

# Diversity

A Way of Life

**Leader's Guide**

# Table of Contents

Preamble .....	1
Disclaimer.....	1
Copyright Statement.....	1
Introduction .....	2
Target Audience .....	2
Workshop Configuration and Timing .....	2
Workshop Materials.....	3
Leader Preparation.....	3
Further Resources.....	4
Group Size .....	5
Workshop Preparation.....	5
Instructor Material.....	5
Participant Material.....	5
Resources for Activities .....	6
Workshop Objectives .....	7
Overall Performance Objectives.....	7
Flipcharts and OHP.....	9
Module 1: Diversity – A Way of Life .....	12
Module 2: Diversity - Personal Leadership .....	24
Module 3: Diversity – Managing for Inclusion .....	29
Module 4: Leveraging Diversity – Achieving Results .....	46

## **Preamble**

This resource has been developed through a project funded by the Department of Immigration and Multicultural and Indigenous Affairs. Managing Work/Life Balance worked in partnership with Woolworths Australia and Ford Australia to identify the challenges faced by managers in the workplace in managing diversity situations, and to then design, develop and test this training program. The materials have been produced so that in-house facilitators can deliver the sessions in a variety of ways.

## **Disclaimer**

The materials in this Leader's Guide are designed to further assist facilitators in presenting the 'Diversity - A Way of Life' training modules. The exercises, case studies and practice opportunities have all been tested in a real training environment. The Department of Immigration and Multicultural and Indigenous Affairs or Managing Work|Life Balance cannot be held responsible in any way for the efficacy or appropriateness of this Guide in other workplaces. The materials have been designed to be delivered by competent and experienced group facilitators who have a good understanding of diversity issues.

It is understood that facilitators may need to adapt some of the materials to suit their own workplace situations. These adaptations must be made in accordance with the copyright and licence conditions below. Where the materials are adapted in accordance with the copyright and licence conditions, the Department of Immigration and Multicultural and Indigenous Affairs would appreciate advise of the adaptations for our monitoring purposes. We welcome feedback on the materials and ideas and suggestions for enhancement.

## **Copyright Statement**

The Commonwealth owns the copyright in the 'Diversity – A Way of Life' Training Kit. Please see the copyright notice on the Department's Website at <http://www.immi.gov.au/functional/copyright/htm>. However, users of the Kit are licensed to:

1. adapt, for commercial or non-commercial uses, the hypothetical situations contained within the Leader's Tool Kit exercises and challenges on pages 13, 14, 16-27, 31-42, 46-55 and 57-65 to reflect the particular circumstances of the user but only to the extent of reflecting those circumstances in hypothetical scenarios and applying the principles of diversity to the user's circumstances.
2. use unaltered Kit material to develop 'Train the Trainer' packages, for the purposes of assisting organisations to best utilise the Kit.

## **Introduction**

This booklet is a guide for those wishing to develop the skills, knowledge and understanding of leaders in their workplaces around the opportunities and challenges of realising the potential of diversity. Leaders who can effectively respond to challenges arising from the diverse cultural and individual perspectives in the workplace will ensure a more productive, innovative, creative and satisfied workforce. Those who can pro-actively harness the richness of the diversity will build a competitive advantage in the marketplace for their business.

## **Target Audience**

The workshop activities are aimed at an audience of first and middle level leaders. However, with some adaptation, many of the activities and exercises can be used with workforce and team members or with senior executives. The ability of the facilitator to be aware of the group's needs, previous experience, areas of concern or interest and current organisational issues will enable the material to be adapted (in accordance with the copyright statement on the previous page).

If there are participants with a disability the facilitator will need to modify their presentation methodology to take this into consideration. Should there be a literacy issue with participants, the facilitator may need to verbally summarise some of the workbook exercises or reading situations. The program has been written to minimise reading, however, you may read instructions or summarise sections for participants if you believe reading might be a problem. Providing material to people with sight, hearing or language difficulties prior to the program may assist them in reviewing the material.

## **Workshop Configuration and Timing**

The Participant Workbook and Leader's Guide contain learning material to run up to a full one-day workshop. Please consider that usage of this material needs to account for:

- ▶ Organisation's previous EEO and diversity training.
- ▶ Organisation's journey in introducing diversity concepts.
- ▶ Group's level of required learning about diversity.
- ▶ Current issues or concerns.
- ▶ Time available for training.
- ▶ Learning style and approach preferred by group.

The material has been designed to be used **in a variety of settings and time frames**. With preparation, the activities can be used:

- ▶ In total as a full one-day workshop.
- ▶ As a half-day introduction to diversity in the workplace.
- ▶ As a half-day skill building session to extend understanding.
- ▶ As a two hour briefing session.
- ▶ As individual activities as part of other training programs.

Sample program outlines are provided in the Leader's Tool Kit pages 4-12. However, these are only meant to be suggestions and there are many ways in which the material can be used. The timing for your program will depend on the extent to which you need to cover the topics, the de-brief times for exercises and the level and experience of your audience. Times in this guide are for the full one-day program.

## **Workshop Materials**

The Participant Workbook provides information about background and concepts, instructions for activities and space for recording notes and ideas. Some sections may not be utilised in your particular program, but the workbook can serve as a future resource.

Resources for many of the activities have been provided as handouts in the Leader's Tool Kit. These are built around three industry groups – retail, manufacturing and office. You may select the appropriate resource for the activity or create one which is relevant to your organisation using the prepared activities as models.

You can provide your own copies of policies or other resources to supplement the material prepared for the workshop.

## **Leader Preparation**

Diversity material can raise many issues and points for discussion in a workshop. These types of discussions are important and often produce the best learning. It does mean the facilitator needs to prepare prior to any program. As well as understanding the learning process and activities in this book, some other useful areas to review are:

- ▶ Your organisation's previous programs about EEO, leadership development, handling conflict, valuing diversity and other related programs. Any links that can be made between previous programs and this workshop help to reinforce consistent themes and messages.

- ▶ Relevant statistics from your organisation such as age profiles, cultural group representation, gender representation, representation of persons with disabilities, topics of grievances, exit interview reasons and measures of perception from organisational surveys. These can be useful to highlight the impacts of not valuing diversity as well as heighten the awareness of diversity.
- ▶ Information about your organisation's client group, geographical implications and how products or services can be enhanced by diversity management. Understanding how enhancing the potential of diversity in the workplace can have an impact on clients is an important outcome for the program.
- ▶ Legislation, organisational policy and procedures that relate to diversity. Examples include selection processes that support diversity; approaches that allow for supporting people with a disability and marketing and advertising approaches that support a diverse community. These enable the facilitator to address areas of concern and provide guidance when questions are raised in the workplace.
- ▶ Other people or committees that have an interest or impact on diversity in your organisation. They may have a contribution to make to the program or information or messages that could be included.
- ▶ Community resources that support and represent various cultural or group perspectives. These can be a source of information to enrich the program.

## **Further Resources**

As a general resource, you may wish to contact the Department of Immigration and Multicultural and Indigenous Affairs ([www.immi.gov.au](http://www.immi.gov.au) and follow the leads - Multicultural Australia and Diversity Management) for questions and support in conducting your program. Members of the team are happy to provide advice and support in the implementation of your program.

## **Group Size**

It is recommended that the optimum group size be no less than six and no more than 20, to ensure enough contribution to the discussion and allow everyone to participate. If the group size is over 20, it is recommended that two facilitators be used to support the exercises.

## **Workshop Preparation**

### **Room set up**

- ▶ For small groups up to 12 a “U” shape set up can be used. For groups over 12 you may wish to use a café style setting with small table of four to five at each table.
- ▶ Overhead projector/data projector for slides.
- ▶ Several flipcharts – one for the facilitator and three or four for small group activities.
- ▶ Table at the side of the room for materials.

