

CARE Gender, Equity, and Diversity Training Materials



Module 3: Managing For Diversity

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MODULE THREE

Managing f or Diversity

This module builds upon the two previous staff diversity workshops, 101 and 201 by exploring specifically how a manager can apply the diversity competencies in managing their employees, and how to utilize diverse resources within a team to enhance team effectiveness.

The goals of this module are:

- To engage in continuous learning about skills in managing diversity;
• To practice eliciting and integrating a wide range of perspectives and approaches in teams;
• To manage the dynamics of power relations in a diverse work setting;
• To transfer the training back into the work situation.

Note: Module Three has an Appendix of Handouts and an accompanying Participant Workbook

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Check list of Preparation Materials

1. Photocopy the *Participant Manual* for Module III to distribute during the training.
2. If participants did not read the Thomas and Ely article distributed in Module II, you may want to e-mail them a copy as pre-reading.
3. Prepare the following on flipcharts:

- CARE's Management Philosophy
- Three Paradigms for Managing Diversity
- Ground Rules
- Dominant-subordinate group matrix
- Low-Context vs High Context cultures
- Diversity Prism lens
- Workstyles matrix
- Task-Maintenance matrix
- Four Decision-making styles

4. Prepare copies of the following hand-outs given to participants during the training:

- Case studies¹
 - o Performance Scenario
 - o Career Development Scenario
 - o CARE's Presence in the Community
- Evaluation forms

¹ Note: These case studies were designed on work scenarios in the U.S. We strongly advise the development of case studies that are more appropriate to a Country Office context. Use these cases as illustrative examples only.

Sample Agenda Used for a One and a half Day Session

Day I Full Day

I	Introductions	9 - 9:20am
II	Managing for Diversity	9:20 -10:00
III	Diversity Treasure Hunt	10 - 10:45
IV	Break	
V	Competency I Exploring Cultural Differences	11 - 12:30pm
VI	Lunch	
VII	Competency II Power Dynamics	1:15 - 2:30
VIII	Break	
IX	Competency III Learning and Effectiveness	2:45 - 3:45
X	Closing and reflections from the Day	3:45 - 4:30

Day II-- ½ day

I.	Introduction and reflection from the day before	9 - 9:15am
II.	Incorporating diverse ideas in decision-making	9:15 -11:00
	i. Review of all lenses	
	ii. Explain decision-making styles	
	iii. Case study on CARE's Presence in the Community role play for manager	
III.	Break	
IV.	Self Assessment Tool and Personal Commitment	11:15 -11:45
V.	Closing Circle and Reflection	11:45 -12:15

Day I Activity 1: Welcome and Introductions

Purpose To begin the event; to form the group circle; to break the ice; to learn names.

Instructions

1. A facilitator opens by welcoming people, underscoring the importance of GED to the organization and the value of this training program in enhancing awareness about how these issues are relevant to CARE's effectiveness.
2. The welcome is critical in setting a safe atmosphere for dialogue in the workshop. Some ideas to elicit a sense of who is in the learning community include:
 - Ask each individual to share their name and share something about themselves that no one in the room may know about;
 - Ask each individual to describe something they are proud of.
3. Prepare a flipchart of the ground rules and briefly go through them. See Module I & II for examples.

TIME
30 Min

Facilitator's Tips

- It is important for CARE staff to introduce the facilitators.
- It is important to note whether there are supervisors, and if so note direct reports in the room. Emphasize honesty and openness in light of this potential tension.

Activity 2: Managing for Diversity

Purpose To deepen understanding of the importance of diversity to CARE's management practice and core values, and to explore the learning and effectiveness paradigm.

Instructions

1. State that this course is the fourth module in a four-part diversity curriculum. Explain that the first course builds awareness about the many dimensions of diversity, the second goes deeper into three diversity areas - gender, race and culture - and the third focuses on how we can effectively integrate diversity in everything that we do to enhance our effectiveness.
2. Review the objectives of the training.
3. Underscore that Managing for Diversity is integrated into CARE's Management Practice. Review the fundamentals of people management at CARE which underscore the important role a manager plays to build a supportive work environment. Refer participants to Info Sheet A - *Management Practices* in the Participant Workbook and review briefly with participants. Highlight that these practices have been endorsed by CARE's Executive Team.
4. Review CARE's core values of: Respect, Integrity, Commitment and Excellence. Ask participants how these core values relate to diversity, and how promoting diversity is in line with putting into practice CARE's core values.
5. Furthermore, highlight that we not only have the moral imperative to promote diversity, but we also need to explore how diversity can help us be more effective and strengthen our ability to find solutions to fight poverty.
6. Refer participants to *The Three Paradigms for Managing Diversity* Info Sheet B in the Participant's Workbook. Review the elements of the three paradigms. Refer to Module I for a more detailed explanation.
7. This module explores the third paradigm by using CARE's Diversity Competencies. Refer participants to *Managing for Diversity Competencies* Info Sheet C in the Participant Workbook. Explain that the activities

TIME
30 Min

throughout the next day and a half will explore each competency. Do not go into much detail at this point.

