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# BUILDING A DIVERSE WORK FORCE FOR THE 🌐 GLOBAL MILLENNIUM

**3.** Why Can't We Attract and
Keep People of Color?:
Recruiting and Retaining
People of Color

FACILITATOR'S GUIDE

ARMC

**Building a Diverse Workforce for the Global Millennium**
*Video 3: Why Can't We Attract and Keep People of Color?: Recruiting and Retaining People of Color*

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INTRODUCTIO

# INTRODUCTION

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

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

## VIDEO DEVELOPMENT

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

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

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INTRODUCTIO

## BRINGING DIVERSE PEOPLE TOGETHER

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

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

## VIDEO PACKET CONTENTS

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

## ARMC ACKNOWLEDGEMENTS

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.

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CHARACTER PROFIL

# CHARACTER PROFILE

### CARLOS MENDEZ
- 45-year-old Hispanic/Xicano man
- Born and raised in Mexico City
- Ph.D. from MIT
- Returned to live in the United States 1 1/2 years ago
- Is very well respected
- Has been with the organization for 15 years

### ADA GOMES
- 31-year-old Black woman
- Born in St. Martin's
- Received a B.S. from the University of Miami and Ph.D. from MIT
- Has lived in the U.S. for 15 years
- Has reported directly to Phil for 1 1/2 years. Phil reports to Carlos.
- Has been with the organization for 6 years

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CLOSING STATEMEN

# CLOSING STATEMENTS

### 3. WHY CAN'T WE ATTRACT AND KEEP PEOPLE OF COLOR?: RECRUITING AND RETAINING PEOPLE OF COLOR.

#### CARLOS

You know, in Latin American countries, we don't have these diversity and affirmative action laws. At least in Mexico, where I come from, we don't have to deal with these issues. I am having a really hard time understanding it. Do I really have to conform to the American ways?

#### ADA

I am very passionate about affirmative action and diversity as a business strategy. But Carlos doesn't get it. How do I help him to understand?

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VIDEO HIGHLIGHTS
DISCUSSION POINT

# VIDEO HIGHLIGHTS AND DISCUSSION POINTS

### 3. WHY CAN'T WE ATTRACT AND KEEP PEOPLE OF COLOR?: RECRUITING AND RETAINING PEOPLE OF COLOR:

In this video, Carlos, a Chicano/Hispanic supervisor, who has been in the U.S. for only one year and one half, and Ada, a Black Caribbean manager, who has been in the U.S. for fifteen years, are meeting. The purpose of the meeting is Carlos' desire to understand better the concepts of "diversity" and "affirmative action." Their meeting demonstrates how even two intelligent, experienced professionals of color who trust and respect each other can find that their different personal and cultural perspectives can create obstacles to understanding. This video provides an example of how having an open dialogue can potentially move an organization forward on an important diversity issue.

### VIDEO DEBRIEF

The video presents the problem facing this organization as follows. The organization:

- has a program designed to increase the recruitment and retention of people of color, but it apparently has no teeth;
- has established diversity targets and timetables, but they have not been met;
- does not hold managers accountable in any meaningful way for recruiting and retaining people of color;
- has set up its diversity efforts in a way that leaves managers like Carlos uneducated about the business case for diversity and believing that the goal is merely to meet certain hiring quotas.

The conversation between Carlos and Ada tells us much about Carlos. It is clear that Carlos is:

- genuinely interested in understanding diversity issues;
- aware that the organization has a problem retaining people of color;
- under the impression that diversity efforts involve setting hiring "quotas;"
- feels that many people believe the organization's diversity policy involves lowering standards;
- unaware of many of the facts regarding his organiza-

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VIDEO HIGHLIGHTS
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tion's record with people of color;
- under the mistaken impression that the organization's location is the reason for the inability to hire qualified people of color;
- unaware of important company statistics regarding diversity issues; and
- uncomfortable believing that racism or sexism of any kind exists in this organization.

Ada understands the following:
- In a global organization, diversity is vital to serve diverse customers most effectively;
- Most employees of color feel that rather than facing lower standards, they are required to meet a higher standard than other employees;
- Knowing that most people prefer to hire people like themselves, it is clear that the organization's predominantly White male management team will continue to hire predominantly White males unless significant action is taken to counter this trend;
- Most people of color do not feel that the organization is serious in its efforts to recruit and retain people of color;
- Without holding managers truly accountable for diversity efforts, such efforts have no chance of success;
- Without increasing the number of people of color in management positions, it will be impossible to recruit successfully people of color;
- That covert racism and sexism exist in this organization although there may not be overt racism and sexism; and
- Interviewers without appropriate skills and sensitivity can dissuade people of color from accepting offers of employment.