## **Instructor Material**

- ▶ Leader’s Guide
- ▶ Leader’s Tool Kit (also referred to as LTK)
- ▶ Prepared overhead slides (also referred to as OHP)
- ▶ Flipcharts as required
- ▶ Pens to write on overheads
- ▶ Markers etc
- ▶ Participant Workbook (also referred to as PWB)
- ▶ Blue Tack to hang flipcharts on wall

## **Participant Material**

- ▶ Participant Workbook
- ▶ Tent card or name tag
- ▶ Pens/pencils

## Resources for Activities

Depending on the activities you plan to run, you will need the following:

### ▶ Introductory Activity:

- \* Hats, Scarves and Gloves – party or other fun hat, crepe paper cut as scarves, disposable gloves (from supermarket or chemist) – enough of each item for 1/3 of the group. We recommend items that can be thrown away after each use as a health precaution.
- \* How is this Person Like Me: Set of Compatibility Communication System (CCS) cards available from most Australian Institute of Management Bookshops or from CCS Corporation Pty Ltd., 75A Country Drive, Cherrybrook, NSW 2126, phone (02) 8850 7724.

Select the cards with people (or statues/drawings of people) to use. There are approximately 21, which can be used. You will need one for each participant.

Alternatively you can cut pictures from magazines that reflect people from diverse backgrounds and situations.

### ▶ EQ and Behaviours Exercise:

- \* Set of index cards with various situations written on them. You can use the ones found in the Leader's Tool Kit (pages 13-14) or make up your own. There are six cards to a set.
- \* Participants work in groups of three. You will need a set of cards for each group of three.

### ▶ Skill Builder Exercise for Relationship Skills:

- \* One set of situations for each person photocopied from the Leader's Tool Kit (pages 15-27).
- \* Alternatively have one blank index card per participant for each person to write their own situation.

- ▶ Role Play for Relationship Skills and Inclusion Guidelines (LTK pages 28-42):
  - \* **Practice Opportunity #1** (selected from the appropriate industry group or provide your own scenario).
  - \* Practice Leader information sheets for ½ the group.
  - \* Practice Partner information sheets for ½ the group.
  - \* **Practice Opportunity #2** (selected from the appropriate industry group or provide your own scenario).
  - \* Practice Leader information sheets for ½ the group.
  - \* Practice Partner information sheets for ½ the group.
  
- ▶ Diversity Challenges – Prevention and Intervention (LTK pages 46-55):
  - \* Select up to five of the challenges to use. Photocopy enough of each challenge to have one for each participant. Keep each challenge in a separate pile as they are handed out one at a time.
  
- ▶ Meeting the Challenge (LTK pages 56-65):
  - \* Case study appropriate to your group. Photocopy one per person.
  
- ▶ Productive Diversity – summary activity:
  - \* Variety of coloured A4 size paper so that each person can choose their own.
  - \* Large supply of coloured markers for creating pictures.
  - \* Butcher paper for each group (four to five people in a group).
  - \* Tape or glue to attach pictures to butcher paper.

## **Workshop Objectives**

The following objectives are addressed in the full one-day program. This workshop has been separated into four modules. For each one a number of learning objectives have been identified at the beginning of each section of this Leader's Guide. You can select the appropriate modules and activities to achieve objectives that are relevant to your group.

## **Overall Performance Objectives**

By applying what is learned in this workshop, participants will be able to:

- ▶ Describe the value, importance and impact on business of managing diversity and inclusion within today's workplace.
- ▶ Define workplace diversity and the three major components that identify characteristics giving rise to diversity.

- ▶ Recognise the impact of their own reactions to diversity situations and the leadership behaviours that are critical for successfully managing diversity in the workplace.
- ▶ Use key skills to encourage inclusion in the workplace to more effectively build innovation, creativity and productivity.
- ▶ Recognise challenges to valuing diversity in the workplace and plan prevention and intervention actions to address these situations.
- ▶ Build strategies that will develop the capability of their workgroup to pro-actively maximise differences to enhance business success and workplace harmony.

## Flipcharts and OHP

The following flipcharts need to be prepared on butcher's paper for activities in the sessions you are presenting.

A set of PowerPoint slides is also provided with this material. You may reproduce these as OHP slides or use them as a PowerPoint presentation.

### Module 1

Flipchart 1	Flipchart 2 (Prepare two per group)
<p style="text-align: center;"><b>INTRODUCTIONS</b></p> <p>Name:</p> <p>Role:</p> <p>Advantage/Challenge of working in a diverse group:</p> <p>Why you are unique:</p>	<p style="text-align: center;"><b>Description of Other Groups</b> (Hats, Scarves and Gloves)</p>

Flipchart 3	Flipchart 4
<p style="text-align: center;"><b>Ways to Eliminate Barriers</b></p>	<p style="text-align: center;"><i>Managing diversity is how an organisation creates a workplace climate that is inclusive, respectful, innovative and supportive of each member of staff. The climate should contribute to the development of each member's full potential whilst leveraging diversity as an organisational resource.</i></p>

Flipchart 5	Flipchart 6 (Optional)
<p style="text-align: center;"><i>Inclusion is the essence of a workplace where everyone in the organisation has an opportunity to fully participate in creating business success and is valued for the distinctive skills, experiences and perspectives they bring.</i></p>	<p style="text-align: center;"><b>Workplace Changes</b></p>

**Flipchart 7**

A team leader/manager  
committed to diversity  
would ...

**Module 2**

**Flipchart 8**

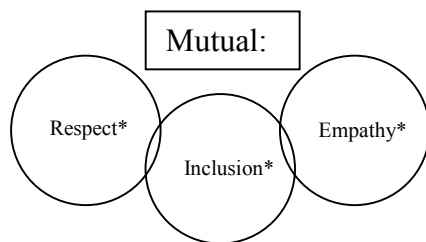
**Card Exercise**

- Group member selects card.
- Explains situation and response.
- Responds to questions on page 26 in workbook.
- Next group member selects card, etc.

**Module 3**

**Flipchart 9**

**Behaviours that Build  
Communication and Trust**



\*Note: Do not label circles until after discussion

**Flipchart 10**

**Expressing Empathy**

**Round 1**

1. One partner identifies something for which they may need support at work. Discuss the situation and your feelings with your partner (2 minutes).
2. Other partner can only respond during the discussion using empathy statements.
3. Reverse roles.\*

\*Note: No.3. Reverse roles is optional

Flipchart 11	Flipchart 12
<p style="text-align: center;"><b>Expressing Empathy</b></p> <p>Round 2</p> <ol style="list-style-type: none"> <li>1. One partner makes up something that may directly and seriously impact the partner. Describe the situation and discuss (2 minutes).</li> <li>2. Other partner can only respond using empathy statements.</li> <li>3. Reverse roles.*</li> </ol>	<p style="text-align: center;"><b>Relationship Building Skills Exercise</b></p> <ul style="list-style-type: none"> <li>▪ Assign 2 situations to each pair.</li> <li>▪ Review each situation.</li> <li>▪ Identify which Relationship Skill(s) you would use.</li> <li>▪ Write what you would say to respond to the situation.</li> </ul>

\*Note: No.3. Reverse roles is optional

Flipchart 13	Flipchart 14 (Optional)						
<p style="text-align: center;"><b>Practice Opportunity Instructions</b></p> <ol style="list-style-type: none"> <li>1. Read leader information for your situation.</li> <li>2. Prepare Inclusion Guidelines Planner (5 minutes).</li> <li>3. Conduct discussion (10 minutes).</li> <li>4. Conduct evaluation (5 minutes).</li> </ol> <p><b>Partner</b></p> <ol style="list-style-type: none"> <li>1. Read background.</li> <li>2. Participate to encourage successful use of skills.</li> <li>3. Provide feedback.</li> </ol>	<p style="text-align: center;"><b>Team Scores</b></p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 33%; text-align: center;">1</th> <th style="width: 33%; text-align: center;">2</th> <th style="width: 33%; text-align: center;">3</th> </tr> </thead> <tbody> <tr> <td style="height: 100px;"></td> <td></td> <td></td> </tr> </tbody> </table>	1	2	3			
1	2	3					

