




**BUILDING**  
**A DIVERSE**  
**WORK**  
**FORCE**  
**FOR THE**   
**GLOBAL**  
**MILLENNIUM**

7. Deserved It, Didn't I?:  
Diversity's Impact on  
the Careers of  
White Male Managers

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

### HARRY ANDREWS

- 46-year-old White man
- Graduated from Penn State with a B.S. in Engineering
- Currently working on M.B.A. Degree
- Has been with the organization for 24 years
- Is viewed as a very good performer, but not a top performer

### BILL WHITEHORSE

- 39-year-old Native American Indian man
- Graduated from Purdue University
- M.B.A. from the University of Syracuse
- Has been a middle manager for five years and has been with the organization for 10 years
- Is perceived as being an extremely competent, low-key manager
- Has been Harry's immediate supervisor for 3 years

## CLOSING STATEMENTS

### 7. I DESERVED IT, DIDN'T I?: DIVERSITY'S IMPACT ON THE CAREERS OF WHITE MALE MANAGERS.

#### HARRY

I've given 24 years of my life to this job. I've been loyal. I've been hardworking and with this company's new emphasis on diversity, I don't think I've got a prayer in the world of getting promoted — no matter how good I am. And I don't think Bill understands that. What can I do?

#### BILL

The path that Harry is experiencing at this point of his life is very similar to the path that I've experienced all my life. I've given him information, advice — good advice, I believe, to help him with that, and I just don't think he is taking it to heart. What can I do to help him?

# VIDEO HIGHLIGHTS AND DISCUSSION POINTS

## 7. I DESERVED IT, DIDN'T I?: DIVERSITY'S IMPACT ON THE CAREERS OF WHITE MALE MANAGERS

In this video, Harry, a White middle-aged man, asked to meet with Bill, his supervisor, to speak with him about a promotion he thought he was supposed to get, that went to another employee, Karen, instead. This video provides a vivid example of how some White male employees perceive diversity initiatives to be “reverse discrimination.”

### VIDEO DEBRIEF

In this meeting, Harry starts off resentful and gradually becomes visibly quite angry. Harry:

- is disturbed that he did not receive the promotion he expected to get based on his seniority and positive performance evaluations;
- is not convinced that Karen is more qualified than he is;
- feels betrayed by an organization that he perceives as failing to appreciate his 24 years of experience with and loyalty to the organization;
- feels that the organization has “pulled the rug out from under him”;
- sees the organization’s “diversity initiative” as merely a cover for hiring quotas. To him, the initiative results in placing White middle-aged males at a disadvantage;
- believes that the organization’s interest in diversity is merely a passing fad; and
- perceives trouble for the future of the organization because he believes other experienced White males are “coasting” and are frustrated, and that the organization will suffer when they retire or leave.

When Bill tried to explain the situation to him, however, he:

- did not appear to be able to “hear” or believe her explanation as to why Karen was more qualified than he; and
- becomes more and more angry.

In this video, Bill faces a difficult situation. He handled it well by:

- stating the truth directly and without sugar-coating;
- providing specific examples of what made Karen better qualified (i.e., that she took part in successful team projects and developed a process to increase productivity);
- being even-handed, yet empathetic and sensitive;
- not becoming defensive despite Harry's mounting anger;
- agreeing that there is pressure to hire and promote women and people of color, but stressing that no one is hired or promoted unless they are qualified.

However, Bill could have done better if he had:

- spoken with Harry privately before this decision was announced;
- provided Harry with career planning and development counseling that would inform him about realistic options open to him, and would support and advance his career outside of this promotion opportunity, rather than merely tell him to "just keep plugging away"; and
- explained to him that new skills and contributions are needed to take their organization into the future and that such skills will be rewarded.

#### **DISCUSSION QUESTIONS FOR THIS CASE:**

- What did Bill do well in this meeting? What could he have done differently or better?
- What did Harry do well in this meeting? What could he have done differently or better?
- Is Harry right in thinking that he is being discriminated against, not only because of race and gender, but also because of age?
- Have Harry's managers provided him with candid, accurate feedback about his strengths and weaknesses?
- Is this organization structured in a way to enable deserving employees to be rewarded? In what way?
- Is this organization providing its employees with enough education about the business reasons for their diversity initiative?

#### **GENERAL DISCUSSION QUESTIONS:**

- Have you encountered situations like this one in your organization? If so, what are some examples?



