s).
- Be able to demonstrate that the organization followed up with a complainant subsequent to investigation to let him or her know that their complaint was taken seriously and to ensure that there are no further problems.
- Institute innovative and consistent training. The training should be conducted within the context of a forum for providing guidelines about behaviors and attitudes that allow all employees to work to their maximum potential, as opposed to conducting training in a reproachful manner. It should be mandatory for all employees, and at least four hours in length.

Developing a proactive, comprehensive, zero-tolerance sexual harassment policy is critical to the well being of all organizations. However, creation of a policy is not enough. Most, if not all, Fortune 500 organizations have already created sexual harassment policies. However, many of these organizations sometimes fall short of effectively and continuously communicating the policy to employees and/or instituting effective reporting mechanisms. This failure increases organizational liability, and enables employees to believe that the organization is simply paying lip service to the problem of sexual harassment. This failure can impede the policy's desired effects of minimizing organizational liability and creating a work environment free of sexual harassment.

The following is a list of potential methods for effectively communicating the organization's sexual harassment policy and for reinforcing its commitment to creating a work environment with zero tolerance for harassment:

- Create booklets with answers to frequently asked questions for all employees that are updated and distributed annually. The booklets should be easy to read and provide several behavior-based examples.
- Develop a widely publicized, toll-free sexual harassment reporting line.
- Devote a section of the organizational newsletter to sexual harassment prevention. This section should provide the most current information about sexual harassment and communicate any modifications to reporting procedures.
- Distribute an annual letter from the CEO, or the most senior leader, which discusses the organization's commitment to preventing sexual harassment and the importance to the organization. This letter should also detail reporting procedures.
- Remind employees that the organization's sexual harassment policy extends to organization-sponsored events. This should be done before events take place.

It is also important to recognize that even the most comprehensive sexual harassment policy will not absolve an organization from liability when harassment results in a tangible consequence, such as discharge, demotion, or forced resignation, or if a threat is made, even if it is not carried out. There is no affirmative defense available in this situation. Similarly, organizations are liable for sexual harassment if a pervasive, long-term atmosphere of sexual harassment exists, even if it has a strong sexual harassment policy or if they know or should have known about harassment by either its employees or agents, and failed to take appropriate action. As a result, it is essential to build broad strategies that encourage the creation of an organizational culture free

of discrimination - a sexual harassment policy is simply a piece of this overall approach.

Creating and working within an environment characterized by trust and respect are the most effective means of enabling employees to achieve their maximum potential and give their optimum contribution to the organization. This type of environment is often marked by camaraderie and even teasing. Policies and programs that target awareness and eradication of sexual harassment are not intended to create an environment devoid of these enjoyable elements. They are, however, intended to make clear that what is funny can be highly subjective, and having fun at another's expense is never acceptable. Rather than eliminating fun from the workplace, it is critical to recognize the impact of behaviors, comments, and attitudes upon a diversity of individuals.

Sexual harassment policies and programs do anything but create a sterile environment. Rather, they provide a rich opportunity to learn about and understand colleagues, how they work, and what they do and do not enjoy - the very foundation of the trust and respect that is critical to the flourishing of all employees and organizations.

SEXUAL HARASSMENT IN A GLOBAL ENVIRONMENT

All U.S.-based organizations that have employees, clients, and/or stakeholders from other countries should:

- have a formal, written policy on sexual harassment;
- provide all their employees with sexual harassment training, which includes a discussion of U.S. sexual harassment law and any local laws that may also apply;
- provide their employees who work in a cross-cultural context with knowledge about the cultures with which they will be working and training in cross-cultural communications;
- encourage their employees to be open, honest, and direct about working styles and when they feel uncomfortable;
- help their employees recognize that interpretations of sexual harassment vary widely by cultures and legal systems. As a result, demonstrating respect for colleagues and being open with them is critical;
- develop diversity policies and programs that apply to their international, as well as domestic, offices; and
- tailor diversity policies and programs rolled out to international units to each location without compromising the organization's diversity commitment.

