




BUILDING
A DIVERSE
WORK
FORCE
FOR THE 
GLOBAL
MILLENNIUM

**4. Will My Mentor
Make a Difference?:
Mentoring People of Color
for Successful Careers**

FACILITATOR'S GUIDE



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INTRODUCTION

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

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

VIDEO DEVELOPMENT

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

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

BRINGING DIVERSE PEOPLE TOGETHER

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

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

VIDEO PACKET CONTENTS

Your video packet contains the following materials:

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

ARMC ACKNOWLEDGEMENTS

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

CHARACTER PROFILE

LAURA VEGA

- 33-year-old Latina woman
- Quality Engineer
- 6 years of service with the organization
- B.A. from the University of Arizona, Magna Cum Laude
- M.B.A. from the University of Texas
- Married with one child
- John is Laura's skip-level, upper-manager mentor

JOHN MEREDITH

- 36-year-old White man
- Director of Manufacturing
- 7 years of service with the organization
- B.S. and M.S. from UCLA
- Married with two children in grade school
- Wife works outside of the home and father lives with him

CLOSING STATEMENTS

4. WILL MY MENTOR MAKE A DIFFERENCE?: MENTORING PEOPLE OF COLOR FOR SUCCESSFUL CAREERS.

LAURA

John is trying to be a good mentor, but I don't think he understands what issues I'm dealing with as a woman of color. I mean, John is a really good guy, but if he can't help me, who can?

JOHN

You know I'm really trying to be a good mentor to Laura, but to be honest I've never mentored a woman of color. Quite frankly, I'm struggling and I don't know where to turn for help.

VIDEO HIGHLIGHTS AND DISCUSSION POINTS

4. WILL MY MENTOR MAKE A DIFFERENCE?: MENTORING PEOPLE OF COLOR FOR SUCCESSFUL CAREERS

In this video, Laura requests an urgent meeting with her mentor, John. She is concerned because, despite having been with the company for six years, she has not yet received a promotion while three of her male colleagues, who started at the same time that she started, have already been promoted twice. This meeting provides an example of how a mentor's lack of awareness of cultural stereotypes and lack of appropriate training in effective mentoring led to disappointment and frustration for his mentee.

VIDEO DEBRIEF

In this video, John does certain things well. He:

- begins the meeting with a sincere concern about Laura's anxiety;
- listens well and realizes from Laura's tone of voice on the phone that having a meeting is important for her;
- seems sincere in wanting to do the "right thing", however ineptly he comes across; and
- apologizes for not having met with her more often.

On the other hand, in numerous other ways, John does not do as well. He:

- has not met his obligation to meet with Laura on a regular basis. He has failed to make her career development and progression a priority. Moreover, he should have met with Laura earlier if he had concerns about her performance;
- does not appear to have questioned the comments made to him by Laura's colleagues and supervisor about her behavior, but has merely taken their conclusions at face value. He made a judgment about why she was not promoted without taking the time to hear and consider her perceptions. He cannot serve effectively as Laura's mentor unless he takes time to understand Laura and how she perceives her experiences;
- has heard negative comments about Laura but has not made proactive efforts to discuss them with Laura and seek out all the facts;

- does not appear to understand that part of his role as a mentor is to serve as Laura's advocate;
- states that he feels her interpersonal skills are good, yet he does not appear to have supported Laura in the face of negative comments about her skills. Despite acknowledging that "politics" and "style" are playing a role in others' perceptions of Laura, he merely tells Laura that change will "take time" and fails to make any attempt to help create such change;
- does not provide Laura with any constructive feedback to help her in becoming more successful. He fails to provide her with sufficient specific behavioral examples of what he feels she may be doing wrong. This leaves Laura without sufficient ability to respond to his comments or explain or change her behavior. He uses the following words to describe Laura's behavior: "aggressive"; "emotional"; "switch from a friendly personal style to a direct, confrontational style"; "do not create an approachable atmosphere"; "overly informal"; "too personal"; and "arrogant";
- recognizes that customers have given Laura positive feedback yet fails to take into account the possibility that the problems Laura is experiencing with her colleagues may not be her fault;
- has not achieved the awareness of the existence of subtle racism and sexism necessary to mentor an individual of color effectively. Rather, he is attempting to mentor Laura as if her experiences and realities are the same as his have been; and
- acknowledges that "some individuals need to learn to be more equitable with people of color" and yet, despite the fact that his role is to advocate on Laura's behalf, he has apparently not made attempts to hold others accountable for inappropriate behavior and potentially biased perceptions.