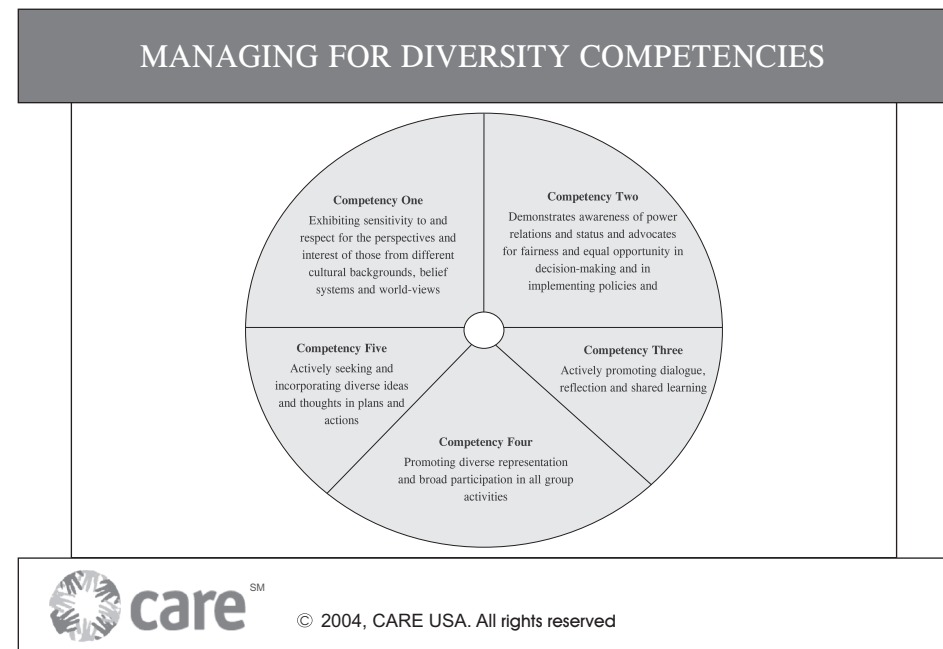


Figure 1

Facilitator's Tips

- This section is really important in setting the context for the course, and for drawing linkages between this module and the broader CARE effort to strengthen its management practices.
- Encourage participants throughout the day to explore the learning and effectiveness paradigm and how diversity can be integrated into our daily work and be a resource to enhance effectiveness.

Activity 3: Treasure Hunting

Purpose To enable participants to recognize and identify the rich resources and solutions available in a team

Instructions

1. Refer participants the *Diversity Treasure Hunt* activity Info Sheet D in the Participant Workbook.
2. Allot thirty minutes to participants and instruct them to go around the room and find answers to the questions from anyone they feel has the answer.
3. After 20-30 minutes, ask participants to return to the circle
4. Debrief the activity by asking the following sample questions:

TIME
30 - 45
Min

Facilitator: “The purpose of the exercise is to identify the resources in the system. You never know where ideas can come from!”

Sample Debriefing Questions

- Who feels that he/she got a unique or surprising answer?
- Which question made you feel uncomfortable asking? Why?
- What did you notice about the process you used to find answers?
- Were there answers to questions 9 and 12?
- How many of you were asked the same question constantly? Why do you think that was so?
- Who was asked a question he/she normally don't get asked? What did that feel like?
- Go through all the questions and ask participants to raise their hands if they got an answer.

Completion

Ask the group to reflect on what they learned from this exercise.

Facilitator's Tips

- This exercise is a great way to begin the session as it encourages participants to go around the room, introduce themselves to each other, and immediately engages them around important diversity questions.

- In every session, a combination of all the responses illustrates that although there was a limited time frame, all questions get answered. Solutions to any challenge exist in the room.
- Some participants note that they got asked the same questions and this stimulates a conversation around why this is so. For example, participants go to the only African in the room to find out what it was like growing poor. This stimulates a dialogue as to what assumptions we carry about how we define poverty and who experiences it.
- Others note that it felt good to be asked a question they don't normally get asked but have a good idea on how to handle the situation. This stimulates a conversation about what we miss when we go to the same people for answers and overlook others.
- This exercise also highlights how the diversity in the room contributed to a variety of solutions and ideas for change.
- It also highlights the different approaches people use to get responses to their questions.

"I was surprised that we answered all the questions as a group. It made me realize that we have all the resources in CARE to find solutions to all our challenges- we just need to find the wisdom."

Participant's reflection

"It was refreshing to get asked a question about programming that I never get asked because I am in program support. At work we tend to only go to the same people for answers."

Participant's reflection

Activity 4: Building Sensitivity to Different Cultural Worldviews

Purpose To build skills in managing cultural differences.