- Do you think middle-aged White males with significant experience in your organization are being overlooked? What other groups might have the same grievance? Are they the victims of discrimination or other factors? What can be done about this?
- Do White men in your organization feel excluded? If so, why? What should be done about this?
- Why do some White males believe that they are being discriminated against? What might help change their beliefs?
- Are individuals in your organization resistant to diversity management strategies? Why?
- How can your organization assist White males to understand and support diversity management strategies, and ease their potential concerns?
- Is your organization doing its best to educate all employees to understand the significance and benefits of a holistic diversity management strategy?
- Are there rewards other than promotions that your organization can give to employees to show appreciation for their years of seniority, performance, and experience?
- Does your organization have sufficient systems in place, including communication channels, to implement career planning and development for all employees?
- Has management in your organization been sufficiently trained to assist employees with their career plans and goals?
- What policies or practices should your organization implement in order to avoid or minimize the issues surfaced in this vignette? What can you do personally?

## THE FACTS ABOUT AFFIRMATIVE ACTION AND DIVERSITY INITIATIVES

To be able to appropriately defend and explain an organization's diversity initiatives, it is necessary to first understand the impact of this country's civil rights legislation. Prior to the passage of the Civil Rights Act of 1964, White men were, in essence, competing with only about 33% of the adult population – that is, the percentage of the population represented by White males. After that Act and subsequent pieces of legislation were passed, White men, at least according to law, then had to compete on a more equitable basis against the other 67% of the population, comprised of women and people of color. This meant that many White men of average or below-average ability levels began to find it con-

siderably more difficult to receive promotions and advance in their organizations. These men now had to compete against the entire adult population, many members of which possessed credentials and abilities superior to their own.

Despite these new laws, however, above-average White men, especially those who fit the image of a successful individual, have had little trouble advancing in corporate America. Both before and after 1964, the most numerous and powerful corporate decision-makers have always been White men. And that means that even average and below-average White men still, in many cases, have the advantage over above-average White women and people of color. And, to the extent that affirmative action legislation has been successful, it has been primarily White women who have reaped its benefits. Increased competition, however, has led some White individuals to cry foul, alleging unfair treatment and reverse discrimination. While that may have been the case in some instances, in the great majority of instances, such allegations simply represent the natural reaction of individuals who resent losing their perceived superior status in society.

When individuals make charges of reverse discrimination, it is important to understand the facts. The facts are that as of 1998, after 34 years of affirmative action and diversity efforts, White men, who represent only 41% of the workforce, own 64% of the nation's businesses and occupy the vast majority of the nation's highest-paying jobs. White men are still:

- 70% of judges;
- 70% of university professors;
- 71% of air-traffic controllers;
- 73 % of lawyers;
- 75% of police detectives and supervisors;
- 84% of construction supervisors;
- 85% of boards of directors;
- 80% of U.S. senators;
- 95% of fire company supervisors; and
- 95% of senior managers.

There are many reasons that individuals may develop resistance to supporting affirmative action and diversity initiatives. Some individuals harbor feelings of race and/or gender bias. Others, however, suffer from a natural and deep-seated human resistance to change. As Robert Rosen has said in his book, *The Healthy Company*, resistance is often the result of individuals:

- losing security – their job future has become uncertain;
- losing the feeling of competence – they are asked to engage in new, unfamiliar tasks, and no longer know whether their skills are adequate;

- losing a sense of belonging – established, comfortable groups, teams, and cadres of co-workers may be broken;
- losing a sense of direction – change may mean new priorities and goals; and
- losing control over psychological and physical space – work space and assignments may be altered.

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## KEY LEARNING POINTS

1. Recent studies reveal that perceptions of reverse discrimination are a persistent problem, even at senior management levels in which there are few women or people of color.
2. The frustration that White men experience around diversity is real. Organizations must recognize their anger and disappointment and address the backlash that diversity initiatives create. Eliciting and receiving input from middle-aged White males regarding organizational change might minimize the backlash against women and people of color when the impending change is a diversity management strategy.
3. Managers should be aware of the fact that focusing on diversity may make some employees feel uncomfortable or excluded. They should be available to hear such concerns, and to assist employees in overcoming them.
4. Giving employees a chance to learn about their career development options might minimize the backlash as a diversity strategy is implemented.
5. As White males begin to compete with women and people of color for positions and promotions on a fair basis, they may begin to understand how racism has negatively impacted them personally. Many White males have been able to succeed in their organizations without having to work on continuously developing their skills and talents.
6. Managers must not waiver from their organization's commitment to diversity because of charges of reverse discrimination.
7. Employees should be educated about the fact that diversity is about all employees. Managers should reflect this in allocating assignments and rewards.
8. Employees must understand the business case for diversity if they are to support it. They need to be versed in how diversity goals meet overall business objectives. To communicate fully the business case for diversity, senior leadership should clearly communicate the organization's overall business goals and

how diversity efforts support the achievement of these goals.