## Module 4

Flipchart 15	Flipchart 16
<p style="text-align: center;"><b>Case Study Instructions</b></p> <ul style="list-style-type: none"> <li>▪ In group, read case study.</li> <li>▪ Answer questions on pages 46 and 47 of your workbook</li> <li>▪ Identify one practice you like and how it contributes to valuing diversity.</li> <li>▪ What is missing from your workplace?</li> <li>▪ What barriers might there be to implementing one idea in your workplace?</li> </ul>	<p style="text-align: center;"><b>Blank for Vision – 1 per group</b></p>

# **Module 1: Diversity – A Way of Life**

Total Time: (using all of the exercises) 2 hours and 30 minutes

## **Learning Objectives**

During this session, participants will learn:

- ▶ How differences in background, experience and stereotyping create barriers to productivity, innovation, creativity and quality of work.
- ▶ The background and requirements that have prompted the attention on workplace diversity.
- ▶ The diversity issues that may impact on the workplace.
- ▶ A definition of workplace diversity and a framework for understanding the characteristics/attributes that are part of workplace diversity.
- ▶ (Optional) The policies and practices of your own organisation that guide workplace diversity behaviours, resources and procedures.

## Introduction

**Welcome** the participants to the workshop and introduce yourself and any other facilitators. Try to include something about yourself that is different or that makes you unique within this group.

OHP 1

Either in pairs (where they interview each other and then present the information about their colleague) or individually, have participants introduce themselves by indicating their name, role and one advantage or challenge of working in a diverse work group plus one way in which they personally are unique within the group.

Flipchart 1

or OHP 2

### *Session 1 Diversity Management – Time 30 minutes*

#### **Step 1**

**Explain** that during this session we will identify and discuss some of the diversity issues that occur within the workplace and their impact on productivity, customer service, innovation and employee motivation and satisfaction.

Participants will be invited to take part in a number of discussions and exercises to explore the issues and their affect on themselves and their team. In some cases they will be asked to share their experiences with other members of the group. At other times their results will be confidential.

They will also have the opportunity to practice some of the skills that will help them manage potentially difficult situations that can occur from time to time.

At the end of the workshop they will be asked to develop a plan of action that can be taken and implemented in the workplace.

**Explain** that the following exercises and discussions will help them to gain a better understanding of some of the issues that will help or hinder the implementation of diversity strategies. They will look at some of their own thoughts and experiences as well as those within their organisation.

If appropriate, **indicate** that they may already have experienced training sessions on Affirmative Action and Discrimination/Harassment and are wondering why we now need to look more closely at diversity issues.

**Explain** that diversity and the management of diversity issues within the workplace is an extension of the work started some years ago with the introduction of Equal Employment Opportunity (EEO) within the workplace.

- ▶ **Show** OHP with extension of EEO Diversity in the Workplace.
- ▶ **Check** for understanding and discussion.

OHP 3

### **Session 2 Hats, Scarves and Gloves Exercise – Time 45 minutes**

#### **Step 1**

**Explain the exercise.**

1. Each group is assigned a piece of clothing that identifies the group. Ask them to wear the piece of clothing in whatever way they feel is appropriate. *Remind the group that for hygiene purposes these are disposable items.*
2. In the groups, have participants make a list of terms or phrases that describe the other two groups. Use a separate piece of butcher paper for each group.
3. Completed lists will be presented in the large group.

Flipchart 2  
(Two per group)

#### **Step 2**

**Debrief the exercise.** Have the groups talk about some of the thoughts they had when they saw the other people dressed in the Hats or Scarves or Gloves.

**Ask** all or some of the following questions:

- ▶ How would you describe the people in the other groups?
- ▶ Why did you describe the people in this way?
- ▶ Are your perceptions accurate?
- ▶ Where and how did these perceptions originate?
- ▶ Do these perceptions affect organisational effectiveness?
- ▶ How else do we 'label' people in real life? Are those labels based on known facts or assumptions that we make based on how they look, speak, or dress?
- ▶ How can we eliminate these barriers in the workplace?

**PWB Page 5**

**Use the flipchart to highlight the key points from the discussion. Participants may also wish to record these on page 5 of their workbooks.**

**Flipchart 3**

### **Step 3**

**Ask** the group to read the section or summarise the information on Stereotypes and Prejudice and make their own comments to the questions on page 6.

**PWB Page 6**

### **Step 4**

**Summarise** by explaining that working in an environment that is free from stereotyping and prejudice has a beneficial impact on employee commitment and productivity, and that inappropriate behaviours have a negative impact on teamwork, staff motivation and customer service.

## ***Session 3 Diversity in the Workplace – Time 45 minutes***

### **Step 1**

**Introduce the exercise** by explaining that on page 7 we will focus on some of the diversity issues that need to be managed in the workplace and identify some of the challenges.

**PWB  
Page 7**

**Explain** the headings in the vertical column. These are some of the diversity issues that need to be managed in your workplace. Ask them to look down the list. If their issues are not listed then **please add them to this column.**

OHP 4

**Have participants fill in one example from their experience that may not be in this column.**

PWB Page 8

**Ask** participants to think about the ease or difficulty they experience in managing these diversity situations. Are some of them more difficult to deal with than others?

They should circle the three most challenging situations to address in their workplace.

Circle a heading as an example

**Next**, ask if the participants feel better equipped (skilled) to cope with some situations more than others? Using the scale at the bottom of the chart, participants should plot with an **X** the degree of skill they believe they have in managing the three identified challenges of the diversity aspects listed in the left hand column.

Plot an X as an example

**Remind participants** there are no right or wrong answers and they will only be asked to share information that they feel comfortable disclosing.

Once they have completed the plotting have them answer the questions that follow this exercise.

PWB Pages 8-9

## Step 2

**De-brief** the exercise and **ask:**

**Q** What were the key points that came out of the exercise for you?

Possible Responses:

- \* You find more issues than you thought were covered by the 'diversity' concept.
- \* Other people have similar concerns about managing these issues too.
- \* Developing and learning to use leadership skills can help to manage many diversity situations.

**Discuss** their responses.

### Step 3

**Explain** that we will now look more closely at what we mean by diversity and in particular diversity in the workplace.

**Ask:**

Q What are the various aspects of diversity that we need to manage in the workplace?

You should be probing for answers that cover:

- \* Race, gender, age, cultural background, mental ability, education, sexual orientation attitudes etc.

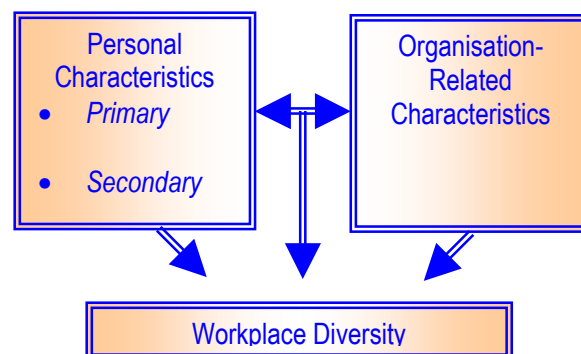
**Explain** that in order to be able to manage these issues we need to better understand the complexities involved.

**Explain** that if we analyse these dimensions (from the OHP chart) further we will see that there are three major components of diversity.