Instructions

1. Refer Participants to Competency One Info Sheet C in the Participant Workbook.: **"Exhibiting sensitivity to and respect for the perspectives and interests of those from different cultural backgrounds, belief systems and world views."**
2. Provide a review of the *Cultural Differences* lens as a short lesson on the differences between low-context and high-context cultures. Refer participants to a flipchart/PowerPoint and/or to Info Sheet E in the workbook. Please refer to Module II for additional detail on how to explain this.
3. Offer anecdotal stories on cultural differences as you explain the differences between low context and high context. Explain that CARE's systems and processes are based on low-context, yet we work in high-context cultures. Ask participants how CARE navigates back and forth between low-context and high-context situations. Is CARE successful doing so?
4. Offer the following tips for the next activity:
 - ◆ Be in a treasure hunt mode. Go out of your comfort zone. Be curious.
 - ◆ Actively listen. Draw out what is beneath the surface of what people say.
 - ◆ Ask to be educated.
 - ◆ Be aware of your own cultural screens.
 - ◆ Be aware of stereotyping.
5. Give instructions for participants to create groups of three/four and assign one participant the role of a manager, one participant the role of a direct report and one/two participants the role of observer.
6. Mix the groups up as much as possible to ensure diversity.
7. If possible, ask participants to take on a role that is outside their normal role. For example, a manager in the group plays the role of a direct report. This allows participants to practice empathy by stepping into the role and experience of another.

TIME
1 - 1.5
Hrs

8. Introduce the Performance Evaluation case study. See the appendix in the facilitators manual. Give all the managers the role play for Steve sheet A; give all direct reports the role play for Amina sheet B; and all the observers sheet C.
9. Give five minutes for participants to review their roles and instruct them when they can begin to role play. Give instructions to the observers to pay attention to the dynamic of low-context and high - context cultures.
10. After ten minutes, stop the role play and ask the observers to share what they have observed and if they have any ideas or suggestions they would have for the manager and direct report.
11. Start the role play again for another five minutes to provide an opportunity for the manager and direct report to try some of the recommendations given. Observers should be given an opportunity to provide final feedback.
12. Debriefing questions:
 - ◆ What was it like to be Steve?
 - ◆ What was it like to be Amina?
 - ◆ What difference, if any, would it make if the character of Amina was of an Asian man?
 - ◆ What did the Observer see?
 - ◆ What were some of the solutions that emerged to handle this situation or other similar situations?
 - ◆ What did you learn?
13. If there is time, participants can switch roles, and the activity can be repeated.

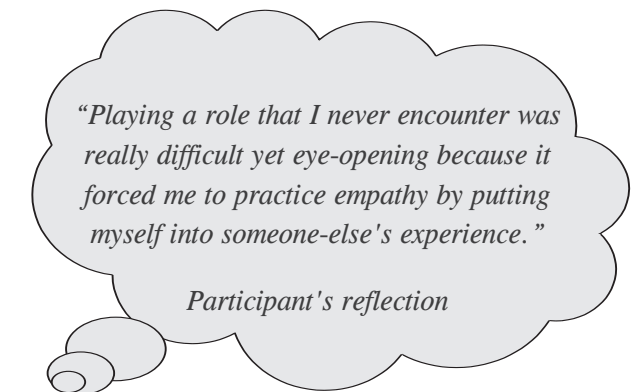
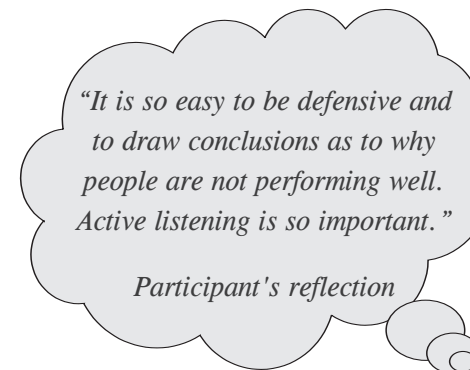
Facilitator's Tips

- The low-context and high-context model offers one simple explanation to a very complex topic. Participants should keep in mind that individuals may be a mixture of both, may find themselves on both ends of the continuum based on context, or may have changed over time. One should not stereotype individuals using this model, rather it should be used as a model to analyze the complexity of our world today.
- Please highlight that while a case study is used to understand how this dynamic can apply to the workplace, once again it is not intended to stereotype. For example, not all Asian women behave like Amina.
- More importantly, this model is intended to build awareness, respect and sensitivity to the different ways of being. It highlights the

importance of creating a work environment where there is value and balance between both cultures.

- It highlights the importance of paying attention to what drives one's assumption of how work should get done, or how one defines what constitutes good performance, and how important it is to understand all the factors that impact an employee's performance.
- Most participants express their discomfort with playing a role they don't normally play, and how much their own personalities influence how they behave. Practicing empathy is difficult yet it also presents an opportunity to learn from another experience.
- The case study leads to a good discussion about how to handle these types of challenges when they do emerge. It is important to draw out the strategies participants are sharing. Three consistent lessons have been shared in past sessions:

- a) People want to know that you care;
- b) Ask how you can help;
- c) Partner in finding the solution.



Activity 5: Building Awareness of Power Dynamics

Purpose

To build skill in managing dominant-subordinate group membership dynamics.