As for Laura, she:

- made a wise choice to ask for a meeting to obtain advice;
- asks for specific examples of how her behavior is inappropriate; and
- points out that customers have not expressed problems with her interpersonal skills;

On the other hand, she:

- might have made more efforts to ensure that she met with John more often to develop better their relationship;
- becomes defensive almost immediately when John tells

her why he felt Derek was better qualified. She would have done better by remaining calm and asking John how he felt her skills compared with Derek's;

- is not completely open to considering whether there are some areas in which her behavior could be improved; and
- does not provide John with a clear sense of how he might best assist her.

DISCUSSION QUESTIONS FOR THIS CASE:

- What did John do well in this meeting? What could he have done differently or better?
- What did Laura do well in this meeting? What could she have done differently or better?
- Is John doing a good job as Laura's mentor? Why or why not?
- Is John being culturally sensitive? Why or why not?
- Did John provide Laura with appropriate coaching or advice? Explain why or why not.
- What kinds of words did John use to describe Laura's behavior? Are these words often used to describe people of color in your organization? Can you provide examples?
- What would you do if you were John?
- What would you do if you were Laura?
- Could this kind of discussion take place in your organization? Can you provide some examples?

GENERAL DISCUSSION QUESTIONS:

- What does being an effective mentor involve?
- How might mentoring a person of color be different than mentoring a White person in your organization?
- How can women and people of color find effective mentors?
- Does your organization have a formal mentor program or mentoring strategies? How effective are they?
- Are women and people of color mentored effectively in your organization? What are some examples that support your opinion?
- What should a mentor be particularly aware of when mentoring an individual of color or a woman?
- What are the advantages and disadvantages of a mentor-mentee relationship between people with different backgrounds and attitudes?
- Does your organization educate employees to take leadership on issues of diversity and effectively challenge stereotypes within themselves and others? How can an

- organization effectively train employees to do this?
- Do people in your organization have to “change” themselves to be taken seriously as candidates for promotion? In what specific ways have individuals felt it necessary to change?
 - Have you ever participated in a professional meeting in which you felt defensive? Do you think others noticed? What led you to feel defensive? What might have been a more effective response?
 - Do White individuals in your organization often perceive people of color as “unapproachable”? What could be some reasons for this?
 - Are White individuals generally aware of the issues that people of color face in their careers due to racism and ethnocentrism? What are some examples that support your opinion?
 - What are some examples of situations in your organization that might appear to be discrimination but are not? What makes them seem to be, and why may they not be?
 - What are some examples of situations in your organization in which subtle discrimination may be playing a role?
 - What policies or practices should your organization implement to avoid or minimize the issues that surfaced in this video? What can you do personally?

MENTORING

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

Studies show that the lack of effective mentoring is a major problem for women, people of color, and White males who do not fit the accepted corporate image. Yet, only 40% of U.S. corporations have formal mentoring programs. And, even more disturbingly, only about 20% of employees believe that their corporations have formal mentoring programs. This is why John's relationship with Laura is so crucial to her career success, and why it is critical for mentors to be trained to be effective.

People of color, women, or White men can all effectively serve as mentors for women and people of color. What makes an effective mentor? Effective mentors are experi-

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

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

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

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

- talk to people to obtain information and make themselves known;
- make their career goals known to their supervisors;
- build internal support networks of other women and

- people of color; and
- build alliances and relationships with White men and women and other people of color.

COVERT RACISM AND STEREOTYPING

An important dynamic to understand 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.

Data show that at all levels in organizations, similar behavior in different individuals is perceived in different ways as a result of stereotyping. For example, a White man who loses his temper is said to be merely “having a bad day”. But, a woman who loses her temper is labeled as “hysterical,” “having PMS,” or “a bitch”. Similarly, if a Latino male loses his temper, he is viewed as “militant”, “aggressive” or as “having a chip on his shoulder”. As another example, White men who talk with each other around the drinking fountain may be seen as “networking”, while women doing the same thing may be seen as engaging in “chit-chat”.

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

Employees must develop: (1) an awareness of various stereotypes applied to certain groups of people; (2) knowledge and real information about various cultural groups’ norms

and values; and (3) communication skills that enable them to challenge stereotypes in ways that build bridges between people rather than perpetuate guilt and defensiveness.

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

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

PREVIEW

KEY LEARNING POINTS

1. Mentoring is an important responsibility. A mentor relationship is significant to the professional success of the person being mentored. Thus, mentors should take this relationship seriously by making every effort to meet regularly with their mentees and be responsive to their needs.
2. Mentors and mentees share accountability. A mentor needs to be both a proactive catalyst for the mentee's ongoing career development as well as a thoughtful confidant. A mentee needs to be able to identify desired support from the mentor and take responsibility to assure that their relationship is maintained and developed.
3. Women and people of color face career obstacles that White men do not face. White men are often unaware of workplace challenges faced by women and people of color because of their own work experiences, which may have had more advantages and fewer obstacles. Thus, mentoring an employee of color or a female employee may require special skills and awareness to deal with issues of discrimination.
4. Sharing what the mentor has learned from experiences is both a valuable coaching method and an avenue for building trust and respect. However, mentors should not assume that their mentee's experiences are similar to their own.
5. Mentoring relationships between individuals of diverse backgrounds can be productive learning experiences for both parties. It can be an effective method of learning different perspectives and accessing a variety of informal networking groups. To be effective, however, those who are mentoring individuals of a different culture must be able to put themselves in the other individual's shoes – and thus, be able to recognize the impact of race and gender.
6. Most mentors need training in how to be effective mentors. In addition, they need to develop strong listening and communication skills as well as skill in recognizing cultural stereotyping, and subtle and overt racism, sexism, and age-ism. In particular, they need to be aware of how their own experiences,

