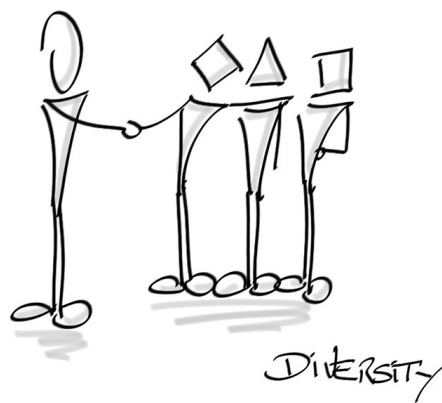# DIVERSITY IN TOURISM

Trainer's Handbook

DIVERSITY

Content

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Diversity training for tourism Project 2019-1-IS01-KA202-051161

General introduction: Why this handbook, and how to use it

This handbook gathers everything a Tourism company needs, to set up training sessions on Diversity. It has been funded by the European Commission in the spirit of supporting companies and staff working in Tourism to discuss and learn about diversity and diversity management.

Both its conceptual and practical approaches were developed within the framework of an Erasmus + project that involved training specialists and tourism companies, in Iceland and in Ireland. It is designed to tackle in depth the complex questions raised by a diverse work environment, and to propose a variety of options for companies that wish to explore them.

The handbook is intended to be self sufficient, so that companies can pick it up and implement it 100% internally if they wish to. In this spirit, the following topics are covered :

1- Picking-up this training and choosing how to best implement it
→ Evaluate if the training matches your need and resources, and choose your overall goals

2- Preparing for the implementation
→ Choose the best training format and build a trainers' team around your project

3- Delivering the training
→ Follow the format and content you chose and evaluate regularly

4- Following up with the training
→ Follow up activities, Dissemination and supporting new ideas and initiatives

What is diversity and why does it matter?

People's mobility has increased in the recent decades, making globalization and migration a topic of even stronger relevance than before. It is particularity relevant within the tourism industry, which is directly exposed to a wide diversity of individuals, both customers and staff.

While it comes as obvious that it is a key aspect of the industry, it is sometimes less clear as to why, or as to how to discuss it. Fears, taboos and generally lack of points of references can create hidden dynamics that can lead to difficulties.

This training aims at providing some insights by answering various key questions: What is diversity ? Why and how is it important in the tourism industry? What space is given to these questions by the companies, and what can be done to better address them? How do these questions influence the company's image and the spirit in which staff operate in them?

Diversity does not only mean a country of origin. It can take many forms, from social background to gender or age. And yes, diversity can mean tensions, misunderstandings and conflicts. But it can also mean creativity and discovery, thanks to different approaches and points of view, that can be leveraged for a company.

In all cases, it is a key component of the identity and of the daily life of many tourism organizations, from a new person's first day to the overall company management. As such, it

is a subject worth spending time on to understand it better.

Key concepts' summary

The training is designed to be flexible and to adapt to each organization's goals. However, **two key aspects** remain consistent, regardless of the format:

1- It should be agreed that <u>discussing diversity is complex</u>, and that it requires looking at some equally complex concepts. This training is not about generalizing about Asian people, Americans or Nordic people, it is about looking deeper and understanding better how diversity works as a whole.

2- Participants to any training session should be told that they are not expected to be right or to follow a "class-style" teaching. The goal is to be exposed to relevant and inspiring thoughts and then to <u>create spaces to discuss the many aspects related to working in a highly diverse environment</u>, and to look collectively at how to better address and leverage this context. It is ok to share difficulties and discomfort. It is key to do so in a general climate of trust, and a spirit of openness and acceptance of other people's views.

Key notions support this approach and are at the heart of the training's theoretical content:
<u>The notion of culture, cultural elements and intercultural relations</u>
Culture is often brought forward to explain differences and tensions. It is a key aspect of "who people are", and how they interact. It is also, however, an easy target to blame in case of misunderstandings and problems, leading to easy and harmful generalizations. This training aims at putting words on what culture is and how it plays a role in organizations.

<u>The notion of identity and identities</u>
Individuals identify with many things - some more openly than others. Our identities define "who we are", regardless of how visible they are to others. One may easily attack someone else's identity without meaning any harm, and yet trigger a strong reaction. Awareness of our own, and of others' identities is key to better collaboration within diversity.

