



kochman mavrelis
associates, inc.

CORPORATE TRIBALISM

GENDER PATTERNS OF DIFFERENCE



DISCUSSION GROUP LEADER'S GUIDE

VERSION 0916



TABLE OF CONTENTS

LEADER'S DISCUSSION GUIDE PURPOSE AND OBJECTIVES.....	4
TRAINING DESIGN.....	5
EFFECTIVE WAYS TO BEGIN DISCUSSIONS.....	7
ICE BREAKERS	8
ADDRESSING RESISTANCE.....	9
COMMUNICATION STYLES.....	10
BIOLOGY	12
PSYCHOLOGY	14
ARCHETYPES	16
COMMUNICATION STYLES VIGNETTE	18
REWORKING THE SCENE WITH GENDER DIFFERENCE AWARENESS.....	23
BUILDING SOLUTIONS.....	25
ATTITUDES TOWARD AUTHORITY.....	26
ATTITUDES TOWARD AUTHORITY VIGNETTE	29
GROUP DISCUSSION	31
REWORKING THE SCENE WITH GENDER DIFFERENCE SENSITIVITY.....	34
STUMBLING BLOCKS.....	35
BUILDING SOLUTIONS.....	36



UNDERSTANDING BEHAVIOR.....	37
UNDERSTANDING BEHAVIOR VIGNETTE.....	40
GROUP DISCUSSION.....	41
REWORKING THE SCENE WITH GENDER DIFFERENCE SENSITIVITY.....	44
STUMBLING BLOCKS.....	45
BUILDING SOLUTIONS.....	46
ACROSS PATTERNS	47
CONCLUSION.....	48



LEADER'S DISCUSSION GUIDE PURPOSE AND OBJECTIVES

The purpose of this guide is to prepare leaders to facilitate group discussions that reinforce and build on the KMA "Corporate Tribalism" cultural diversity web-based training series.

Discussion group leaders help participants increase self-awareness and analyze workplace interactions with the goal of creating new strategies for effective communication. The discussion group objectives are:

- Identify cultural patterns of difference
- Acquire greater self-awareness of communication and cultural styles
- Determine specific strategies that enable multi-cultural flexibility
- Identify opportunities for change that will lead to greater employee satisfaction, development and retention.

KMA Approach

KMA brings more than 20 years of field-tested experience to their training. Understanding the importance of culture and the role it plays in everyday interactions is central to the KMA approach.

Leveraging extensive research, KMA leads organizations and individuals through a unique training process using multimedia, group facilitation and discussion.

"Corporate Tribalism"

The name Corporate Tribalism, given to KMA's training programs and book, has its roots in cultural anthropology. It's the essence of what makes KMA diversity training unique. We look at what individuals share culturally by virtue of being members of the same group or "tribe." Tribal affiliations - social, ethnic, class - impact everything from the way we see the world and others, to how we see ourselves.

Corporations have traditionally been places where people are expected to conform and de-emphasize their unique characteristics - and yet, what we've learned and teach is that recognizing tribal and cultural differences is the key to unlocking our collective ability to create and excel.



TRAINING DESIGN

This leader's discussion guide is divided into three discussion content areas:

- Communication Styles
- Attitudes Toward Authority
- Understanding Behavior

These content sections mirror the construction of the web-based training series and are used to examine specific cultural background areas. In this guide we examine and compare a specific traditional culture and U.S. Mainstream culture. Video vignettes that appear in the web-based modules are used as part of the group format to launch discussions.

Group discussion questions are posed after each video to elicit participant feedback. Discussion group leaders are encouraged to lead participants to a desired conclusion by posing questions and facilitating answers in a directed manner. Potential answers and leader's tips are provided throughout this guide to help support desired conclusions and ensure consistent training.

To ensure your discussion objectives, it's important that every participant completes the corresponding web-based training modules prior to the group discussion and finishes their participant worksheets and guides.

LEADER INSTRUCTIONS AND KEYS

Throughout this leader's guide, you will find grey callout boxes and icons. The following key explains what each icon represents:



To-do checklist for leaders



Ideas and suggestions for leading the learning session



Show video vignette



Discussion item or group activity



PREPARATION CHECKLIST

Prior to leading the discussion, make sure you:

- ☐ Distribute an e-mail reminder for attendees
- ☐ Review the web-based learning module and preview the DVD vignettes
- ☐ Check classroom A/V equipment and hang posters

Materials you should have to lead the discussion group:

- ☐ Vignette DVD and DVD player
- ☐ Participant Discussion workbooks
- ☐ Posters for class or meeting room

SAMPLE E-MAIL REMINDER:

Subject line: Corporate Tribalism Discussion Group

To:

Subject:

Signature:

Dear participant:

Please join me for an informal discussion on the "Corporate Tribalism" web-based training you recently completed. Our conversation will focus on Communication Styles of Hispanic/Latino (insert appropriate culture and content section) and U.S. Mainstream cultures.