Instructions

1. Refer Participants to Competency Two [Info Sheet C]: “**Demonstrates awareness of power relations and status, and promotes fairness and equal opportunity in decision making and in implementing policies and procedures**”.
2. This next module explores this competency by focusing on dominant-subordinate group membership dynamics. Refer participants to either a flipchart/PowerPoint and Info Sheet F & G in the workbook.
3. Provide a review of the dominant-subordinate group dynamics concept, and historical resonance. Once again use examples and stories to illustrate how the lenses apply to daily life and work. See details from Module I and II for more information on how to explain this model.
4. Offer the following tips before passing out the case:
 - Be aware of what you bring to the situation:
 - your own dominant/subordinate position;
 - your own personal experiences;
 - your assumptions and views;
 - Be aware of what others bring to the situation.
5. Divide participants again into different groups of three/four and assign participants the role of manager, direct report and observer (you can have two observers). In this case try and select participants who can most identify with the role play characters and assign them their corresponding roles.
6. Hand-out the career development case. All managers receive scenario E: Judy; all direct reports scenario D: Frank; all observers scenario F. See the appendix in this facilitator’s guide for the scenarios.
7. Give 10 minutes for role play. Allocate 5 minutes for observers to give their feedback on what they observed and their recommendations.

TIME
1 - 1.5
Hrs

8. Ask managers again to role-play but this time to incorporate the feedback they received. When time is up, allow observers to give final feedback.

Debriefing Questions

- What was it like playing a role you could identify with? Was it easier?
 - What difference if any would it make if Frank was a woman, and Judy a man?
 - What were some of the strategies that came up about dealing with this challenge?
9. Repeat exercise for a second round, switching roles, if time permits. End the exercise by asking for reflections on what participants have learned.

Facilitator's Tips

- Participants who play a role they can identify with often begin to speak from their own real life experience, and what it feels to be in these situations. This can be emotional at times.
- It is important to highlight that feelings are important facts, and it is vital in any interaction that we acknowledge the feelings expressed.
- This exercise also surfaces a debate as to whether the manager should consult with HR first or attempt to have a conversation with the employee, especially if discrimination and legal issues arise. Participants should be encouraged to identify possible solutions.

Below are some strategies in dealing with these circumstances shared by participants:

- **Recognize the difference between intent and impact.** Subordinates look at *impact* and dominants look at *intent*. It may not have been the *intention* for the dominants to discriminate, but those being discriminated against only feel the *impact* and don't necessarily care about the *intent*.
- **Make the human connection and cut through the Dominant/Subordinate differences.** This can happen by making the problem a shared problem, not leave it to the subordinate to solve on his/her own.
- **Learn more about who you are working with and step into the situation of the other.** Managers must know what is going on in the experience of their direct reports. Not knowing is a recipe for failure.
- **Pay attention to how your responses impact others.** For example, telling someone to “cool down” can create more negative reactions.
- **Feelings are facts** to the person experiencing them acknowledge the **feelings**.
- **Just be and not do** - give yourself space and time to think if you need it; it is okay to step back.

Activity 6: Promoting Learning and Effectiveness

Purpose

To create the space and environment to put into practice the learning and effectiveness paradigm.

Instructions

1. Refer Participants to Competency Three [Info Sheet C]: “Actively promoting dialogue, reflection and shared learning about diversity”.
2. Offer a quick review of dialogue skills see Info sheet H, and Module II for more details. Ask participants to practice these skills in the next activity.
3. Ask participants to form an inner circle and an outer circle facing one another. Figure 2 is an example. Ask participants to be honest and open about their opinion towards the questions asked.
4. Read the first question and give participants 10 minutes to engage in dialogue about the question. After the time is up, ask participants to comment on what they talked about and engage the larger group in a dialogue around the question. Be deliberate about stimulating debate!
5. Ask participants in the outer circle to move one chair down to their left. Read the second question and continue this exercise until you have gone through all questions if time permits.
6. Below are some of the questions to ask:
 - ◆ Do you think CARE is genuinely committed towards the learning and effectiveness paradigm?
 - ◆ What diversity topic in CARE is particularly of concern to you? Why?
 - ◆ Do you think decision-making adequately takes into account diversity?
 - ◆ What would the learning and effectiveness paradigm look like?

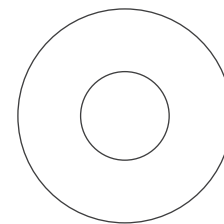
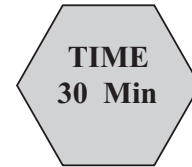


Figure 2

Debriefing Questions in a Large Plenary

- What did you learn from this exercise about what it takes to put into practice the learning and effectiveness paradigm?
- What did you notice about how we engaged with each other? What was positive? What was negative?
- What did you notice about how the dialogue skills were used?
- What exists, or can be created, to promote dialogue such as this at CARE?

Facilitator's Tips

- The intent of this exercise is to engage participants in a heated dialogue and to explore what it takes to put into practice the learning and effectiveness paradigm. In most cases, these questions generate a heated debate between participants, especially if they have strong opinions about how CARE is managing diversity. However, if they do not, you may want to explore other questions that can spark a debate.
- It is essential as participants engage with each other to pay attention to how well they are practicing the dialogue skills and whether their style of engagement is putting into practice what it takes to create a learning and effectiveness environment! You as a facilitator play an important role in surfacing to the group what you are noticing.
- You must also ensure that all voices are heard and those who become silent are given the space to share what they are thinking.
- Solicit from participants how they can individually contribute towards building a learning and effectiveness environment in CARE.

Day II Activity 7: Incorporating Diverse Ideas and Thoughts in Decision-Making

Purpose

To utilize the diverse resources available in the team in decision-making.