stereotypes, and assumptions about race and gender can influence their perceptions of an individual's style, behavior, or performance.

7. Effective mentors must be able to identify when issues related to gender, race, or culture are coded instead as "style issues". Both mentor and mentee must be able to recognize and appreciate the differences in their respective styles. No one style will suit all colleagues. The key question is whether the style difference in issue impacts performance and effectiveness. If it does, a mentor needs to provide their mentee with coaching to enable him/her to adapt their style.
8. If there is a perceived problem with a mentee's interpersonal or other skills, a mentor has the responsibility to immediately inform his or her mentee and discuss how to resolve the problem. She/he should be given specific examples of how her/his behavior has impacted her/his performance or the performance of others and coaching on how to adapt her/his behavior.
9. Sometimes those who have been historically discriminated against may perceive non-existent discrimination. Mentors need to recognize this and be sensitive to why it may be happening. However, it is also important to give mentees the benefit of the doubt. Rather than dismissing such feelings, mentors need to acknowledge and investigate them. If they determine that discrimination does exist (whether overt or covert), they must take action to remedy it. If they determine that discrimination does not exist, they must nonetheless be sensitive to why the perception of discrimination exists and maintain open communication in order to avoid further misperceptions.
10. Similarly, female employees and employees of color need to understand that some situations that may appear to involve race or gender-based discrimination may not, in fact, involve discrimination at all. Employees should be provided with training to enable them to become aware of how their own backgrounds, experiences, and assumptions may affect their perceptions. This can enable them to assess their reactions objectively and honestly.
11. When employees do not receive adequate feedback on

their performance and career opportunities, they may be more likely to perceive their lack of advancement and success as being based on racism, sexism, ethnocentrism, or other such “isms”.

12. White individuals often label people of color as “unapproachable”. However, this may have more to do with anxiety on the part of White individuals who may be uncomfortable communicating with someone of a different background for fear of saying something potentially inappropriate. Similarly, individuals of color may fear being misunderstood by White colleagues. Both groups may mistakenly bring past negative experiences with those who are different to new interactions with new individuals. It is important to remember that each interaction is a new opportunity to learn about, understand, and appreciate a colleague.
13. Mentors should work with their mentees who have career aspirations to help them develop a clear career planning and development plan that outlines their goals, needed competencies and experiences to meet identified goals, steps for how those skills and experiences will be attained, and developmental opportunities. Moreover, mentors should take steps to ensure that their mentees receive key developmental opportunities.
14. Discussions of a mentee’s performance and potential for advancement need to include both how to leverage existing strengths and address areas that need improvement. To assist individuals 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. Mentors and other employees must be thoroughly educated in the business benefits of diversity. While some employees 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, mentors and employees at all levels should be held accountable for understanding and valuing diversity; it should impact their performance evaluation, their compensation, and their assignments and promotions.

PREVIEW

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 *Will My Mentor Make a Difference?: Mentoring People of Color for Successful Careers* and it is about the challenges that mentors may experience in mentoring and coaching people of color.

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

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 *Will My Mentor Make a Difference?: Mentoring People of Color for Successful Careers* and it is about the challenges that mentors may experience in mentoring and coaching people of color.
2. Hand out the Character Profiles.
3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes as they watch.
4. Watch the video.
5. Each facilitator assumes the role of one of the characters. For example, one would approach a participant for advice, opinion, insights, etc. If she/he takes on the role of the manager of the individual in the video, she/he might say to the participant, “You are my manager, mentor or friend, how do you think I handled the situation? What did I do well? Where do I have opportunities to improve?”
6. After some dialogue, the facilitator in the role of the direct report would approach another participant and say, “You are my mentor or my friend, what do you think of the meeting I just had?” The two trainers would alternate turns asking questions or challenging positions stated until they have each approached three or four participants individually.

7. Then, the facilitators would open the discussion to the group by saying something such as “Does anyone else have any insights or opinions they would like to add?” Give others, particularly those who were not approached, an opportunity to share their thoughts, advice or questions.
- 7A. At this point, the facilitator could further debrief the videos using the Video Highlights and associated Key Questions.
8. Facilitator should ask participants what they obtained from the video and interaction.
9. Hand out the Key Learnings. Allow participants a brief time to review and respond to them.
10. Facilitators should wrap up with appropriate concluding comments.