Be sure to bring your web-based learning worksheet and questions or topics you want to discuss. We will meet (insert date/location/timing).

I look forward to sharing ideas and continuing the conversation.



EFFECTIVE WAYS TO BEGIN DISCUSSIONS



Begin the meeting with a quick round of introductions (participant names and work functions). After establishing the ground rules, asking ice breaker questions will allow participants to speak up and become comfortable offering their ideas in the group forum.

GROUND RULES - "SPILLING THE MILK"

To support the training's interactive design, participants must feel comfortable sharing ideas in a non-threatening environment. It's important to review a number of ground rules:

- The discussion group setting is a "safe place" for difficult conversations.
- Participants are present because they want to learn.
- Creating change requires speaking your mind, disagreeing and even making mistakes. Experiences and conversations remain in the group.
- Your organization values this change, and as a result, there are no career-threatening mistakes.



Keep in mind: Members from traditional cultural groups may want to identify issues collectively rather than individually. Allow small group breakouts to accommodate this preference where possible.



ICE BREAKERS

As you start discussions, ask participants to think back to the culture quiz they took during the introduction module of the web-based training series. Depending on the frequency with which your group meets, you may want to vary the suggested ice breaker questions offered here.

- How many discovered they were more traditional in their answers? How many were more mainstream? Did anyone have a mix of mainstream and traditional answers?
- Were participants surprised by the quiz findings?
- Did participants see a link between their quiz answers and the styles of the people who raised them?



Ice breaker note: Allow participants to share some of their personal views as you begin each meeting, but don't enlist a lengthy discussion at this point. Let participants know that the discussion is designed to review and further explore concepts and learning introduced in the web-based modules.

The ice breaker exercise transitions a discussion on addressing resistance. If needed, this should be done before discussing specific cultural archetypes



ADDRESSING RESISTANCE

ISSUE: GENDER AND CULTURAL PATTERNS DON'T FIT MY EXPERIENCE

The primary issue of concern that many participants have with cultural patterns is when they don't fit their social or cultural experience as a member of that group. (See: Bell Curve poster)

Remind participants:

Archetypical patterns don't have to represent 100% of a group to be culturally representative of the group. However, even those group members who are not in the center of the bell group - outliers - recognize that the pattern is true for many members of their group.

ISSUE: CULTURAL ARCHETYPING SEEMS LIKE A FORM OF STEREOTYPING

Conventional social etiquette makes many feel uncomfortable talking about group differences. Because generalizations are often associated with stereotypes, over time people have learned to avoid talking about differences.

Some may assert that differences don't exist or that people should be ashamed or defensive about differences (otherwise why would we be reluctant to discuss them?). If the result is that people don't acknowledge and discuss differences, it leads to numerous problems as illustrated in the web-based learning modules.

Remind participants:

Archetypes differ significantly from stereotypes. (See: Stereotype vs. Archetype poster)

- Archetypes are non-judgmental, research-based generalizations with the intent to include, not exclude
- Archetypes are representative of insiders' views
- Archetypes do not have to apply to all group members to be true for a majority
- Archetypes enable constructive discussions about group differences



COMMUNICATION STYLES

GENDER PATTERNS OF DIFFERENCE





GENDER PATTERN INFLUENCES

To begin the discussion of gender differences and patterns, we identify the various influences that impact gender differences. A few significant differences are outlined below.

- Biological development
- Psychological development

MALES

- Traditional hunter/gatherer
- Compete for food, resources, women
- Need traits of aggression, competitiveness, and spatial awareness

FEMALES

- Child-rearing and household duties
- Cooperative societies
- Need traits for communication and social skills



The relationship between genes and culture is deeply intertwined and difficult to clearly separate. Looking at gender history, men and women have developed along different paths, in part because the mental and physical requirements differed for males and females.



BIOLOGY

Biological studies have revealed profound gender differences. A few significant differences are outlined below.