Instructions

1. Explain that in order to fully benefit from diversity, we need to be able to recognize and utilize the diverse resources within the team
2. Explain that this day is focused on how to apply what we learned to the work place. Refer Participants to Competency Four and Five [Info Sheet C]: **“Promoting diverse representation and broad participation in all group activities” and “Actively seeking and incorporating diverse ideas and thoughts in plans and actions.”**
3. Do a quick review of all the lenses that were covered the day before. Do not go over in great detail. Ask participants if they have any reflections or additional questions on each lens.
4. Explain one more lens:
The working style lens - Refer participants to a flipchart and/or Info Sheet J. Those who attended the first course should be familiar with this. Go through all four styles briefly, asking participants to identify their personal styles and offer comments about how different work styles can impact working relationships.
5. Refer to the diversity prism (Info Sheet I) that illustrates the many different lenses that a manager and employee should pay attention to when managing teams and group processes. All these different lenses can be used to understand team dynamics and how sometimes these dynamics can influence team effectiveness and the decision-making process.
6. Explain to participants that the next exercise will explore how we manage teams in decision-making. A decision-making tool will be used. Refer participants to Info Sheet L: Decision Making Tool in their Participant Workbook. Explain that there are four different types of decision-making processes: 1) Executive ; 2) Consultative; 3) Consensus; 4) Self-Authorized. Briefly explain what each mean and ask participants for an example of each. Go over the four



contextual factors. Ask participants what they observe in CARE about how decisions are made. Allow the participants to share their opinion, and ask them what it would take for decision-making to fully incorporate the diversity in a team.

7. Explain that in any team context it is important to be clear upfront what style of decision-making is being used.
8. Explain that the next activity is a laboratory experience for learning, exploring and examining how a manager can manage the diversity of thought and experiences in the room.
9. Ask for two participants to volunteer as managers, two-four as observers, and four to six as direct reports. The size of the participant group will determine how they are divided. If there are many participants, you can break them into two separate groups.
10. Pass out “CARE's Presence in the Community” scenario sheet G in the appendix to the facilitators manual.
11. Before beginning the role play, explain that the manager will be holding a consultative meeting with a team of staff.
12. Pull the two managers aside and give them the following instructions. One will play the role while the other observes in the first round. Explain that the manager's role is to manage a consultative decision-making process in no more than ten minutes. The manager should ensure that:
 - ❖ Participants are clear about the decision-making style;
 - ❖ All views are invited;
 - ❖ Various ways of thinking and approaching a situation are integrated;
 - ❖ The task gets done in the allotted time, and produces a good result;
 - ❖ Everyone in the group feels good about being part of the process.
13. The job for the team members is to bring who they really are to the conversation including:
 - ❖ Their experiences and views;
 - ❖ Their natural working styles;
 - ❖ Their approach to achieving tasks;
 - ❖ Their cultural perspectives and approaches.

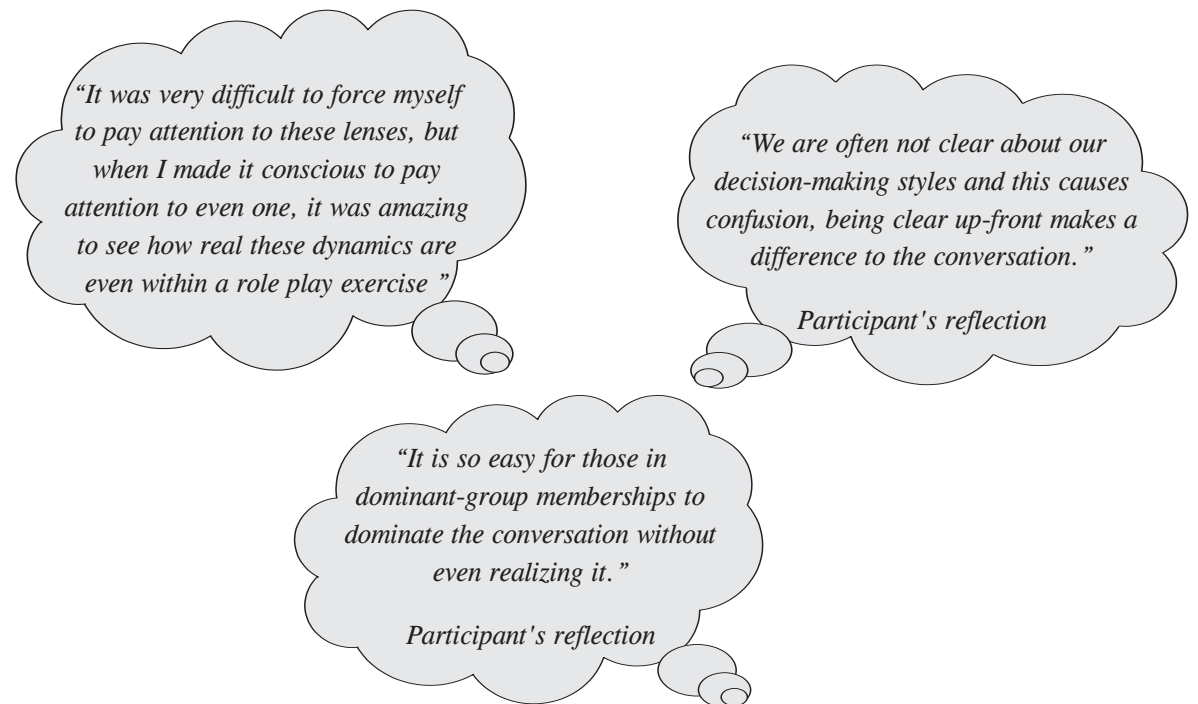
Facilitator: “Let's see how we can work in a group, draw out the resources and make sure they are incorporated into the group process to enrich it.”