9. All employees in an organization need to be made aware that growing the business requires a diversity of perspectives, capabilities, and working styles. Effective managers leverage such diversity when they assign responsibility and allocate rewards.
10. Affirmative action and diversity are not synonymous. Diversity involves all groups, including White males. Furthermore, affirmative action does not mean that unqualified women or people of color will be promoted.
11. Older employees must be valued for their experience and expertise and appreciated for their long-term dedication to the organization.
12. Middle-aged White males' feelings about organizational change should be examined and taken into account, so they do not end up feeling alienated, and so that the organization continues to benefit from their experience.
13. As organizations continue to downsize, and many become flatter and less hierarchical, it is important to develop methods, other than promotions, for rewarding employees.
14. Organizations must develop effective, flexible, reward and recognition systems that encourage desired behaviors and that demonstrate to employees that it values them and appreciates their unique needs.
15. Organizations must assist employees to adapt to and accept the new competitive environment that requires constant change and upgrading of skills.
16. In potentially competitive situations – for example, when a number of employees are being considered for only one promotion slot – communication with all employees involved should occur before any formal decisions are made public.

17. Employees should understand that some situations that appear to be based on racial, gender, or some other form of discrimination may, in fact, not be discrimination. Managers need to recognize this and be sensitive to why it may be happening. Employees should be provided with training to enable them to become aware of how their own backgrounds, experiences, assumptions, and stereotypes may affect their perceptions. This can enable them to assess their reactions objectively and honestly.
18. Managers should work with their direct reports who have career aspirations to help them develop a clear career planning and development plan that outlines goals, needed competencies and experiences to meet identified goals, steps for how those skills and experiences will be attained, and developmental opportunities. Moreover, managers should ensure that their direct reports receive key developmental opportunities.
19. 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.
20. Managers need to communicate on a regular basis openly and honestly with employees about their strengths, areas that need improvement, and career objectives. Employee expectations should be managed through clear and frequent communication.
21. Organizations need to train managers in managing and developing people effectively. Managers must be evaluated, recognized, and rewarded based on their ability to utilize and develop fully their employees.
22. Employees must take responsibility for their own careers – soliciting candid feedback and seeking opportunities for development whenever possible. They must work with their supervisor to develop their career plan and identify the opportunities that are of interest to them. In turn, organizations must help employees develop the skills and experience they need to meet their career objectives.

23. 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 evaluation, their compensation, and their assignments and promotions.

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# 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 *Deserved It, Didn't It?: Diversity's Impact on the Careers of White Male Managers* and it is about the frustration a white male manager might experience when he believes that women and people of color are "getting all the jobs."



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.

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## 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 *Deserved It, Didn't It?: Diversity's Impact on the Careers of White Male Managers* and it is about the frustration a white male manager might experience when he believes that women and people of color are “getting all the jobs.”
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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## 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 *Deserved It, Didn't It?: Diversity's Impact on the Careers of White Male Managers* and it is about the frustration a white male manager might experience when he believes that women and people of color are “getting all the jobs.”
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 *Deserved It, Didn't It?: Diversity's Impact on the Careers of White Male Managers* and it is about the frustration a white male manager might experience when he believes that women and people of color are “getting all the jobs.”
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.

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## 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 *Deserved It, Didn't It?: Diversity's Impact on the Careers of White Male Managers* and it is about the frustration a white male manager might experience when he believes that women and people of color are "getting all the jobs."
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 *Deserved It, Didn't It?: Diversity's Impact on the Careers of White Male Managers* and it is about the frustration a white male manager might experience when he believes that women and people of color are "getting all the jobs."
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 *Deserved It, Didn't It?: Diversity's Impact on the Careers of White Male Managers* and it is about the frustration a white male manager might experience when he believes that women and people of color are "getting all the jobs."
2. Hand out the Character Profiles.
3. Ask participants to watch for ways in which the characters could have improved their communication. You may also invite participants to take notes.
4. Watch the video.
5. Divide the large group into sub-groups of 4 to 5 participants.
6. Provide participants with the following instructions and appropriate handout:
  - First, brainstorm and record on the flipchart the diversity and other related issues you saw in this vignette. (20 minutes)
  - Discuss and prioritize the list; identify the top 3 to 6 issues your group thinks are the most important. Be prepared to report-out on these.
  - Put yourselves in the role of a consultant to both individuals and their company in the video. How would you recommend they resolve this situation? List your advice/strategies on the flipchart and prepare to report these out to the large group, as well. Select a spokesperson to report back to the group.
7. Reconvene the large group. Have spokesperson present their group's advice/strategies. After the first group, the facilitator may ask for additional strategies other groups cited, in order to avoid repetitive report-outs.

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

PREVIEW

## SUPPLEMENTARY DEBRIEF EXERCISES

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

### EMPLOYMENT INTERVIEW EXERCISE

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

**Time:** 45 to 60 minutes

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

**Instructions:**

1. Give a brief overview of what the participants are about to watch. For example, the video we are going to watch is entitled *Deserved It, Didn't It?: Diversity's Impact on the Careers of White Male Managers* and it is about the frustration a white male manager might experience when he believes that women and people of color are "getting all the jobs."
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.