MALE BIOLOGICAL DEVELOPMENT

Before and during birth, male brains are washed with testosterone, a hormone that is linked to aggressive behavior and a need for activity

- Men have two to twenty times more testosterone than women
- Higher levels of testosterone make males more physically active and competitive
- School studies have shown that boys have more behavior problems in classrooms if activity levels aren't met

Male brains process the emotional content of experiences using the right side of the brain more often

- The right side is more in tune to the outside environment and tied to the visual cortex and motor actions
- This wiring enhances spatial awareness and orientation

Male eyes contain more motion-detecting receptors

- In the role of hunter/provider, this physical trait would help men in hunting activities
- Has been tied to male interest in fast-moving sports, video games



FEMALE BIOLOGICAL DEVELOPMENT

Women have higher levels of the female hormone, estrogen

- Estrogen is linked to female brain development
- Estrogen is tied to key reproductive attributes

Female brains are different from males in several ways

- The front part of the brain, responsible for controlling emotions, is larger in females
- Female brains process emotional content of experiences using the left side of the brain more often
- The left side is more in tune with the inner environment of the body
- Impacts emotional relevance and relational memories

Female eyes contain more receptors for color and texture

- In the role of gatherer, this would help for recognizing plants and berries



PSYCHOLOGY



For many years gender differences have been looked at from a nature vs. nurture argument. As we examine psychological factors, we still ask how much of our socialization is biological and how much of it is learned.

Psychology and culture impact gender development

- Culture often dictates the treatment and interaction of individuals based on their gender.
- Children learn from actions and reactions of others what is expected and how to behave relative to their gender.

Female psychology and culture development

- Females are taught to identify with their mothers and other female role models
- Young girls mirror nurturing behavior and learn connective/collective relationships
- Girls learn to “play together” and be supportive of each other
- Moral development is centered on care-taking

Male psychology and culture development

- Males are encouraged to develop a separate identity from their mothers
- Boys are expected to be individuals
- Boys learn to compete with each other
- Moral development is centered on rights



Evolved males and females within U.S. Mainstream culture

- Every culture creates men and women who can be both individually for themselves and collectively for a group
- Challenge for U.S. women is to consider themselves as individuals
- Challenge for U.S. men is to be more other-person and group-oriented

Gender is not strictly heterosexual male or female

- Every culture has gay, lesbian, bisexual, and transgender individuals
- Cultures respond differently to diverse sexual orientation – some cultures accept differences and others punish by law



ARCHETYPES

ARCHETYPES OF FEMALE GENDER COMMUNICATION STYLES

Storytellers

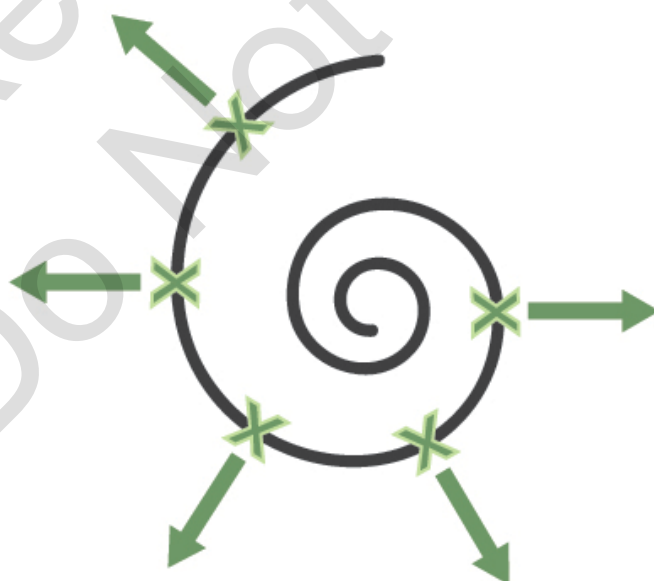
Traditionally women have been the cultural storytellers of families and communities. They weave details and ideas together to present themes and create storylines.

Narrative style

This style is more circular in its structure. A variety of details and background information are presented before culminating in a cohesive conclusion.

Listening style

Females tend to be more interactive while listening. They offer non-verbal cues, like nodding to let the speaker know they are following along with the ideas presented.





ARCHETYPES OF MALE GENDER COMMUNICATION STYLES

Direct communicators

Males are generally direct and to-the-point with their comments. U.S. Mainstream Anglo males tend to be assertive and authoritative, as well.

Linear style

Men expect to reach the point of an idea quickly and in a point-to-point or linear fashion.

Listening style

Males tend to be less interactive while listening, offering fewer non-verbal cues. Because they prefer direct, concise communication - less reinforcement while listening is required.



After reviewing the communication points, play the Gender Communication Styles vignette: "Winning the Harris Account." Ask participants to keep the archetypes in mind as they watch the video.