14. Give the observers clear instructions on what to pay attention to. For example, one observer focuses on one or two lenses: workstyle and culture; while the other focuses on another two: dominant-subordinate lens and how well the decision-making process is being applied. Some questions for observers to consider include:
 - ◆ Was the manager clear on which style of decision-making they were using?
 - ◆ How did you see these lenses manifest in the group discussion?
 - ◆ How well did the manager elicit and manage the resources in the team?
15. Provide the team 7-10 minutes to role-play. Give five minutes for the observers to provide feedback on what they noticed.
16. On the second round, pull the two managers away again, this time instructing the second manager to follow a consensus driven decision-making process, and solicit all ideas and views from the team, and to incorporate the feedback she/he just heard. They also have only ten minutes to do the role play. Give another five minutes for the observers to share what they noticed.
17. Review the Task-Maintenance Info Sheet K to conclude this exercise. This information provides additional tips on how to manage group processes effectively. Many of these tips also emerge as part of the reflections and observations participants make.
18. **Debriefing questions:**
 - ◆ What was this experience like? What did you learn?
 - ◆ What did you learn about incorporating diverse perspectives in decision-making?
 - ◆ How can we all pay attention to multiple lenses to be effective in managing teams?

Facilitator's Tips

- Hold a moment of reflection following the exercises and ask what difficulties arose for participants.
- In most cases, it is very difficult for a manager to pay attention to the many lenses. Guide a manager to just pay attention to one or two rather than attempt to use all lenses. The observers play an important role in coaching the manager.
- In most cases, this exercise stimulates a dialogue about how to make explicit the decision-making process and incorporate a variety of perspectives. Here is an opportunity to elicit strategies from the group on how this can be done.

- Some recommendations have included:
 - Pay attention to who's at the table and who's not
 - Notice dominance patterns: who talks, who interrupts, who demonstrates entitlement, or who uses status.
 - How well are all voices, all perspectives and all approaches elicited? Who remains silent?
 - Notice cultural low-context/ high-context dynamics in the group. What cultural perspective is missing?
 - Recognize resources beyond race, culture, gender and other representational dimensions, such as diversity of thought and style.



Activity 8: Self Assessment

Purpose To undertake a self-evaluation and to establish personal commitments to make progress in diversity.

Instructions

1. Explain to participants that this exercise provides an opportunity for participants to do a self-evaluation of how well they put into practice the diversity competencies. Participants should be honest and use this as an opportunity for personal reflection.
2. Refer participants to the self-assessment and give participants 10 minutes to complete Info Sheet M in the Participant Workbook. Inform participants that the self-assessment is based on the competencies required for diversity.
3. Instruct participants to pick one 'buddy' who will stretch their capacity to think about diversity. This should be someone who can push them beyond their comfort zone and someone that they would be able to remain in contact with over time. Then, they are to team up with the individual and share one or two commitments that the participant will be held accountable to achieve within the next six months.

TIME
30 Min

Debriefing Questions

Have all teams rejoin the large circle to discuss reflections on the self-assessment results, and the commitments made.

- o What did you learn from doing your self-assessment?
- o Was it useful in identifying current weaknesses/strengths?
- o What commitments have you made for change?

Facilitator's Tips

- Highlight the importance of accountability and follow-through on commitments.
- In many instances participants tend to focus more on how the organization does not hold itself accountable. While this is an important conversation, focus attention on what individuals in the room can do and commit to despite organizational challenges.
- Highlight that change happens when a critical mass of individuals are willing to change themselves.

Facilitator: "In an organization that strives to empower the less empowered, we must practice this within first".

Activity 9: Wrap Up

Purpose To bring closure to the workshop experience.

Instructions

1. Remind participants that they should meet with their 'buddies' in 6 weeks to retake the self-assessment. They also need to consider a concrete commitment they can incorporate into their individual operating plans.
2. Facilitate a final reflection. Go around the room and encourage people to contribute one last reflection about what they learned and/or re-learned, and what they will take away from this experience.
3. Ask the group to fill out evaluation forms.

TIME
20 Min

"The self-evaluation tool was useful in self-reflection, but this needs to be an on-going process. We need to ensure that we integrate what we learn into our jobs."

Participant's reflection

"The use of role-plays and case scenarios was helpful to understand how diversity can impact relationships in the workplace. Diversity can cause more conflict but this is not always negative if managed effectively."

