



**OBTC 2017 at Providence College  
June 14<sup>th</sup> – 17<sup>th</sup>, 2017**

**Submission Template**

**SUBMISSION GUIDANCE**

- \* Remove all identifying properties from this document \**
- \* All files must be saved in PDF format \**
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- \*Only one document should be submitted\**

## **Submission Template for the 2017 OBTC Teaching Conference for Management Educators**

### 1) Title, Abstract & Keywords

*In your abstract, please include a brief session description (not to exceed 100 words), and three to four keywords. If your proposal is accepted, this description will be printed in the conference program.*

#### **#Oopsism: Communicating Effectively Across Cultures in the 21<sup>st</sup> Century**

*“That’s so White of you”; “You’re an old-timer, you wouldn’t understand”; “That’s so gay”; Oops!* Have you ever had a situation when you wished you could literally grab the words that had escaped from your mouth? During this interactive workshop, participants will discuss how unintentional remarks shaped by society’s negative and positive stereotypes are deemed as subtle “isms” (sexism, racism, elitism, ageism, homophobia, etc.) rather than miscommunication or misconception. Participants will explore how to diffuse “Oops, that’s not what I meant!” moments. The ultimate goal of this workshop is to heighten participants’ awareness, comprehension, and appreciation of cultural differences.

Keywords: Implicit Bias, Cross-Cultural, Communication

### 2) Teaching Implications:

*What is the contribution of your session to management pedagogy/andragogy? Specifically, please include your learning objectives, and describe what management and/or teaching topics are relevant to your session, and why. Also, include theoretical, disciplinary, or theoretical foundations that will help reviewers understand how your ideas fit within the broader field of management.*

At the 2014 OBTS Conference in Nashville, I made a presentation entitled “Voicing Negative and Positive Stereotypes to Uncover the Value of Individuation”. The premise of the presentation was to demonstrate how supposedly non-offensive, unbiased, and positive remarks may be misconceived as offensive and possibly implicit bias. Consider the remark Biden made when he and Obama were vying for the Democratic presidential ticket in 2008. When asked what he thought about Barack Obama, Biden replied:

*“I mean, you got the first mainstream African-American who is articulate and bright and clean and a nice-looking guy. I mean, that’s a storybook, man.”*

The African American community was up in arms because while on the surface it was a positive remark, some African Americans were offended as they viewed it as a racist comment. African Americans are generally stereotyped as unintelligent and lazy, therefore to state an African American is articulate and intelligent suggests this is an anomaly. Positive stereotypes often have a complementary relation with more negative stereotypes (Czopp, 2008; Fiske, Cuddy, Glick, & Xu, 2002).

). These positive-negative situations are not unique to race. Instances of gender, age, socio-economic status, religion, and sexual orientation are other cultural aspects that present opportunities to be misconceived.

The nature of such exchanges is prevalent and automatic in daily conversations (Sue, 2010) and individuals in this day and time are quick to suggest that these exchanges are rooted in racism, homophobia, ageism, sexism, elitism, etc. I suggest that these are not always microaggressions (Sue, 2010) or implicit bias. I further suggest that there may be instances of a person's lack of not knowing what is an appropriate response. Could poor social skills be a possibility or a lack of cultural intelligence?

Based on the feedback I received from people who attended my presentation at the OBTS 2014 conference and students in my organizational behavior classes, I evolved the presentation into a workshop entitled **#Oopsism: Communicating Effectively Across Cultures in the 21<sup>st</sup> Century**. In essence, it is diversity training with a unique approach. An approach that suggests there may not be malicious intent lurking behind supposedly "implicit bias" remarks.

# #Oopsism

## COMMUNICATING EFFECTIVELY

### ACROSS CULTURES IN THE 21<sup>ST</sup> CENTURY

Workshop



**Oops! That's not what I meant! Educate me.....**

For example, when people state, "I got gyped" meaning they may have paid more for something. The term "gyped" is derived from Gypsy. A lot of people do not make the connection until they take this workshop. Therefore, I suggest how can the remark be

“anti Gypsy” if a person did not learn the term “gyped” in that context. I question should we label these as acts of subtle “isms” or honest, unintentional misinterpretations?

Participants in this session will be encouraged to consider teaching their students to make “ism” scenarios teachable moments in their lives. Implicit bias, emotional intelligence, cultural intelligence, and perceptions are the management topics discussed during the session.

### 3) Session Description and Plan:

*What will you actually do in this session? If appropriate, please include a timeline estimating the activities will you facilitate: how long will they take, and how will participants be involved? Please remember that reviewers will be evaluating how well the time request matches the activities you'd like to do, and the extent you can reasonably accomplish the session's goals. Reviewers will also be looking for how you are engaging the participants in the session.*

I will present to participants a truncated version (60 minutes) of the workshop. A full workshop takes about 75 – 90 minutes to facilitate depending on the number of participants. Following is the timeline for the session

- **5 – 10 minutes:** Overview of the workshop and why I developed it
- **40 – minutes:** Facilitate a truncated version of the workshop
  - **Workshop is interactive**
    - Participants will be presented with an “ism” scenario and asked how they would diffuse it
    - Participants will participate in a short exercise that demonstrates the importance of getting to know people beyond the surface level, i.e. physical attributes
    - Participants will document on 8 ½ x 11 paper how they differ from typical stereotypes. Participants will post their paper on the wall creating a gallery of how they are non-stereotypical.
- **10 – minutes audience discussion**
  - Discuss additional ways to improve the workshop
  - Discuss how participants can customize the workshop to fit their classroom

### 4) Application to Conference theme:

How does your session fit with the overall OBTC theme of *Navigating the Changing Currents*?

The demographics in the United States are changing with a prediction that by 2050, the minority population will be the majority. In fact, the minority population is projected to comprise 57% of the population in 33 years (Taylor, 2014). Therefore, people from different cultural backgrounds will have to learn to effectively interact in

the workplace. This session outlines a positive approach to diversity training that promotes valuing individuals' differences.

#### 5) Unique Contribution to OBTC:

*Have you presented the work in this proposal before? If so, how will it be different? Is this proposal under current review somewhere else? If so, please explain. How will your proposal be different for the OBTC conference?*

An earlier version of this work was presented at the OBTS 2014 conference. The session in 2014 was an opportunity to gather additional information and feedback from my colleagues to develop this workshop. Based on feedback them and my students, I have evolved the presentation into an interactive workshop. Moreover, I revised over 50% of the material and incorporated additional information and activities. The major difference is I present a workshop versus a presentation.

This proposal is not under current review.

#### **References**

Czopp, A. M. (2008). When is a compliment not a compliment? Evaluating expressions of positive stereotypes. *Journal of Experimental Social Psychology*, 44: 413– 420.

Fiske, S. T., A. J. Cuddy, Glick, P., and Xu, J. (2002). A model of (often mixed) stereotype content: Competence and warmth respectively follow from perceived status and competence. *Journal of Personality and Social Psychology*, 82:878-902.

Sue, D. W. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*. Hoboken, NJ: John Wiley & Sons.

Taylor, P. (2014). *The Next America*. NY: Perseus Book Group