## DISCUSSION QUESTIONS FOR THIS CASE:
- How do Carlos' and Ada's perspectives differ?
- Which perspective makes more sense to you?
- Which perspective is closer to the perspective of management in your organization?
- Did Carlos and Ada listen effectively to each other? What makes you think this?
- Does Carlos believe that racism or sexism exists in this organization?
- Do Carlos and Ada agree on any points? Which ones?
- Ada and Carlos are both people of color. Why are their perspectives regarding the way people of color are treated in this organization so different? What experi-

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VIDEO HIGHLIGHTS
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ences in life and work do you think Ada and Carlos may have had, respectively, that contribute to their respective views on these issues?

- Certain elements in Carlos' culture may have made him insensitive to the issues that Ada notes. Can you think of some "blind spots" which your own experience and attitudes may have created?
- What blind spots might your organization have?
- Do you think Carlos will take Ada's insights seriously and act on them? Why or why not?
- Does Carlos understand the meaning of diversity as a business strategy? What makes you think he does or does not?

## GENERAL DISCUSSION QUESTIONS:

- Does racism or sexism exist overtly or covertly in your organization? If so, what are some examples?
- What internalized, unconscious biases – besides racism and sexism – have you observed in your organization or others?
- Are people of color in your organization required to meet higher standards than other employees in order to be hired and/or get ahead? If so, why do you think so?
- What kinds of efforts can organizations implement to recruit and retain people of color and women?
- What skills do interviewers need to interview effectively women and people of color?
- Does your organization take steps to ensure its interviewers have the requisite skills? How effective are they?
- What kinds of questions, attitudes, and behaviors are useful in an interview? What kinds are not useful?
- Does your organization or business unit have a diversity-related goal and timetable system that you are aware of? If so, how do you feel about it? Who do you suppose determines the groups that need to be represented and the goal numbers? How is this determined? Is it fair? To whom?
- What methods can organizations use to collect data on the reasons that women and people of color leave organizations or fail to apply in the first place? How might this information be used?
- What is accountability? How does holding people accountable to meet goals and timetables around diversity issues contribute to the recruitment and retention of people of color?
- How do people of color perceive diversity in your orga-

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VIDEO HIGHLIGHTS
DISCUSSION POINT

nization?
- What are some business reasons for your organization to recruit and retain a diverse workforce?
- What policies and procedures should your organization implement to avoid or minimize the attitudes and perceptions surfaced in this video? What can you do personally?

## COVERT RACISM AND STEREOTYPING

An important dynamic to understand when attempting to develop an effective diversity initiative is the existence of covert racism. Unlike overt racism, which is easily perceived, covert racism is subtle, and thereby harder to detect. As a result, it is more difficult to eradicate it from an organization. It is critical, however, to remove overt as well as covert racism from organizations because it can inhibit effective communication, functioning, and productivity for all employees.

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

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

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

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

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

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VIDEO HIGHLIGHTS
DISCUSSION POINT

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

PREVIEW

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KEY LEARNIN

# KEY LEARNING POINTS

1.   Racism and sexism, especially the covert forms, are real and do exist in organizations.

2.   Some organizations have developed powerful and systematic initiatives that feature goal setting and accountability. When the goals of the initiative are clearly communicated and when standards are fair and consistent, such methods have been effective in increasing workforce diversity and improving organizational effectiveness while minimizing backlash.

3.   Diversity initiatives must be formalized and supported by senior-level management to elicit buy-in and to be effective. Senior leadership should clearly communicate the organization's overall business goals and how diversity efforts support the achievement of these goals.

4.   To meet diversity goals and timetables, it is critical that organizations hold supervisors accountable in performance appraisal ratings. An absence of accountability measures sends the message that senior leadership is not committed to diversity goals. These ratings should reflect managers' ability to be effective in recruiting, retaining, and fully utilizing women and people of color, as well as in conducting consistent mentoring and coaching. Mentoring and coaching are strategies essential to the successful retention of women and people of color.