Participant's reflection

***APPENDIX: HAND OUTS FOR MODULE III
MANAGING DIVERSITY***

Scenario Sheet A

Performance Scenario: STEVE

Amina is an Asian woman who rose quickly through the ranks in her Country Office because of her intelligence and her ability to get things done. She was hired for a job in Atlanta that requires skill and experience around which she demonstrated excellence in her Country Office. Her supervisor was very excited to have her join his team. However, she has been struggling in the six months since she arrived here. Her performance has not lived up to expectations. Her manager, Steve, has requested a conversation to find out what's wrong, and how he can help her, because if her APA were today, he would have to give her an MMR.

Instructions for Steve

You are very unhappy about this situation. You spent a lot of precious dollars to bring Amina here. You had a decent local candidate for the job, but you went out of your way to hire Amina because she was so obviously outstanding (and because she added to the diversity of your team). However, her performance has been poor: she doesn't complete tasks on time. She often comes late in the morning. Whenever you pass her office she is always wasting her time gabbing with a bunch of women or else she is not even at her desk because she is roaming around somewhere. And she doesn't really contribute in your team meetings. You've tried to talk with her about the need to complete things on time, and to be more assertive, and she always says she will, but nothing changes. You've been patient with her, realizing it must be hard to move to a new country and learn a new job, but after all, it's been six months already. She should be settled in by now.

You have called for this meeting with Amina to give her one more chance to straighten up. You intend to be kind but very direct, because she is really pulling down the whole unit with her poor performance. You will make your expectations very clear; you know she can do it, because she was such a star in her County Office. Of course you will offer to help her, but she has to say what she needs and wants, as you don't really know what to do anymore.

Scenario Sheet B

Performance Scenario: AMINA

Amina is an Asian woman who rose quickly through the ranks in her Country Office because of her intelligence and her ability to get things done. She was hired for a job in Atlanta that requires skill and experience around which she demonstrated excellence in her Country Office. Her supervisor was very excited to have her join his team. However, she has been struggling in the six months since she arrived here. Her performance has not lived up to expectations. Her manager, Steve, has requested a conversation to find out what's wrong, and how he can help her, because if her APA were today, he would have to give her an MMR.

Instructions for Amina

You are very unhappy here at CARE Atlanta. You are very eager to do a good job, but you just don't understand why Steve is so hard on you. He asks unreasonable things of you, and of course you can't say no (he is a man; he is your boss). He also keeps saying you are slow but you are working faster than you have ever worked before. Then, when you can't really accomplish those tasks, he blames you for it, instead of realizing that his request was inappropriate in the first place! Of course you can't say anything to him directly about this (you have to save his 'face,' after all), and there is no one here to speak for you, like there would be at home.

Also, they have set you up in a little cubicle where you can't see or talk to anyone else. Of course, it is impossible to work like that, all isolated and separate from the group, so you go out of your way to gather people together in your space or to go sit with others in their space, so that you can do your work properly and be in a right relationship with the group. Of course, it is other women you sit with. When you are with mostly men, like at team meetings, you are quiet and deferential, as is proper in your society. You've been told (and you've seen with your own eyes) that it is different between men and women here in the United States, but it's hard for you to go against everything you've ever learned about proper behavior.

Finally, Steve doesn't seem to understand how difficult the move has been for you. Finding an apartment wasn't so hard, but getting a driver's license, a car (you really need a car to get around here), and your proper legal papers has been one long nightmare. You've had to find your way to various agencies and offices, which are only open during working hours, so you have been late to work quite a few times. Unlike at home, there is no one here to help you (and you would never ask directly). In fact, you are desperately lonely. You miss your family and your community so much!

All that being said, you want very much to do a good job here. The money you make will support your younger sisters in getting a good education, plus you feel passionate about CARE and its mission, and are proud to be a part of the CARE family. You really want to please Steve, but you just don't seem to be able to. You hope this meeting will make things better.

Scenario Sheet C

Performance Scenario: OBSERVERS

Amina is an Asian woman who rose quickly through the ranks in her Country Office because of her intelligence and her ability to get things done. She was hired for a job in Atlanta that requires skill and experience around which she demonstrated excellence in her Country Office. Her supervisor was very excited to have her join his team. However, she has been struggling in the six months since she arrived here. Her performance has not lived up to expectations. Her manager, Steve, has requested a conversation to find out what's wrong, and how he can help her, because if her APA were today, he would have to give her an MMR.

Instructions for Observers

Your job, after the conversation has happened, is to share observations about what you saw happening. You might also consider:

- Were the two people able to explore or move beyond their conditioned, perceptual screens?
- Were the two people able to explore or move beyond the dynamics of the power relationship (the Dom-Sub dynamics)?
- What was helpful in the conversation, and what was not?

Scenario Sheet D

Career Development Scenario: FRANK

Frank [an African American male] goes to his manager [Judy, a white female] with a complaint that he is not getting the career development opportunities he deserves. He reports the following:

- Everyone knows there will be a new job opening up in the unit shortly.
- He wants to apply for that job, as it means a big step in his career development.
- To prepare to qualify for that job, he has twice requested the opportunity to go to a specific training course, and twice been refused. [Once he was told there wasn't enough money; then he was told the training was not relevant to his current work and he couldn't be spared from the job].
- Meanwhile, he has seen many others in the unit all receive training opportunities for career development, including the only other black person in the unit [Matthew, a light-skinned male]. He has also heard rumors that the manager is considering bringing someone in from overseas to fill the new position that will be opening, and knows this will cost several thousands of dollars more than hiring locally.