The three major components of diversity are:

- ▶ *Primary personal attributes* e.g. race, gender, sexual orientation, nationality, mental and physical ability.
- ▶ *Secondary personal attributes* e.g. marital status, educational level, values, beliefs.
- ▶ *Organisation-related attributes* eg position in hierarchy, tenure, casual/part-time/full-time status.

The following chart<sup>1</sup> summarises these concepts.



Show OHP  
5 & 6

Show  
OHP 7

<sup>1</sup> Australian Centre for International Business Model For Diversity Management: Adding Value Through HRM 2001 produced for the Department of Immigration and Multicultural and Indigenous Affairs in Cooperation with the Australian Centre for International Business

It is important to bring all of these concepts together into a definition of workplace diversity.

Show OHP  
8

*“Managing diversity is how an organisation creates a workplace climate that is inclusive, respectful, innovative and supportive of each member of staff. The climate should contribute to the development of each member’s full potential whilst leveraging diversity as an organisational resource.”*

Flipchart 4  
to remain  
on wall  
throughout  
training

In this definition we see the word ‘*inclusive*’ and a key component of diversity is ‘**Inclusion**’.

Show OHP  
9

<sup>1</sup>*‘Inclusion is the essence of a workplace where everyone in the organisation has an opportunity to fully participate in creating business success and is valued for the distinctive skills, experiences and perspectives they bring.’*

Flipchart 5  
to remain  
on wall  
throughout  
training

What this means is that we need to ensure that all team members are included and feel included and are encouraged to make suggestions for change or to improve the way we work.

Show OHP  
10

#### **Session 4 Diversity the Business Case – Time 15 minutes**

##### **Step 1**

**Explain** that we will now be exploring the Business Case for Diversity.

##### **Ask the group**

**Q** From your perspective why does (*your organisation’s name*) need to focus on diversity as part of its business strategy?

(Note that you are trying to get participants to give examples of the key business drivers, located on page 12 of the workbook.)

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<sup>1</sup> Courtesy of Agilent Australia

- ▶ Encouraging innovative ideas and excellence
- ▶ Market leadership
- ▶ Attracting and retaining top talent
- ▶ Customer focus
- ▶ Innovation

Q How can diversity management help you meet your business challenges?

**Discuss** and list answers on flipchart. Participants may wish to copy these answers into page 13 of their workbooks.

**Flipchart 6**

To **summarise** this section notes are on page 12 of the Workbook.

**PWB  
Page 12**

**Explain** that diversity is important looking at what has been happening in the workplace over the last few years.

## Step 2

**Explain** the issues relating to global changes.

What we have also seen is that over the last few years there have been a number of significant changes in Australia and in the workplace. The world of work as many of us knew it has changed forever.

Use OHP 11 and 12 to explain some of these changes.

**OHP 11 &  
OHP 12**

**Emphasise** the following points:

- ▶ More and more Australian businesses have international links via customers, suppliers, and business partners.
- ▶ Competition from overseas and within the Australian marketplace is increasing.
- ▶ The use of technology requires skilled employees, as well as increasing the need for effective communications.
- ▶ There are increasing demands to be an Employer of Choice internationally.

- ▶ Australia has a strong history of many different people living in harmony. Few other countries have achieved this.
- ▶ The core Australian value of giving people a ‘fair go’ and helping people has been the key to success so far.
- ▶ We have moved forward to develop a peaceful community where most people live in harmony.
- ▶ There still exists, intolerance, prejudice, racism and discrimination, which is inappropriate for the modern workplace.
- ▶ Diversity has enriched both the community and business.

Within Australia some of the *demographic changes* are also interesting. At the 2001 Census, Australia had 18,769,074 people. Of this population:

- ▶ 43% were either born overseas or had at least one parent born overseas. This represents just over eight million Australian consumers.
- ▶ Over 200 languages were spoken, with the most common being English, Italian, Greek, Cantonese, Arabic, Vietnamese and Mandarin.

Our language and cultural diversity is also strongly reflected in the Australian workforce. At October 2002:

- ▶ 23% of Australia’s workers were born overseas, with 15% coming from non-English speaking countries.
- ▶ 29% of the total number of small businesses in Australia were operated by people who were born overseas.

### Step 3

Changes in the Workplace.

Ask the following question to start the discussion.

Q What have been some of the other changes that you have observed in the workplace?

PWB Page  
14

OHP 14

**Discuss** and list on the flipchart or use OHP 14.  
Participants may also wish to copy answers into page 15 of their workbooks.

**or Flipchart  
6 (Optional)**

- ▶ Changes in the demographics of the workforce and an increasing diversity of middle and senior managers.
- ▶ Legislative requirements; discrimination, harassment, affirmative action, privacy etc.
- ▶ Staff retention impacting on the bottom line of the business.
- ▶ Increased market pressures.
- ▶ Increasing competition from overseas and within the Australian marketplace.
- ▶ Changes in technology requiring a creative approach to business, as well as increasing the need for effective communications.
- ▶ More mobile workforce.
- ▶ New thinking in job design due to employee priorities in relation to work/life balance.

**Explain** that other changes are evident from data collected through employee surveys and other research, which would suggest that employee priorities are:

**Show  
OHP 15**

- ▶ Satisfying and challenging work.
- ▶ Adequate payment of the work that is done.
- ▶ Job security.
- ▶ Recognition & appropriate reward for the work they do.
- ▶ Equitable treatment and respect from managers.
- ▶ Opportunities to balance their work/life responsibilities.
- ▶ To be consulted about changes in their workplace.
- ▶ The chance to be involved in the workplace.
- ▶ A satisfying and meaningful career.

- ▶ Increased flexibility in where and when work is completed.

**Ask:**

Q Are these perceptions accurate?

PWB Page  
16

From your perspective what else has changed in regard to what you need to be satisfied at work?

**Discuss** their responses and add to the list on the flipchart if you have chosen to use this. Participants may also wish to copy responses into page 15 of their workbooks.

Flipchart 6  
(optional)

**Step 4**

**Explain / Summarise** the learning from the discussion.

**Session 5 The Role Of The Team Leader – Time 15 minutes**

**Step 1**

**Explain** that all of the issues create a significant challenge for workplace leaders, so the role of the team leader becomes even more important.

**Ask:**

Q What would you expect a team leader who is committed to diversity to be doing in the workplace?

Flipchart 7

List responses on the flipchart. Participants may also wish to copy responses into page 18 of their workbooks.

PWB Page  
18

Possible responses include:

- \* Seeking input from all people.
- \* Encouraging new ways of thinking.
- \* Promoting use of differences.
- \* Attending immediately to issues where diversity is not respected.

**Compare** and summarise using OHP 16.

OHP 16

**Explain** that there are three key roles for the team leader when managing diversity. These are:

- ▶ Being self aware.
- ▶ Managing for Inclusion.
- ▶ Leveraging Diversity within the workplace.

**Explain** that in the following modules we will explore each of these roles and identify some ways in which participants can further develop the appropriate skills and behaviours to manage a diverse workplace.

In this session you will have the opportunity to participate in further discussion groups, and skill practices.

**Explain** and link forward.

Do this by explaining that the graph shows how an organisation moves through various stages of development before really becoming a Best Practice organisation in the area of Diversity Management. This process can take several years and requires commitment and in some cases significant changes in behaviours and workplace practices.

**PWB**  
**Page 17**

Q Where would you plot the organisation on this graph?

**OHP 17**

Q Why?

**Discuss** the key issues.

## **Module 2: Diversity - Personal Leadership**

Total Time: 1 Hour (or 1 Hour 15 Minutes with optional exercise)

### **Learning Objectives**

During this session, participants will learn:

- ▶ The importance of self-awareness and how aspects of their own self-awareness can impact how they respond to diversity situations.
- ▶ The components of emotional intelligence and its application to diversity situations.
- ▶ (Optional) How to support their own approach to diversity challenges, by using the organisation's resources/policies.