5.   When considering issues related to the recruitment and retention of people of diverse backgrounds, it is vital to use factual information rather than rely on preconceived notions about an individual or a group.

6.   Being a person of color does not automatically mean that an individual has an innate understanding of multiculturalism, diversity, or racism. Perceptions about issues such as affirmative action and diversity may vary from one person of color to the next. This is because people of color are different from one another; their perceptions differ based on their experiences, backgrounds, style, race, ethnic background, geographic background, education, professional success, and other factors.

7.   Sometimes individuals speculate as to the reasons there are few, if any, people of color in their organizations, citing such issues as undesirable local surroundings, lack of

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KEY LEARNIN

interest of applicants in the industry, or the lack of quali-
fied applicants. However, individuals must look deeper
at what is occurring to steer people of color and women
away from their organization, and should collect data
through exit interviews and surveys to pinpoint the real
causes and remedy them.

8. People of color and women may be discouraged from tak-
ing a job in an organization for many reasons. They may
interview with unskilled staff who cannot communicate
effectively with people who are different from them.
They may recognize the absence of other women and peo-
ple of color in leadership positions or hear that the orga-
nization has a poor record with women and people of
color.

9. Many successful people of color see the lack of role mod-
els at senior levels as a barrier to their advancement.
Similarly, a lack of senior-level role models might inhibit
efforts to recruit talented people of color.

10. Women and people of color often find that the persistence
of limiting stereotypes and a glass ceiling create barriers
to their advancement. Organizations that wish to recruit
diverse candidates must eliminate both barriers, commu-
nicate widely about how they are going about it, and hold
leaders at all levels accountable for achieving the desired
results.

11. When employees state that racism and sexism exist
within an organization, their concerns should be treated
seriously rather than being discounted summarily.

12. It is critical for all managers and employees to attend
training sessions that help them to uncover their own
cultural assumptions and biases, develop strategies and
skills to work effectively with diverse workers, and
understand the business case for diversity.

13. Managers should work with their direct reports who
have career aspirations to help them develop a clear
career planning and development plan that outlines their
goals, needed competencies and experiences needed to
meet identified goals, steps for how those skills and expe-
riences will be attained, and developmental opportuni-
ties. Moreover, managers should ensure that their direct
reports receive key developmental opportunities.

14. To assist employees in understanding their potential for advancement and to evaluate objectively employees' strengths and weaknesses, a 360° feedback process is crucial. The 360° feedback should come from internal and external customers, direct reports, peers, and supervisors. Part of this feedback should also come from external individuals who have nothing to do with the organization, but whom the employee knows and selects.

15. Managers and other employees must be thoroughly educated in the business benefits of diversity. While most managers can recite reasons for valuing diversity, many still do not fully understand it. They should receive training to help them understand, value, and appreciate the increasing diversity in the U.S. and globalization of organizations worldwide in order to build trust and respect among diverse employees, customers, and stakeholders. Moreover, managers and employees at all levels should be held accountable for understanding and valuing diversity. It should impact their performance evaluations, their compensation, and their assignments and promotions.

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VIDEO DEBRIEF EXERCISE

# VIDEO DEBRIEF EXERCISES

### INTRODUCTION

While each video makes a strong presentation, its highest value can be attained through energetic, impactful and effective debriefing. It is toward this end that we offer these ideas.

- It is absolutely crucial that facilitators or anyone who uses these videos become very familiar with the video, video highlights, and key learnings. Given that you may choose to use the videos and their asssociated materials in a variety of ways, it is important that your discussion or group activity focus on the video highlights and key learnings for each video scenario.

- It is suggested that video scenarios be shown not only in training sessions, but also in different forums, e.g., staff meetings. Dedicating time (45 minutes to 1 hour) to each individual scenario allows for full dissection of that scenario's particular issues. In addition, use of this option demonstrates a commitment to sustain dialogue around diversity and other critical organizational issues.

- The scenarios can be integrated into other types of training in order to link diversity to concurrent organizational initiatives. For example, the videos could be used in communications, team building, conflict resolution, coaching, mentoring, leadership, performance management, career planning and development training. Again, such uses help to demonstrate the importance of diversity as an overall business strategy and may help to alleviate the perception that diversity is an isolated program.

Outlined below is the general sequence of steps we have found most effective in the overall utilization and presentation of the videos.