He sees this as a pattern of racial discrimination. He is considering registering a complaint with Human Resources, but has not told Judy this.

Instructions for Frank

You are convinced this pattern of behavior is discriminatory against you, and has to do with your dark skin. Matthew, with his light skin, is advancing far more rapidly than you, and you have seen this all too often, that light-skinned blacks are favored by whites, and those like you, who are darker-complexioned, are seen as less smart and less able. In fact, you grew up in a tough neighborhood with lousy schools, and haven't had the same opportunities for a good education as Matthew and the others in the unit. Nonetheless, you are highly motivated, deeply self-educated, and have a lifelong passion for learning. Your desire for this training course and for the new job is part of your life plan to better yourself as well as serve CARE, and you find this desire being thwarted at every turn. Your approach to this conversation is to put Judy on notice that you are ready to file a formal complaint, and to get her to look at her own blind spots around race [likely unconscious, you realize] and how it is affecting you.

Scenario Sheet E

Career Development Scenario: JUDY

Frank (an African-American male) comes to his manager (Judy, a white female) with a complaint that he is not getting the career development opportunities he deserves. He reports the following:

- ⌘ Everyone knows there will be a new job opening up in the Unit shortly.
- ⌘ He wants to apply for that job, as it means a big step in his career development.
- ⌘ To prepare to qualify for that job, he has twice requested the opportunity to go to a specific training course, and twice been refused. (Once he was told there wasn't enough money; once he was told the training was not relevant to his current work and he couldn't be spared from the job.)
- ⌘ Meanwhile, he has seen many others in the Unit all receive training opportunities for career development, including the only other black person in the unit (Matthew, a light-skinned male). He has also heard rumors that the manager is considering bringing someone in from overseas to fill the new position that will be opening, and knows this will cost several thousands of dollars more than hiring locally.

He sees this as a pattern of racial discrimination. He is considering registering a complaint with Human Resources, but has not told Judy this.

Instructions for Judy

You feel very defensive by Frank's implied accusation that you are not treating your employees fairly. You believe you have bent over backwards to show fair and equal treatment to the people of color in your Unit and in the organization. You denied Frank's requests for training purely on their merits: one time he asked at the end of the fiscal year, and you had no money left for training in your budget; another time, the course he wanted to take was not directly related to his current work, and it came at a time when he was needed in the office to complete an important project. Yes, you are considering hiring someone from overseas for the new position, but that money comes from a different part of the budget, and is not transferable. You think Frank is being over-sensitive, and anyway, you don't consider him a viable candidate for the new job. Your approach to this conversation is to assure him that your actions are not discriminatory, and to offer him coaching to improve his skills to the point where, at some point in the future, he might be able to move to a more responsible job.

Scenario Sheet F

Career Development Scenario: OBSERVERS

Frank (an African-American male) comes to his manager (Judy, a white female) with a complaint that he is not getting the career development opportunities he deserves. He reports the following:

- ⌘ Everyone knows there will be a new job opening up in the Unit shortly.
- ⌘ He wants to apply for that job, as it means a big step in his career development.
- ⌘ To prepare to qualify for that job, he has twice requested the opportunity to go to a specific training course, and twice been refused. (Once he was told there wasn't enough money; once he was told the training was not relevant to his current work and he couldn't be spared from the job.)
- ⌘ Meanwhile, he has seen many others in the Unit all receive training opportunities for career development, including the only other black person in the unit (Matthew, a light-skinned male). He has also heard rumors that the manager is considering bringing someone in from overseas to fill the new position that will be opening, and knows this will cost several thousands of dollars more than hiring locally.

He sees this as a pattern of racial discrimination. He is considering registering a complaint with Human Resources, but has not told Judy this.

Instructions for Observers:

Your job, after the conversation has happened, is to share observations about what you saw happening. You might also consider:

- Were the two people able to explore or move beyond their conditioned, perceptual screens?
- Were the two people able to explore or move beyond the dynamics of the power relationship (the Dom-Sub dynamics)?
- What was helpful in the conversation, and what was not?

Scenario Sheet G

CARE'S Presence in the Community

A donor has just offered a restricted gift of \$100,000 to improve CARE's visibility and presence in the Atlanta community. The SVP of ER has asked various managers in the organization to consult with their teams and get back to him with recommendations on how CARE can best use this gift for the stated purpose.

Instructions for the Manager:

You call a team meeting. You are asking the team for their best thinking and from that you will determine what to bring back to the Senior Vice President. Your job during this meeting is to manage the discussion so that:

- The team is clear what type of decision-making process you will use;
- All views are invited and given space in the conversation;
- Various ways of thinking and approaching a situation are accommodated and integrated;
- The task gets done in the allotted time and constitutes a good result;
- Everyone in the group feels good about being part of the process.

Instructions for the Team Members:

Your jobs are to bring who you really are into this conversation including:

- Your own experience of and views about CARE's relationship to 'the Atlanta community';
- Your natural working style;
- Your cultural perspectives and approaches.