KEY LEARNING POINTS

1. Sexual harassment is damaging to everyone. Whether it is physical, verbal, or environmental, it destroys teamwork, trust and respect.
2. On average, sexual harassment costs a typical Fortune 500 organization \$6.7 million per year in absenteeism, low morale, employee turnover and lost productivity. In addition, significant costs from negative publicity and litigation may also accrue. Between 40% and 60% of working women encounter sexual harassment at some time during their careers.
3. Title VII of the 1964 Civil Rights Act, along with federal anti-discrimination laws requiring fairness in terms and conditions of employment, mandates a workplace free of sexual harassment. Equal Employment Opportunity Commission (EEOC) guidelines clarify an employer's obligations related to sexual harassment.
4. Recent court decisions clarify what constitutes sexual harassment in the U.S., thus helping organizations minimize their liability. For example, the Supreme Court ruled in *Faragher v. City of Boca Raton* (1998) that ignorance or confusion about sexual harassment does not immunize an individual or an organization from liability.
5. A harassment-free environment is premised on strong senior leadership support. An organization's leadership should issue periodic communications on sexual harassment, reiterate commitment to a zero-tolerance environment, and act as individual role models.
6. Sexual harassment problems - like any other diversity issue - can be alleviated by developing relationships based on mutual trust and respect. Colleagues can then determine boundaries and guidelines for communication and interaction.
7. Looking a woman up and down or making suggestive comments about her appearance is inappropriate. The response, "We were only kidding," when confronted by the woman does not excuse such behavior.

8. It is an employee's responsibility to communicate to his/her manager any sexual harassment issues that he/she may have. Even so, it is difficult for some employees to go to their managers if they feel they have been sexually harassed.
9. Once an employee has notified the supervisor of a situation that could be interpreted as a hostile environment, the company has an obligation to investigate the claim.
10. Just because no one or only a few individuals are reporting sexual harassment does not mean it is not occurring. If individuals feel that they are working in a hostile environment, they may be hesitant to report harassment.
11. Male managers who are attempting to coach women on these issues should be empathetic, attempt to minimize their own defensiveness, and take appropriate action to raise awareness and address specific concerns in the workplace.
12. Some men are legitimately confused about what is appropriate or inappropriate to say to women. It is essential that sexual harassment training be mandatory for all employees. This training should provide clear definitions of sexual harassment, detail the organization's sexual harassment policy and reporting guidelines as well as the consequences of harassing behavior or remarks.
13. In order to retain competent and deserving women in the workforce, it is necessary to eliminate communication - verbal and nonverbal - in their presence and behind their backs, that devalues women and the contributions they make.
14. 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 *Sexual Harassment? Are You Serious?: Gender Issues in the Plant and the Office* and it is about a woman on the plant floor meeting her manager to discuss some comments she has heard the men say about women, and how effectively the manager handles it.

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 *Sexual Harassment? Are You Serious?: Gender Issues in the Plant and the Office* and it is about a woman on the plant floor meeting her manager to discuss some comments she has heard the men say about women, and how effectively the manager handles it.
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 *Sexual Harassment? Are You Serious?: Gender Issues in the Plant and the Office* and it is about a woman on the plant floor meeting her manager to discuss some comments she has heard the men say about women, and how effectively the manager handles it.
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 *Sexual Harassment? Are You Serious?: Gender Issues in the Plant and the Office* and it is about a woman on the plant floor meeting her manager to discuss some comments she has heard the men say about women, and how effectively the manager handles it.
2. Hand out the Character Profiles.
3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes.
4. Watch the video.
5. Divide the large group into sub-groups of 4 to 5 participants.
6. Provide participants with the following instructions:
 - In your sub-group, identify the key diversity problems and key issues. Post these on the flipchart. (20 minutes)
 - Identify what contribution each character made to the problem, if any. Identify what each character did that was positive or helpful.
 - Identify the individual with whom you are more empathetic. Why?
 - Prepare a role-play in which you demonstrate how the participants might resolve the problems you identified. Role-play the exchange within each group and discuss the results.
7. Reconvene into the large group and discuss the participants' Key Learnings. Following this, the facilitator might request a single group to perform their role-play for the group.
8. Facilitators should ask participants what key learnings they obtained from the video and interactions.

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

PREVIEW

FISH BOWL EXERCISE (VARIATION OF ROLE-PLAY EXERCISE)

Time: 45 to 60 minutes

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

Instructions:

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *Sexual Harassment? Are You Serious?: Gender Issues in the Plant and the Office* and it is about a woman on the plant floor meeting her manager to discuss some comments she has heard the men say about women, and how effectively the manager handles it.
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 *Sexual Harassment? Are You Serious?: Gender Issues in the Plant and the Office* and it is about a woman on the plant floor meeting her manager to discuss some comments she has heard the men say about women, and how effectively the manager handles it.
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 *Sexual Harassment? Are You Serious?: Gender Issues in the Plant and the Office* and it is about a woman on the plant floor meeting her manager to discuss some comments she has heard the men say about women, and how effectively the manager handles it.
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