1. Give a very brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *Why Can't We Attract and Keep People of Color?: Recruiting and Retaining People of Color* and it is about the varying perceptions that two colleagues, both from outside the United States, might have regarding affirmative action, equal employment and diversity.

2. Pass out the Character Profiles.

3. Show the Video.

4. Conduct the Debrief Exercise and/or exercises related
   to the video highlights.

5. Discuss the Key Learnings.

6. Hand out the Key Learnings.

7. Wrap-up.

# VIDEO DEBRIEF METHODS
# NINE DEBRIEF EXERCISES

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

1. Interactive "Hit and Run" Exercise

2. Supporting a Position Exercise

3. Role-Play Exercise

4. Fish Bowl Exercise

5. Empathy Exercise

6. Brainstorming/Consulting Exercise

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

7. Employment Interview Exercise

8. Exit Interview Exercise

9. Preventing Stereotypes Exercise

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

# INTERACTIVE "HIT AND RUN" DEBRIEF EXERCISE

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

> *Time:* 45 to 60 minutes

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

> *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 *Why Can't We Attract and Keep People of Color?: Recruiting and Retaining People of Color* and it is about the varying perceptions that two colleagues, both from outside the United States, might have regarding affirmative action, equal employment and diversity.

> 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.

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VIDEO DEBRIEF EXERCISE

# SUPPORTING A POSITION EXERCISE

*Time:* 45 to 60 minutes

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

*Instructions:*

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *Why Can't We Attract and Keep People of Color?: Recruiting and Retaining People of Color* and it is about the varying perceptions that two colleagues, both from outside the United States, might have regarding affirmative action, equal employment and diversity.

2. Hand out the Character Profiles.

3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes as they watch.

4. Watch the video.

5. Form four sub-groups and assign each of the four sub-groups a role (Manager, Direct Report, Manager's Manager and Direct Report's Mentor). Explain to them that they must place themselves in the roles they are assigned despite their personal sympathies or desires to take a different role. In short, they have to assume the character and role of the person assigned to them. (20 minutes in the sub-groups)

6. Provide the following instructions to participants, along with the Handout:
    * As you discuss the video and your role in the upcoming interaction, please keep in mind the manager's and direct report's final thoughts that appear at the end of this guide. It is important for all sub-groups to discuss their own feelings and thoughts. Identify someone in your sub-group to record the thoughts that are shared.
    * *To the sub-group representing the manager:* For those of you who are the manager, you are going to approach your immediate manager to discuss your feelings and seek advice. Try to reach a consensus on the questions; however, if you can't, that's fine. Use the questions in your handout as a guide.

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

7. Reconvene the large group and discuss their insights. Facilitator should ask participants what key learnings they obtained from the video and interactions.

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

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

9. Facilitators should wrap up with appropriate concluding comments.

***Manager's Closing Statement***
(Facilitators Must Provide)

***Direct Report's Closing Statement***
(Facilitators Must Provide)

***Direct Report's Questions***
(Given to group representing the Direct Report)
- As the direct report, what is your reaction to your meeting with your manager? To your manager's closing comments?
- How do you feel?

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

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

### *Direct Report's Mentor's Questions*
(Given to group representing the Direct Report's Mentor)
- What is your opinion about the direct report's attitude and behavior?
- What did you see or hear that supports your opinion?
- What is your role, if any?
- What questions do you have for the direct report?
- What advice will you give to her/him?

### *Manager's Manager's Questions*
(Given to group representing the Manager's Manager)
- What is your opinion about the manager's behavior and attitude? What did you see or hear that supports your opinion?
- What is your role, if any?
- What questions do you have for the manager?
- What advice will you give the manager?

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VIDEO DEBRIEF EXERCISE

## ROLE–PLAY EXERCISE

*Time:* 45 to 60 minutes

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

*Instructions:*

1. Give a brief overview of what the participants are about to
   watch. For example, the video we are going to watch is
   entitled *Why Can't We Attract and Keep People of Color?:
   Recruiting and Retaining People of Color* and it is about
   the varying perceptions that two colleagues, both from
   outside the United States, might have regarding affirma-
   tive action, equal employment and diversity.

2. Hand out the Character Profiles.

3. Ask participants to watch for ways in which the charac-
   ters 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 partici-
   pants.