<u>The notion of group dynamics, group belonging and sameness</u>
Humans stick naturally to their peers. What is like us puts us spontaneously at ease. Collectively, it creates group dynamics that favors what some call our "sameness". With no ill intention, groups can exclude differences. For a strong collaboration within diversity, from onboarding to management, we must be aware of these dynamics, in order to tackle them.

<u>The notions of stereotypes and discrimination</u>
The step to generalizing on "others" is never far from group dynamics. When it leads to a different behavior towards specific groups and individuals, it leads to discrimination. Giving a place to discuss this question with staff is key to ensure the quality of the workplace, and to design solutions to being more inclusive.

<u>The notion of privilege and personal biases</u>
All this is only possible if individuals look openly and honestly inward, and recognize their personal biases - everyone has them! This training aims to provide a supportive context to reflect on these questions.

Finally, it is the essence of this training that it should be run using <u>the knowledge and human diversity within each company</u>. Outside facilitators are welcomed if the company wishes to,

but internal staff should take part in it as much as possible.

Implementing this training in your company

Who should pick up this training?

Any tourism organization interested in the question of Diversity can implement this training. There are however a few conditions that should be kept in mind:

- Discussing diversity requires a minimum amount of time and preparation. It cannot be a 15 minute pep talk. Nor can the training sessions be run without preparation. It is a time investment, flexible and adaptable, but that companies need to evaluate.
- Discussing diversity can trigger expectations. It is important to communicate well to staff regarding what is being and what will be done. If the sessions lead to news ideas to better address diversity, it must be ensured these ideas are indeed considered.
- This training should be supported by at least a few people inside the organization. Setting-up a "Diversity Training Team" seems like a good way to ensure success.
- Training's format and goals should be chosen based on the size of your company and on issues you are facing or want to address.

Choosing goals that match your organization

This training can cover many goals:

→ Giving space to diversity, making it a topic of conversation within the company
→ Preventing or addressing tensions
→ Developing news ideas and solutions to better collaborate
→ Bringing people together around a common and inclusive organizational culture
→ Helping people discover eachother better

Based on these goals, you can choose the format (length and topics) we want to implement. You can also choose who will deliver the training, and who will receive it. It can find a place in a wider HR policy, and should be discussed as part of an HR effort.

It takes time and resources to gather staff for training sessions. Choosing the participants well is key, and depends on your goal - if you want to tackle a specific issue within one team, gather the whole team. If you want to "spread the word", gather the managers, leaders or "influencers". If you want to come up with new ideas, ask for volunteers or target specific individuals. The diversity within the participants' group will match the value of your sessions.

Setting up a team - Finding and training Trainers

Setting up a team to support the project is key. It makes sense to include HR staff, but the group of Trainers should be diverse. It is possible to ask an outside trainer/facilitator to take part, but it is in the spirit of the training that it should mainly involve internal staff.

Staff can become trainers, with no requirements of specific educational background. However, it is important that the trainers are chosen from a variety of backgrounds (for example; gender, age, job title), with communication skills, open-mindedness and interest towards the topic of diversity. Experience in education is obviously interesting but not mandatory. People that hold negative attitudes towards minority groups are not suitable to become trainers.

The project team should meet and discuss the training's implementation. The trainers should prepare and adapt each session, and feel comfortable with it scontent. They also should key aspects of "training others" (See "General advice for Trainers" and "Training's content" below)

Designing the right training format for your company

The training content has originally been designed for a 2 half-days format. It is however a modular format that can be tailored according to the organization's needs and resources. It can be subdivided in 5 sessions with different "Focuses", or in 8 "blocks", with 2 "extra blocks" that can be used additionally or to substitute some of the regular blocks. It can also be recomposed in any way the training team finds relevant. One of the first steps in implementing the training is therefore to decide on the content and the time/format that can be allocated to these sessions.

An important aspect is to decide how much time is given to creating ideas and solutions for the company to better address the questions around diversity, through open questions and group work at the end of each session, or by running some of the "extra blocks". This should be considered carefully, as these "ideation" sessions can be very productive, and therefore create expectations from participants for further developments.