COMMUNICATION STYLES VIGNETTE

"Winning The Harris Account"

Steve: So what was your take on the client meeting yesterday? Seems like our numbers are a bit high to win their business?

Jennifer: Well, clearly we're going to have to get more in line with the competition. I've been going over our costs and I was thinking. Last week I was reading that almost all the Forbes Top 100 companies are outsourcing now and then I was... *(Steve looks a bit puzzled)* ... at my neighborhood print store and the owner has someone in Mumbai doing his initial design work. He's spending almost 50% less than what he originally was. So even the little guys are outsourcing now. *(Steve is clearly tuned out here)* Anyway all of this to say, I think we should look at outsourcing a piece of our manufacturing process – like maybe the package closure design. *(Steve is tuned in at this final point)*



Steve: Yeah, outsourcing is always a good way to cut costs. But I do like that idea of focusing strictly on the package closure.

Jennifer: Yeah, and I have a list of potential vendors right here. And some of these vendors serve companies in our area. I was thinking I'd call around and check out their references.

(Craig walks into the conference room.)

Craig: Hi guys, hope I'm not interrupting.

Steve: No, come on in. We were just talking about outsourcing as a possible way to get costs down and win the Harris account. And, we were thinking that focusing on the package closure might be a place to start.

Craig: Well, I hate the idea of us losing any quality control.



Jennifer: *(starts)* Oh no, we...

Steve: *(talks over her)* You see what we'd do is we'd look at an easily controlled piece – like the package seal itself.

Jennifer: Right, and we could provide all the specs, do the research.

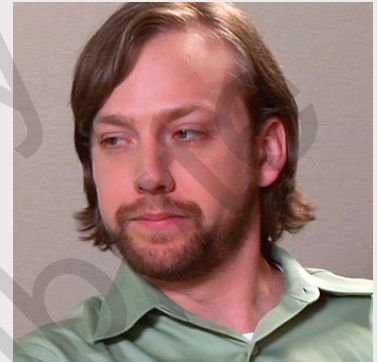
Craig: Well, it doesn't hurt to look into it. Maybe I'll mention it to Bob; I think he's got some experience working overseas with his last position. He'll probably have some good leads...

Steve: Great, let's check with Bob. *(Steve addresses Craig)* I almost forgot to mention, we're joining the softball league again this year. Do you want to play?

Craig: I love softball that sounds great! Is anyone playing left field yet?

Steve: Nope, it's all you... *(the two men walk out of the room while continuing their conversation.)*

(Jennifer looks down at her research papers frustrated as the two men leave the room talking)





GROUP DISCUSSION



Discussion management points:

- *The first set of analysis questions are designed to reinforce key information. Be quick to address and correct any misconceptions or inaccuracies that may undermine the learning of the group at large.*
- *If necessary, remind participants that patterns/archetypes are based on research and are not stereotypes.*
- *If necessary, remind participants that patterns do not have to apply to everyone within a group to be representative of the group.*

OPENING POINT

To better understand what is going on in this scenario from a gender differences perspective, we need to look at each person and examine how they are acting, what they are saying and why.



LET'S BEGIN BY EXAMINING THE SCENE FROM JENNIFER'S PERSPECTIVE (Possible participant answers in italics)

How does Jennifer build her case for cutting costs and winning the Harris account?

- *She presents her ideas in a thoughtful and detailed way.*
- *She uses a narrative approach.*
- *She describes anecdotal stories to explain how she came to her conclusion, mentioning the Forbes magazine article and her neighborhood print shop.*
- *She comes prepared with a list of vendors to research and carry out her idea.*

What does Jennifer expect from Steve?

- *She approaches Steve in a collaborative way and expects him to respond in a collaborative way.*

Why does Jennifer look frustrated at the scene's ending?

- *Jennifer is disappointed in how Steve has handled her collaboration.*
- *Steve presents Jennifer's idea to Craig as an idea they both have, not giving her the credit for initiating it.*
- *Steve talks over Jennifer in the conversation and then leaves with Craig to go and network the idea with another colleague. Neither man acknowledges that Jennifer is left behind, nor invites her to come along.*
- *Steve and Craig also move into a male bonding discussion over open positions on the company softball team which do not include her.*



NEXT, LET'S LOOK AT THE SCENE FROM STEVE'S PERSPECTIVE

(Possible participant answers in italics)

How does Steve react to Jennifer's ideas initially?