## Introduction

In this section of the workshop we are going to look more closely at our own self-awareness and understanding so that we can better manage situations in the workplace.

### *Session 1 Quiz – Time 20 minutes*

We'll start with a quick quiz that will help you take a look at some of the issues that you may need to address and skills you may want to further develop.

The quiz and instructions are in the Workbook page 20.

**Allow** 10 minutes to complete the quiz, determine their score and answer the question on page 22. Participants may want to start thinking about their next steps, if time permits.

**PWB**  
**Page 20**

**PWB**  
**Page 22**

### *Session 2 Emotional Intelligence – Time 20 minutes*

#### **Ask:**

**Q** What do you understand by the terminology 'Emotional Intelligence?'

**Check** if anyone is familiar with the concept. If so use their answers to build the description.

**Explain** that Emotional Intelligence (EQ) unlike your IQ is something that can be learned and developed. EQ is the ability to monitor and understand your own and other people's emotions and feelings and to use this information to guide your thinking and actions.

**OHP 18**

**PWB Page**  
**23**

#### **Ask**

**Q** Why is EQ important for managers and supervisors?

Studies have shown that EQ gives managers a distinct advantage. Great intellectual capabilities can help to make great analysts, marketers, engineers and production specialists; however well developed skills of empathy, and listening (all part of emotional intelligence) can help these specialists become skilled managers and team leaders.

These skills are especially important when managing diversity issues in the workplace.

**Explain** that if we look more closely at the components of EQ we will see that they can be divided into four parts:

OHP 19

- ▶ Self awareness.
- ▶ Managing our emotions.
- ▶ Empathy.
- ▶ Managing relationships.

In observing what it is that people with high EQ do we can see that typically they:

PWB Page  
24

- ▶ Label their feelings, rather than people or situations (give an example).
  - \* An example might be “I feel very upset about.....
- ▶ Use their feelings to help them make decisions (give an example).
  - \* An example might be where a team member is feeling very upset about how a matter was handled they may make a ‘snap decision’ to leave the organisation.
- ▶ Show respect for other people’s feelings (the next module will deal with empathy in more detail).
- ▶ Practice getting a positive experience from a negative situation or feeling. Words like “how do you feel about this situation?” and “What would help you to feel differently?”
- ▶ Don’t advise, command, control, criticise, judge or lecture others.

**Explain** that in the workplace people often face difficult and challenging situations so being in touch with your own feelings as well as creating opportunities for others can be quite challenging.

Some ways to help access your emotional intelligence are to:

OHP 20

- ▶ Listen.
- ▶ Separate content from feelings.
- ▶ Recognise your own feelings and emotions.
- ▶ Create time and space for your response.
- ▶ Speak slowly and calmly.
- ▶ Ask questions to clarify the situation.
- ▶ Acknowledge needs and concerns.
- ▶ Agree on the next steps.

### **Session 3 Card Exercise – Time 20 minutes**

#### **Step 1**

**Introduce Card Exercise.** Have the participants divide into groups of three or four.

LTK  
Page 13-14

**Give** each group a pack of question cards.

Flipchart 8

**Ask** them to spread the cards face down on the table.

Then:

- ▶ A group member takes a card, reads the content and briefs the other team members on the content.
- ▶ The cardholder then explains the situation and their response.
- ▶ Using the questions on page 26 of the Workbook, work through the situation.
- ▶ Ensure that within each group each team member selects an example. Also ensure that both positive and less favourable examples are used.

PWB  
Page 26

#### **Step 2**

**De-Brief** the Exercise.

**Discuss** the key learning points from the exercise. These might be:-

- \* It can be difficult to identify people's real feelings.
- \* Controlling and managing one's own feelings in a tense situation can be a challenge.
- \* People often give strong clues about a situation via their body language, although it is important to check out what you are seeing by asking questions.

#### ***Session 4 Internal Procedures – Time 15 minutes (optional)***

**Explain** the organisation's policies and procedures on Diversity, Work/Life Balance, Harassment, Discrimination and EEO (optional, add at least 15 minutes to your time schedule if these are included).

#### ***Session 5 Summary***

**Summarise:**

One of the challenges we face as managers and leaders is becoming aware of our emotions and understanding why we feel that way. We need to be able to manage our reactions and feelings in an appropriate manner so as to retain the trust and confidence of our staff.

Diversity in the workplace is a business issue. It impacts on our ability to attract and retain talented staff. As well it has the potential to affect our ability to provide the most appropriate level of service to both our internal and external clients.

# **Module 3: Diversity – Managing for Inclusion**

Total Time: 2 hours (or 3 hours with optional exercise)

## **Learning Objectives**

During this session, participants will learn:

- ▶ Skills in using the three day-to-day relationship skills (Building Mutual Respect, Expressing Empathy and Promoting Inclusion) to build rapport and encourage involvement in discussions.
- ▶ A framework for conducting conversations which explore issues, solve problems, encourage initiative and ensure actions around diversity issues.
- ▶ Ways to identify actions to prevent and intervene in common diversity challenges.

## Introduction

The leader's day-to-day behaviour determines how the theory of diversity is turned into practical application. In this module we will explore the foundation skills required by leaders to support a diverse work environment.

### *Session 1 Inclusion – Building the Environment – Time 10 Minutes*

#### Step 1

**Explain** to the group that the challenge in Managing Diversity is to create a workplace that encourages inclusion and discourages the barriers to inclusion that may be created by differences.

<b>PWB Page 29</b>
------------------------

**Ask** one or more of the following discussion starters:

**Q** What are some reasons people may not share their ideas/thoughts?

Responses might include:

- ▶ Shyness.
- ▶ Feel it is inappropriate to say anything.
- ▶ Worried they may look silly.
- ▶ Not sure how to express themselves.
- ▶ Don't feel it is appreciated.

**Q** What might be the impact of this continuing?

- ▶ Loss of ideas.
- ▶ Other people don't think the person wants to be part of the team.
- ▶ Person becomes less able/willing to share.
- ▶ Person becomes isolated.
- ▶ Open communication on the team is not achieved.
- ▶ Teamwork is diminished.

Note that there are also questions prompted on pages 29-30 of the Participant Workbook, if you want to refer participants back to it when asking the following:

**Q When is inclusion necessary or appropriate?**

**PWB Pages  
29-30**

- ▶ More ideas/new ideas are needed for improvement.
- ▶ The discussion impacts the person/team or the job they do.
- ▶ There is confusion or issues to be sorted out.

**Q When is inclusion not always possible?**

- ▶ Emergencies, safety, etc.
- ▶ When you just want inclusion for inclusion's sake and aren't going to use the input.
- ▶ Time issues (eg customer response).
- ▶ Note that while you may not be able to include everyone at a particular time, it might be possible to include them after the situation has passed to consider alternatives or preventative actions.

**Ask** the group how they might describe the importance of inclusion to their workgroup and what they can do to encourage it. Take examples from two or three volunteers.

**Step 2**

**Explain** that managing opportunities for inclusion or difficulties that arise requires a leader to both:

**OHP 21**

- ▶ **Respond** quickly and effectively to situations that discourage inclusion; and
- ▶ **Pro-actively** identify and introduce strategies that encourage inclusion.

A workplace is more likely to be inclusive when the leader's day-to-day behaviours build rapport and trust. It is the ongoing relationships that establish a foundation for communication and trust.