Training Overview

Day 1- Diversity, Culture and Interculturality at the workplace

Focus on discussing diversity

Block 1 - Defining diversity

Slides 1 to 8 - From defining diversity to identifying group culture

Focus on culture : What is/are Culture(s) and why do we talk about it so much

Block 2 - Culture(s) and their limits

Slides 8 to 10 - From defining culture to acknowledging its paradox

Block 3 - Cultural elements at the workplace

Slides 11 + 12 - Identifying cultural elements at stake at the workplace, and why they are easy to blame

Focus on communication : What we say, how we say it and was comes across

Block 4 - Communicating in a highly diverse context

Slides 13 to 18 - Various approaches to communication, and how its is affected by cultures

Day 2- Identities, Group belonging, Discrimination and Inclusion

Focus on identities and groups : What do people stick together ?

Block 5 - Identity and Identities

Slides 22 to 27 - Defining identities and their importance

Block 6 - Group belonging and categorizing

Slides 29 to 34 - Importance and limits of identifying through groups

Focus on behavior and biases : how our actions are influenced, and for what result ?

Block 7 Stereotypes and discrimination

Slides 34 and 36 - from generalization to discrimination

Block 8 - Minorities, Privilege and personal biais

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Slides 37 to 39 - Recognizing the uniqueness of minorities, privilege and personal bias

Additional / modular blocks
Block A - Welcoming and onboarding people (Slide 42)
Block B - Group mapping of the organization (Slides 44 and 45)
Possible Training Format

<u>Two half days (recommended):</u>
Day 1- Diversity, Culture and Interculturality at the workplace

Key focuses	Subtopics	Support material
Focus on discussing diversity	Block 1 - Defining diversity	Slides 1 to 8 - From defining diversity to identifying group culture
Focus on culture : What is/are Culture(s) and why do we talk about it so much	Block 2 - Culture(s) and their limits	Slides 8 to 10 - From defining culture to acknowledging its paradox
	Block 3 - Cultural elements at the workplace	Slides 11 + 12 - Identifying cultural elements at stake at the workplace, and why they are easy to blame
Focus on communication : What we say, how we say it and was comes across	Block 4 - Communicating in a highly diverse context	Slides 13 to 18 - Various approaches to communication, and how its is affected by cultures

Day 2- Identities, Group belonging, Discrimination and Inclusion

Focus on identities and groups : What do people stick together ?	Block 5 - Identity and Identities	Slides 22 to 27 - Defining identities and their importance
	Block 6 - Group belonging and categorizing	Slides 29 to 34 - Importance and limits of identifying through groups
Focus on behavior and biases : how our actions are influenced, and for what result ?	Block 7 Stereotypes and discrimination	Slides 34 and 36 - from generalization to discrimination
	Block 8 - Minorities, Privilege and personal biais	Slides 37 to 39 - Recognizing the uniqueness of minorities, privilege and personal bias
Codesign of solutions	Block A - Welcoming and onboarding people	Slide 42

Smaller formats can be set up, dividing in Blocks or in Focuses, with additional sections where they fit best for the trainers. Opening and closing sides must then be adapted, as well as the "ideation/call to action" slides, which question participants regarding "what can we do as an organization to better tackle" the topic.

Trainers should adapt group talks (pairs, small groups, large groups, the whole group) based on the group size, the dynamic of the conversation and the will to have a certain variety within one session.

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Each session should be evaluated, even with a simple 5 minute "go around the table" exercise, where participants say how they feel. In case of multiple sessions, these evaluations can include feedback that will then be used by trainers for the future sessions.

General advice and tools for trainers

It is essential that the training content is adapted to each organization's culture and reality, and that examples are drawn from real life cases to better illustrate the main training concepts. That is one of the reasons why it is key that trainers come, at least partially, from the company.

Becoming part of this project can therefore mean becoming a trainer for colleagues. It is not always simple. It is important to keep in mind that being a trainer doesn't mean being the boss, knowing everything or telling who is right. It is about supporting others to reflect on the subject by following a training framework and providing insights and framework. This section of the handbook is meant to support future trainers to find the right posture, the right approach and the right tools to conduct the sessions successfully..