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 partici-
   pants' Key Learnings. Following this, the facilitator might
   request a single group to perform their role-play for the
   group.

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

8A. At this point the facilitators could enhance the discussion by using the video highlights and associated Key Questions.

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

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

11. Facilitator should wrap up with appropriate concluding comments.

FISH BOWL EXERCISE
(VARIATION OF ROLE-PLAY EXERCISE)

*Time:* 45 to 60 minutes

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

*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 *Why Can't We Attract and Keep People of Color?:
   Recruiting and Retaining People of Color* and it is about
   the varying perceptions that two colleagues, both from
   outside the United States, might have regarding affirma-
   tive action, equal employment and diversity.

2. Hand out the Character Profiles.

3. Ask participants to watch for ways in which the charac-
   ters 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 partic-
   ipants 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.

**Building a Diverse Workforce for the Global Millennium**
*Video 3: Why Can't We Attract and Keep People of Color?: Recruiting and Retaining People of Color*

VIDEO DEBRIEF EXERCISE

## EMPATHY EXERCISE

*Time:* 45 to 60 minutes

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

### Instructions:

1. Give a brief overview of what the participants are about to
   watch. For example, the video we are going to watch is
   entitled *Why Can't We Attract and Keep People of Color?:
   Recruiting and Retaining People of Color* and it is about
   the varying perceptions that two colleagues, both from
   outside the United States, might have regarding affirma-
   tive action, equal employment and diversity.

2. Hand out the Character Profiles.

3. Ask participants to watch for ways in which the charac-
   ters 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 partici-
   pants.

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 consen-
     sus. List key points on a flipchart. Select a spokesper-
     son 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 strate-
   gies, 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.

**Building a Diverse Workforce for the Global Millennium**
*Video 3: Why Can't We Attract and Keep People of Color?: Recruiting and Retaining People of Color*

VIDEO DEBRIEF EXERCISE

## 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 *Why Can't We Attract and Keep People of Color?: Recruiting and Retaining People of Color* and it is about the varying perceptions that two colleagues, both from outside the United States, might have regarding affirmative action, equal employment and diversity.

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.

**Building a Diverse Workforce for the Global Millennium**
*Video 3: Why Can't We Attract and Keep People of Color?: Recruiting and Retaining People of Color*

VIDEO DEBRIEF EXERCISE

## SUPPLEMENTARY DEBRIEF EXERCISES

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

## EMPLOYMENT INTERVIEW EXERCISE

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

*Time:* 45 to 60 minutes

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

*Instructions:*
1. Give a brief overview of what the participants are about to watch.  For example, the video we are going to watch is entitled *Why Can't We Attract and Keep People of Color?: Recruiting and Retaining People of Color* and it is about the varying perceptions that two colleagues, both from outside the United States, might have regarding affirmative action, equal employment and diversity.

2. Hand out the Character Profiles.

3. Ask participants to watch for ways in which the characters could have improved their communication.  You may also invite participants to take notes.

4. Watch the video.

5. Divide the large group into sub-groups of 4-5 participants.

6. Provide participants with the following instructions:
   • Each group will develop employment interview questions that address the difficulties and tensions that potentially arise when women, people of color and those who speak English as a second language are interviewed for employment by someone of a dominant cultural group, such as White, male, or native English-

speaking.  Make certain that the questions are ones 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.

**Building a Diverse Workforce for the Global Millennium**
*Video 3: Why Can't We Attract and Keep People of Color?: Recruiting and Retaining People of Color*

VIDEO DEBRIEF EXERCISE

## EXIT 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 *Why Can't We Attract and Keep People of Color?: Recruiting and Retaining People of Color* and it is about the varying perceptions that two colleagues, both from outside the United States, might have regarding affirmative action, equal employment and diversity.

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. Divide the large group into sub-groups of 4-5 participants.

6. Provide participants with the following instructions:
   - Each group will develop exit interview questions that address the reasons why women and people of color leave organizations. Make certain that the questions are hard-hitting, for example: Do you believe your race/gender played a role in your inability to move to a higher position in the company?
   - Decide the interview logistics: when and where the interview will be conducted, who will conduct it, and the amount of time that will be allotted. For example, should the interview be conducted the last day the person is in the office, three weeks in advance of their leaving or three weeks after they have left? Should it be conducted by the human resources person, a same-level colleague, a supervisor, a diversity council member, or another person?