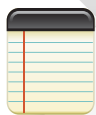
- *When Jennifer lays out her ideas and makes her points in a narrative style, Steve is lost trying to figure out where she's going with the conversation. He's trying to figure out the point of her story before it's finished because he's used to following a linear communication style. He even looks a bit bored or distracted as she explains the various details.*
- *He also interprets Jennifer's conversational style as small talk or work-in-progress.*

Why doesn't Steve give Jennifer the credit when presenting the case to Craig?

- *Because Steve sees their earlier conversation as work-in-progress, he may believe they have arrived at the conclusion together.*
- *Steve may also attribute the outsourcing aspect of Jennifer's case as nothing new and be focused on the package closure aspect as the real news, which he claims at least partial credit for because his agreement added authorization and political support to Jennifer's suggestion of focusing on the package closure seal.*

What is Steve hoping to accomplish in this meeting that could explain his behavior?

- *He's creating his own space and making sure he receives recognition for his role in the solution.*



Next, invite participants to work through some better solutions using their gender knowledge and shared responsibility awareness.



REWORKING THE SCENE WITH GENDER DIFFERENCE AWARENESS

How could Steve and Jennifer have approached this scenario differently understanding gender differences and each other's different communication styles?

STEVE

If Steve had recognized Jennifer's narrative communication style, he would have been more attentive while listening to her make her case. He would have given more weight to the background information that she was providing as it was part of her big-picture proposal, not work-in-progress ideas.

If Steve realized Jennifer was sharing a proposal and noted that she had conducted the research on potential vendors, he wouldn't have heard her conversation as informal chatting. He might have validated her work and offered to collaborate. Since he was the first speaker after Craig entered the room, he should have asked Jennifer to present the idea including the vendor research instead of speaking for her. Finally, Steve should have invited Jennifer to join them as they went to network the idea with another colleague.

JENNIFER

If Jennifer had recognized Steve's preference for linear communication, she could have restructured the way she presented her ideas. She could have presented her conclusion first and then backed it up with the details of how she came to the conclusion that outsourcing was a good idea. She might have told Steve that she would enjoy collaborating with him on the implementation of the idea - perhaps encouraging Steve to research the package closure design and she could continue researching vendors.

To gain more visibility with Craig, Jennifer could have made a point to showcase her research list rather than referencing her work generally.



STUMBLING BLOCKS

Even when we know what's required, we can still find it difficult to do.

What are the possibilities for Steve and Jennifer to change their communication styles?

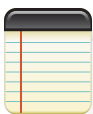
What gets in the way of accommodating each other?

JENNIFER

Because Jennifer presented her ideas from a collaborative perspective, she risked Steve taking credit for her ideas. Going forward she may need to present her ideas as already developed, present them to Steve as a formal proposal and suggest to Steve how he might contribute to the project. Steve may be more supportive if he knows he has a role to play. Jennifer should also consider presenting her work when the manager is present. This may require her to act more assertively than she is comfortable with, but is necessary in a competitive work situation, if she is to receive the credit due her.

STEVE

Steve's competitive, self-initiating behavior stifles Jennifer's full participation as a player in that meeting. Steve's communication style is more direct and forceful. Also, males jump into conversation after allowing shorter pauses than women do, which permits Steve to make the point faster than Jennifer. For Jennifer to have an equal opportunity to express and get recognition for her ideas, Steve needs to curb his competitive approach and aggressiveness. He doesn't need to be the one to come in first and explain everything just because his cultural style enables and allows him to do so. Another challenge is to see collaboration as way of enabling and allowing all voices to be heard. Steve presently sees it as lacking self-confidence, "giving in" or a sign of weakness.



Next, lead the group through open-ended questions. This is an opportunity to further explore the communication patterns and apply them to current situations in the workplace.



BUILDING SOLUTIONS

GROUP FEEDBACK QUESTION:

Take a quick pulse:

- In a show of hands, how many of you would describe your communication style as more linear and direct with short pauses after someone speaks?
- How many of you would describe your communication style as more narrative and collaborative, with longer pauses to let other speakers know you're listening?

Call on individuals or address the group with these questions:

- Do you find you use a more linear or narrative communication style in different situations? If so, how?
- What is the predominant style of communication in your workplace? How does it impact the way colleagues interact? How does competitiveness and collaboration factor into that?
- Share a workplace situation where communication styles were in conflict. What role did you play? How did the different communication styles impact the outcome?
- What tactics do you use when you want to collaborate with a colleague? How do you ensure the collaboration doesn't turn into a win/lose form of competition?
- Based on this discussion, are there things you might do differently going forward at work?