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 *Will My Mentor Make a Difference?: Mentoring People of Color for Successful Careers* and it is about the challenges that mentors may experience in mentoring and coaching people of color.
2. Hand out the Character Profiles.
3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes as they watch.
4. Watch the video.
5. Form four sub-groups and assign each of the four sub-groups a role (Manager, Direct Report, Manager's Manager and Direct Report's Mentor). Explain to them that they must place themselves in the roles they are assigned despite their personal sympathies or desires to take a different role. In short, they have to assume the character and role of the person assigned to them. (20 minutes in the sub-groups)
6. Provide the following instructions to participants, along with the Handout:
 - As you discuss the video and your role in the upcoming interaction, please keep in mind the manager's and direct report's final thoughts that appear at the end of this guide. It is important for all sub-groups to discuss their own feelings and thoughts. Identify someone in your sub-group to record the thoughts that are shared.
 - **To the sub-group representing the manager:** For those of you who are the manager, you are going to approach your immediate manager to discuss your feelings and seek advice. Try to reach a consensus on the questions; however, if you can't, that's fine. Use the questions in your handout as a guide.

- **To the sub-group representing the direct report:**
Each of you has now become the direct report. As the direct report, you are going to approach your mentor to discuss your feelings and seek advice. If there is a consensus in your group about how you feel, fine. If there is not, that's okay also. Use the questions in your 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 *Will My Mentor Make a Difference?: Mentoring People of Color for Successful Careers* and it is about the challenges that mentors may experience in mentoring and coaching people of color.
2. Hand out the Character Profiles.
3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes.
4. Watch the video.
5. Divide the large group into sub-groups of 4 to 5 participants.
6. Provide participants with the following instructions:
 - In your sub-group, identify the key diversity problems and key issues. Post these on the flipchart. (20 minutes)
 - Identify what contribution each character made to the problem, if any. Identify what each character did that was positive or helpful.
 - Identify the individual with whom you are more empathetic. Why?
 - Prepare a role-play in which you demonstrate how the participants might resolve the problems you identified. Role-play the exchange within each group and discuss the results.
7. Reconvene into the large group and discuss the participants' Key Learnings. Following this, the facilitator might request a single group to perform their role-play for the group.
8. Facilitators should ask participants what key learnings they obtained from the video and interactions.

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

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 *Will My Mentor Make a Difference?: Mentoring People of Color for Successful Careers* and it is about the challenges that mentors may experience in mentoring and coaching people of color.
2. Hand out the Character Profiles.
3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes.
4. Watch the video.
5. Ask for two volunteers. Each will play one of the roles portrayed in the video.
6. Divide the large group into two groups.
7. Each group will coach one of the characters in resolving the problems identified in the interaction. (20 minutes)
8. The two volunteers will perform the role-play before the large group, using the feedback they received from the group.
9. After the role-play the facilitator should debrief the participants on how well the role-play came out. Ask what key learnings they obtained from the video and interactions.
10. Hand out the Key Learnings. Allow participants a brief time to review and respond to them.
- 10A. At this point, the facilitator could enhance the discussion using the video highlights and associated key questions.
11. Facilitator should wrap up with appropriate concluding comments.

EMPATHY EXERCISE

Time: 45 to 60 minutes

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

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 *Will My Mentor Make a Difference?: Mentoring People of Color for Successful Careers* and it is about the challenges that mentors may experience in mentoring and coaching people of color.
2. Hand out the Character Profiles.
3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes.
4. Watch the video.
5. Divide the large group into sub-groups of 4 to 5 participants.
6. Provide participants with the following instructions: (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 *Will My Mentor Make a Difference?: Mentoring People of Color for Successful Careers* and it is about the challenges that mentors may experience in mentoring and coaching people of color.
2. Hand out the Character Profiles.
3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes.
4. Watch the video.
5. Divide the large group into sub-groups of 4 to 5 participants.
6. Provide participants with the following instructions and appropriate handout:
 - First, brainstorm and record on the flipchart the diversity and other related issues you saw in this vignette. (20 minutes)
 - Discuss and prioritize the list; identify the top 3 to 6 issues your group thinks are the most important. Be prepared to report-out on these.
 - Put yourselves in the role of a consultant to both individuals and their company in the video. How would you recommend they resolve this situation? List your advice/strategies on the flipchart and prepare to report these out to the large group, as well. Select a spokesperson to report back to the group.
7. Reconvene the large group. Have spokesperson present their group's advice/strategies. After the first group, the facilitator may ask for additional strategies other groups cited, in order to avoid repetitive report-outs.

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

PREVIEW