### Step 3

**Ask the group** to identify some of the leader behaviours they have seen that build communication and trust.

OHP 22

**Record** these on a flipchart with three circles, putting behaviours into categories of Building Mutual Respect, Expressing Empathy and Promoting Inclusion. Do not have these labelled. After collecting some ideas, label each circle and introduce the Relationship Skills for encouraging trust and open communication.

Flipchart 9

### Session 2 Relationship Skills – Time 40 Minutes

#### Step 1

Begin discussion about *Building Mutual Respect* by asking the group to think of a time that someone in their workplace had a different way of doing something or a different idea or thought from themselves (provide your own example).

OHP 23

**Ask participants to answer the questions on page 32 of their Workbook.**

**Ask** the participants to now think of something positive about what the person does differently. **Ask** if this is easy to do.

Respecting other people's differences is about trying to see that their approach is appropriate for them and being open to trying to find the positive side of it.

**Indicate** that this does not mean you have to agree with the person's different approach or idea, but see it as an opportunity to learn and expand your own thinking.

**Review** the actions to Build Mutual Respect and the examples in the Participant Workbook, page 31.

## Step 2

**Introduce** the concept of Empathy.

OHP 24

**Link** the second Relationship Skill, Expressing Empathy, to Emotional Intelligence by indicating that this skill involves recognising the emotional aspects of others and demonstrating our own Emotional Quotient. It is using our “social radar”.

**Tell** the group that empathy differs from sympathy. With empathy, you do not have to agree with the person’s feelings. You are just acknowledging the feelings the person has and letting the person know you are aware of them.

**Ask** the participants to think of a person with whom they may feel empathy and what helps them to feel empathy (Exercise, Qn 1, Workbook, page 33). Indicate that when relationships are positive and people are similar, it is easy to feel empathy.

PWB  
Page 33

**Ask** what might block people from being empathetic (Qn 2).

Possible responses:

- ▶ May be outside your belief system.
- ▶ May think it is the person’s own problem or fault.
- ▶ Lack of understanding of the person’s background and experiences.

**Provide** your own example of when someone could not be empathetic. For example, it is difficult to understand how a person with a particular disability may not be trying to get themselves back to work if we have not experienced that disability.

**Indicate** that even sometimes when we feel empathy we fail to communicate it. Communication of empathy involves using both skills.

**Review the two skills on Workbook, page 33** – *Active Listening and Responding rather than Reacting*. Highlight the point that using Active Listening means we read between the lines to listen for feelings and avoid judgment about those feelings. It also means we openly acknowledge the feelings and what caused them; paraphrase what the person has said and be willing to put aside our own emotional agendas so we can clearly hear others' signals.

**Review** the examples of Expressing Empathy in the Participant Workbook page 33.

### Step 3

**Conduct Round One** of the empathy exercise (Participant Workbook, page 34).

**Divide** participants in pairs. Ask one person to discuss something they need support for at work for two minutes. The other person responds only using empathy – no comments or questions. If you have the time and wish to extend the exercise, have participants reverse their roles. This part is optional.

Flipchart 10

**Ask** how easy it was to focus on just listening for feelings and expressing empathy?

**Discuss** that it is especially hard to listen for feelings and respond to them when there are situations that make us upset or angry or impact strongly on our belief system. Yet, it is in these situations that expressing empathy is critical to resolving differences. Empathy encourages people to share more information and thus build better understanding and encourage communication.

**Conduct Round Two** of the empathy exercise. Participants work in same pairs.

PWB Page  
35

Partner number one talks about something they have made up that would greatly impact on the other person (eg they have crashed into the person's car in the parking lot and badly damaged it; they have wiped a large part of information off their computer). Partner number two can only respond with empathy. Again, if you wish to extend the exercise, have partners reverse roles.

Flipchart 11

**Summarise** by indicating that empathy is not easy, but with practice can be a skill that helps to build relationships even in difficult situations.

#### Step 4

**Explain** that listening for people's feelings can be difficult because different backgrounds, communication styles and expectations affect how feelings are expressed.

**Ask** the group for some differences in how people might communicate.

Possible responses:

- ▶ Some people are more direct.
- ▶ Some people don't like talking about their feelings.
- ▶ Gender based learned behaviour and culture impacts on how feelings are expressed.
- ▶ Some people are very passionate about things.

**Review** examples provided in the Participant Workbook on pages 35-36 if not brought up in discussion.

**PWB Pages  
35-36**

**Explain** that if you are not sure of another person's feelings, checking out whether you have heard them correctly is important. It is also important to learn about other cultures and differences in communication. Overall, be aware of your own style of communicating and the impact that it could have on others.

#### Step 5

**Transition** to the third Relationship Skill, *Promoting Inclusion*. While the other two skills set the climate for involving people, it is important to continually seek involvement from everyone.

**PWB Page  
37**

**Ask** what the difference is between inclusion and assimilation?

- ▶ Assimilation assumes the person will blend in and do things as they are done by the dominant group. In this case, the benefits of diversity are not realised.

- ▶ Inclusion values diverse perspectives and encourages those differences to be shared. It means people are encouraged to participate in ways that are comfortable for them.

**Summarise** by saying that how leaders involve people in discussion demonstrates their willingness to promote inclusion. Review the ways which inclusion can be encouraged, as defined on page 37 through the use of open-ended questions, expressing your willingness to hear different viewpoints and seeking ideas before giving your own. Review the examples on page 37 of the Participant Workbook.

**Conduct the exercise for open-ended questions** on page 38 of the Participant Workbook as a large group. Ask for a better open-ended question. Some examples are provided below:

<b>PWB</b> <b>Page 38</b>
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Q Has anyone got any ideas about this?

- \* Alternative: What are some ideas you might have about this?

Q Do you think the plan to all go out for dinner is a good one?

- \* Alternative: Before deciding, let's explore all the options. What are some other things we might do as a group for a social event?

Q Did you know your actions caused a problem for the rest of the team?

- \* Alternative: How might your actions have been viewed by the rest of the team?

Q Do you understand the instructions?

- \* Alternative: What questions might you have about the instructions?

Q Will this work station arrangement suit you?

- \* Alternative: What aspects of this workstation will work for you? What modifications would you see as useful?

**Step 6**

**Conduct the Relationship Building Skills Exercise** (select the handout appropriate to your industry or workplace from the Leader's Tool Kit pages 16-27, or develop your own examples).

LTK  
Pages 16-27

**Divide** participants into pairs. Vary the pairs from previous exercises.

Flipchart 12

**Assign** each pair two of the scenarios, review instructions and give them eight minutes to complete.

When pairs are complete, **review** responses in large group.

**Possible responses:**

Sample answers are provided below. Remember there are no correct answers. You or your participants may have different responses that are just as appropriate or better. Use the answers below as appropriate to encourage participants to think of using a range of Relationship Skills.

**Manufacturing**

**Situation 1: Expressing Empathy and Promoting Inclusion**

*"I can see that it is frustrating not to be able to have your ideas considered. How do you think you might approach your supervisor in a way that recognises their experience so that they might be more willing to listen to you?"*

**Situation 2: Building Mutual Respect and Promoting Inclusion**

*"How might these people feel being new to the country, culture and job? What might be a way to discuss the concerns with them so they are not offended?"*

**Situation 3: Building Mutual Respect, Expressing Empathy and Promoting Inclusion**

*“Your beliefs and values are important to you and to have to listen to things that offend you must be upsetting. Is there a way you might explain to them how you feel or an idea of how we might help them to understand your concern? I would like to be sure it does not cause more problems for you, but that you feel comfortable in the workplace.”*

**Situation 4: Building Mutual Respect and Promoting Inclusion**

*“This group has always got along well and worked together to identify improvements. Forgetting that not everyone can go to the pub may leave them out of important discussions. How can the team be sure to involve them before implementing an idea?”*

**Retail**

**Situation 1: Building Mutual Respect, Expressing Empathy and Promoting Inclusion**

*You sound like you have reached your boiling point not having an opportunity to say how you think things should work around here when you have some good ideas. Why do you think the supervisor might act this way? What might you do differently to encourage the supervisor to take your ideas into consideration?”*

**Situation 2: Building Mutual Respect and Promoting Inclusion**

*“You have been a good worker and are conscientious about attendance. What pressures do you think X has and is there a way you could help X think about getting support rather than arguing about it?”*

**Situation 3: Promoting Inclusion**

*“How do you think a new person feels who can't fully participate? Why don't you include X in thinking of some alternate activities the whole group could enjoy? There may be others in the group who occasionally would enjoy something different?”*

**Situation 4: Building Mutual Respect, Expressing Empathy and Promoting Inclusion**

*“I know you have put a lot of effort into getting this system up and running. Systems always seem to have problems at first that frustrate all of us. When the department manager tried to offer assistance, what made you snap at her? Is there another way you might have handled her offer?”*

**Office**

**Situation 1: Expressing Empathy and Promoting Inclusion**

*“It must feel limiting when you are not getting to do more of the challenging aspects of the job. How do you think your supervisor viewed your approach to them yesterday in terms of handling difficult situations? What do you think you could do to let the supervisor know you are ready for those challenges so that you get more satisfaction from the job?”*

**Situation 2: Expressing Empathy and Promoting Inclusion**

*“It has been hard to get some of the basic equipment and resources we need. How is the team benefiting from having the new person on the team? How might the team and the organisation benefit in the future by having some of the modifications made? Will it enable us to recruit others who can offer different perspectives about some of our customers that those of us without disabilities can’t fully understand?”*

**Situation 3: Building Mutual Respect, Expressing Empathy and Promoting Inclusion**

*“You all have been very good in the past at working out the roster. It is difficult when a new situation upsets that roster and there could be other people with requirements in the future. What problems will this raise for people and has the group talked about how they might resolve these?”*

#### **Situation 4: Promoting Inclusion**

*“The lunch sessions for management seem to be a great way for people to get to know each other better as well as a place for information exchange. How might it disadvantage the team as a whole if a manager is not always able to be at the lunch? Do you think that other managers might be missing out on the input of this person? How might the person’s success in their own job be impacted? Has the group considered rotating days so that other managers might have more flexibility in their calendar?”*

**Transition to the next session** by indicating that when it is necessary to resolve issues or to develop opportunities for using diversity, it is helpful to have a structure for planning and conducting the discussion.

#### **Session 3 Inclusion Guidelines – Time 10 Minutes**

##### **Step 1**

**Indicate** that the Inclusion Guidelines ensure that discussions lead to a mutually agreed outcome or action plan, provide an opportunity for all information to be explored and keep the discussion on track.

Briefly **review** each of the Guidelines and hints to make each one effective.

**OHP 25**

**Point out** the Inclusion Guidelines Planner on page 42 of the Participant Workbook. **Refer** to page 43 as an opportunity to review your use of skills after conducting a discussion.

**PWB  
Pages 42-43**

**Indicate** the Planner is especially useful when first using the skills or when the situation may be difficult.

## Session 4 Practice Opportunity – Time 60 Minutes

### Step 1

**Tell** participants they will now have an opportunity to practice the Relationship Skills and the Inclusion Guidelines in some real-life situations.

**Handout the two Practice Opportunities** you selected from the Leader’s Tool Kit, or the scenarios you created. Ensure you have enough copies for the group of the leader information, partner information, planner and evaluation questions.

**Divide** the group into two teams. **Assign** one scenario to one team (Leaders #1) and the other scenario to the other team (Leaders #2).

**Allow** 10 - 15 minutes for each person to read the background information and prepare their Inclusion Guidelines Planner. An option is to have two people with the same scenario prepare together, but ensure both complete Inclusion Guidelines Planners.

After 10 - 15 minutes, **stop** the group. Leaders #1 can have 5 more minutes to prepare.

**Handout** Partner information to Leaders #2 and indicate they will put their own scenario aside for a few minutes and prepare to be the person for Leaders #1 to talk to. **Ask** them to read the background information.

**Ask** them to think about:

- ▶ How they might feel in this discussion.
- ▶ How they will react.
- ▶ What ideas they might have to contribute to the discussion.

**Remind** them that this is a practice opportunity and they should not plan to be overly difficult people. They can use their own names and be themselves.

LTK  
Pages 28-42

Handout  
selected or  
created  
scenarios

OHP 26

Flipchart 13

After 5 minutes, **match** Leaders #1 with partners. Note that it is important for the facilitator to consider who might be people that will work well together. **Allow** 10 minutes for the discussion.

At the end of 10 minutes **stop** the pairs and ask Leaders #1 to conduct the evaluation using the Inclusion Discussion Evaluation form. **Allow** 5 minutes for feedback.

**Handout** to Leaders #1 the Partner information for the second practice opportunity. **Allow** 5 minutes for them to read the background and consider the preparation questions. Leaders #2 will have this 5 minutes to review their Planners and add any more information.

**Allow** 10 minutes for the discussion. At the end of 10 minutes stop the pairs and **ask** Leaders #2 to conduct the evaluation using the Inclusion Discussion Evaluation form. **Allow** 5 minutes for feedback.

## Step 2

**Debrief** the Practice Opportunity exercise by asking the following questions:

Q Which Relationship Skills did people use effectively?  
How did they help the discussions?

Q Which Inclusion Guideline was the most difficult? Why?

Q What skills will be important to use back in the workplace?

**Step 3** (*Note that this summary is also included after the following optional exercise. If you are doing the optional exercise, you should not summarise here.*)

**Summarise the Managing Inclusion Session** by highlighting that the leader's ability to use the Relationship Building Skills and the Inclusion Guidelines will help to establish a workplace culture that values and uses diversity for innovation, creativity, productivity and increased satisfaction.

**Session 5 Diversity Challenges –Prevention and Intervention - Time 60 Minutes (Optional)**

**Step 1**

**Introduce** this session by saying that even though leaders may use the Relationship Skills and Inclusion Guidelines, there may still be challenging situations to manage. These require dedicated use of the skills to intervene, but also require thoughts on how to prevent such situations from happening again.

**Review** the points on Intervention and Prevention from the handout provided in the Leader’s Tool Kit.

**Handout  
LTK  
Pages 44-45**

**Step 2**

**Indicate** that in a few minutes participants will look at some of those challenges and discuss ways to manage them. However, some challenges cannot be handled by the leader alone.

**Discuss** resources in the organisation that can assist in helping with diversity challenges. This may have been covered in Module 1 when discussing the organisation’s policies and practices. If so, make reference to that discussion.

**Step 3**

Handout the four or five Diversity Challenges that you selected from the Leader’s Tool Kit or created prior to the workshop, which are appropriate and address issues that may exist in your organisation.

**LTK  
Pages 46-55**

**Divide the group** into three teams (if there are more than 15 participants you may want four teams, but this will add to the time required for the game).

**Flipchart 14  
(optional)**

**Tell the group** that they will address the challenges through a game, which will require them to listen to the responses provided by the other teams. Use the flipchart to keep score.

Provide the following instructions:

- ▶ Each team will receive a copy of the challenge. Each team will have four minutes to read the challenge and prepare their answer as to what they would do to intervene and what they would do to prevent the situation from occurring again. Encourage them to think of their own actions as well as others they might involve.
- ▶ Team 1 will provide their answer. Teams 2 and 3 will listen. Team 2 will have a chance to agree or disagree with Team 1's response. If Team 2 agrees, Team 1 will get three points and Team 2 will go first with the next Challenge.
- ▶ If Team 2 disagrees, they must indicate why they disagree and provide their answer.
- ▶ Team 3 will agree or disagree with Team 2's answer. If they agree, Team 2 gets three points. If they disagree, Team 3 must give the reason why and indicate their answer.
- ▶ After Team 3's response, the facilitator selects the team with the best answer and awards three points to that team.
- ▶ **Handout** the second Diversity Challenge for the second Round and allow five minutes for the group to develop their answers. Team 2 must give the first response.

This activity encourages all teams to give their various ideas and generates good discussion. As facilitator it is important you **do not** make judgmental statements. Allow teams to challenge each other until all responses are given. In debriefing each challenge you may want to add ideas or resources that were not thought of by the group or ask prompting questions about the impact of their actions or non-actions.

You may want to be creative about scoring. You may want to award extra points for particularly good ideas even though a team did not win the Challenge Points. You can deduct points if people do not use the Relationship Skills in challenging each other or if they do not demonstrate valuing diversity. This is meant to be fast paced, fun and an opportunity to encourage participation.

Conduct four to five rounds of the Challenges (or more if time permits). Congratulate the winning team. You may want to provide a small prize such as a chocolate bar to the winning team members.

#### **Step 4**

**Summarise the Managing Inclusion Sessions** by highlighting that the leader's ability to use the Relationship Building Skills and the Inclusion Guidelines will help to establish a workplace culture that values and uses diversity for innovation, creativity, productivity and increased satisfaction. It is also the leader's role to manage diversity challenges and work to prevent situations that create them.

*Note that this summary has been included previously, ie at the end of session 4, on page 42 of this Leader's Guide.*

**Transition to Module 4** if applicable, by indicating that the next leadership skill is to build the capability of their people to leverage diversity for its full benefits.

**PWB Page  
45**

## **Module 4: Leveraging Diversity – Achieving Results**

Total Time: 1 hour 20 minutes (or 1 hour 30 minutes with optional evaluation)

### **Learning Objectives:**

Participants will be able to:

- ▶ Recognise components of a workplace that pro-actively foster and value diversity to achieve business success and employee satisfaction.
- ▶ Identify leadership actions that develop diversity capability in the workplace.
- ▶ Target areas for further developing diversity capability in their own workplace.
- ▶ Use a consulting process to build actions for enhancing innovation, productivity, creativity, inclusion and customer satisfaction in their workplace.
- ▶ Summarise aspects of diversity and communicate a vision of valuing diversity in the workplace.

## Introduction

**Transition** from the previous session by saying that managing existing situations is one aspect of valuing diversity. The real advantage comes when leaders can look beyond the day-to-day opportunities and consider how they can build an environment that uses diversity to enhance services and processes to meet customer requirements and/or improve productivity.

### Session 1 Meeting the Challenge – Time 20 Minutes

#### Step 1

**Indicate** participants will look at a workplace and identify aspects that support diversity.

1. **Divide** the participants into groups of three or four.
2. **Handout** the selected case study from the Leader's Tool Kit and **ask** participants to read the case study and in their group answer the questions on pages 46 and 47 of their workbooks. **Allow** 15 minutes.
3. **Debrief** the activity by asking each group to provide:
  - One idea/practice they liked in the workplace they read about and how it contributes to valuing diversity. Make links to the impact on business success, customer satisfaction and employee satisfaction.
  - How the workplace they read about is like theirs; what is missing from their workplace that is in the case study.
  - What barriers might they face in implementing one of the ideas in the case study in their workplace?

LTK  
Pages 56-65

PWB  
Pages 46-47

Flipchart 15

#### Step 2

**Refer** to the Leadership Maturity Continuum on page 48.

**Indicate** this is similar to the Organisational Continuum shown in Module 1, *if this was used* ('Diversity Maturity Curve' on page 17 of the Workbook). The Leadership Maturity Continuum describes a leader's level of awareness and pro-activity in building an environment that leverages diversity. **Ask** them to mark where they might be in terms of action and awareness on the continuum.

OHP 27

PWB  
Page 17

**Indicate** that a leader needs to be pro-active in developing their own capability and that of their teams to ensure productive diversity.

**Ask** the participants for examples of actions they may have taken or seen other leaders take to leverage diversity in their workplace. If people have trouble thinking of ideas, refer to the list on pages 48-49 of their workbooks, for the categories where actions might be taken. They should refer to the question on page 49.

**PWB**  
**Pages 48-49**

**Refer** to the Strategies to Leverage Diversity table on page 50 and indicate that examples are provided against each category.

**PWB**  
**Page 50**

## **Session 2 Consulting on Diversity – Time 30 minutes**

### **Step 1**

**Introduce** the Consulting on Diversity Activity. Have same groups work together. Provide the following instructions:

1. Groups brainstorm at least 20 ways in which they might build diversity capability in the workplace. They may use the categories as prompters for their ideas.

Reinforce the concepts of brainstorming – no judgment, write everything down, keep moving. Have one person write down the ideas on the back cover of the book. **(5 minutes)**

2. Each individual in the group will then select one idea they feel they could implement. **(1 minute)**  
Encourage participants to select different ideas.

Each individual describes why they chose the idea and how it will enhance diversity capability in their workplace. In the small group the others “consult” by using the questions on pages 51-52 to help the person develop an action plan. **(8 minutes per person)**

**PWB**  
**Pages 51-52**

### **Step 2**

**Debrief the activity** by asking each individual to briefly share in the large group what their activity is and what the first step is that they will do when they get back to the workplace.

### Step 3

**Transition** to the final part of this session by indicating that diversity has many facets. One aspect of their role as a leader is to communicate the importance of diversity and paint a picture of what a workplace that values and leverages diversity might be like.

### *Session 3 Productive Diversity – Time 30 Minutes*

#### Step 1

**Introduce** the final activity by saying that they will now have an opportunity to utilise the diversity in the class group to produce a statement on the vision of diversity for their workplace.

**Divide** the group into new groups of five or six people. For this activity you want a good sized group to make use of as many differences as possible.

**Ask** participants to turn to page 53 and review the instructions by saying:

1. Think about the concepts that have been discussed and your own self-awareness and skills. Each person will select a piece of coloured paper and draw a picture – no words – that represents what you have learned and something you will do to enhance the value of diversity in the workplace. **(5 minutes)**
2. In their groups they will briefly describe their picture and attach it to a large piece of butcher paper to make a mosaic. **(1 minute per person)**
3. As a group they will come up with a sentence that describes the group's vision of diversity and write it on the poster. **(5 minutes)**
4. Discuss and identify how the group made use of its differences to produce the final poster and vision statement. **(5 minutes)**

**PWB**  
**Page 53**

**Flipchart 16**  
**(One per group)**

5. Be prepared to give a three minute summary of the poster/vision statement to the whole group and how the differences within the group contributed to it.

## Step 2

**Post** the posters and have the group do a “gallery walk” with each group describing their poster/statements. Respond by linking their ideas to concepts developed in the program.

(Alternate shorter version)

Have groups develop a vision statement only using numbers 3, 4 and 5 in the Step 1 instructions. Allow slightly more time to develop the statement.

## *Session 4 Individual Evaluation – Time 10 Minutes*

**(Optional– add additional 10 minutes)**

### Step 1

**Handout** the Diversity Quiz found in the Leader’s Tool Kit or one which you have prepared yourself. Allow participants 10 minutes to complete and collect. Debrief the questions to identify any areas of concern or confusion.

**LTK**  
**Pages 66-67**

**You may wish to email/send the quiz one week after the program if more appropriate or running short on time.**

### Step 2

**Thank** participants for their participation in the course and indicate that positive steps identified in the program will lead to your organisation increasing innovation, productivity, creativity, involvement and job satisfaction.