Organizing the Sessions
(Participants = People being trained - Trainer = People running the training)

Selecting the trainers
Trainers can come from any part of the organization. They should most importantly be motivated and interested in the subject of diversity, and in running a training. It is best if they volunteer, or at least if they can accept or decline the job. They can work as a team, together with the person supporting the initiative internally (HR, management…), and should be given autonomy in the training's implementation and delivery.

Selecting participants
Participants' group(s) should be between 8 and 15 people. It is important to keep a form of balance in terms of diversity within each group. That means a good balance between different cultures and origins, including "locals" and foreigners. It also means a balance between age, gender, experience and jobs. It is not a perfect calculation! It is only something to keep in mind.

The question of the language in which the training is delivered is important. Natives or fluent speakers will be more comfortable discussing diversity, which can exclude individuals with more moderate language skills. It is possible to have translators, or to work in small groups with similar language ability, supported by a facilitator to help run the conversation.

Logistics / Setting
The training can take place in a single room. Preferably, the participants sit in a circle, and desks are optional. Participants do not need to bring anything to the training. They will be provided with pens/pencils and paper for notes in discussions and group works.

Trainers arrive at least an hour before the training to make sure that:
● the computer system works
● there is sound available in the presentation

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- there are enough chairs for the participants
- there is paper and pens for participants
- there is water and/or coffee/tee available for the participants

Preparing the Sessions

Getting familiar with this handbook - and adapting its content

When the trainers have been selected, it is important to give them time to prepare. Preparation can be reading material (from this handbook, the training's website, or any other source they identify). They can also take part in participants' selection. The trainers need to prepare notes for the discussions and group work beforehand.

The training is divided into blocks, each with support slides. These slides are detailed in the next section of this handbook. For each slide, overall goals are described, together with a step by step to-do-list for trainers. There are also tips for trainers and additional content for most topics, including some "support questions" and a few examples trainers can rely on.

You will need time to review the content and each slide in order to feel comfortable about the training. The content and structure, including the slides, can be modified if it feels more natural to you, as a trainer. It is a normal process of appropriation.

Take also some time to make sure you understand the content and the key concepts around the training. You can try to explain them to one another or to other people before the training. You can also run the training on yourselves, as a test try. However, do not feel like you have to master every aspect of the subject: you are running a training to discuss and understand better diversity. It is not about mastering a technical subject. It is important to state that as you start the session with the participants: you support them and the organization, you are not teaching.

Preparing examples and support questions

For each key discussion, you will find **support questions**. They will allow you to go deeper into the subject, stimulate the conversation if you see it dry out, or bring the conversation back on track if it moves away from its original purpose. Do not hesitate to write more support questions ahead of the training, as you prepare.

It is also very important that theoretical concepts are illustrated by examples. This handbook provides some examples, but they will come stronger if they reflect your experience, or the company's reality. It is important to spend time **coming up with as many examples of your own as you can,** as you prepare the sessions. Slide 13 is a good support to prepare them.

Preparing for Participants' expectations and questions

From the start, it is important to keep participants' expectations in mind, and the image they may have of such a training. The way they are informed about the training is important, and should match organizational culture, in order to lower risks of rejections. It can be interesting to say that the training is not "formal education" and that it values taking time to discuss diversity, a complex subject.

As you prepare and discover the training's content, you will have your own questions and doubts. You will also imagine how some of your colleagues may react to some topics. It is important to anticipate "tough questions" and skepticism, and work as a team to find the best way to tackle them. Again, no need to "have an answer for everything". It is ok to

acknowledge the limits of a certain point, or the doubt some people will always have about it. But if you prepare yourselves for it, you will feel more secure and you will be more convincing.

During the Sessions

Being a trainer is not about knowing everything. It is about making others think and learn, through insights and content you provide, but also by using their own thoughts and exchanges. As a trainer, you are responsible for creating a space for discussion, and to set a direction you want the discussion to take. It's ok to say the subject is complicated (it is!). It is also ok to say people disagree, or that something is not unanimous.

It is not ok, however, to have participants being disrespectful, to you or to other participants. You are in charge and can ask for someone to change their behavior, or even to leave. You can call for a break or change to the topic of the conversation if it is not going in a constructive direction. You pilot the talks.
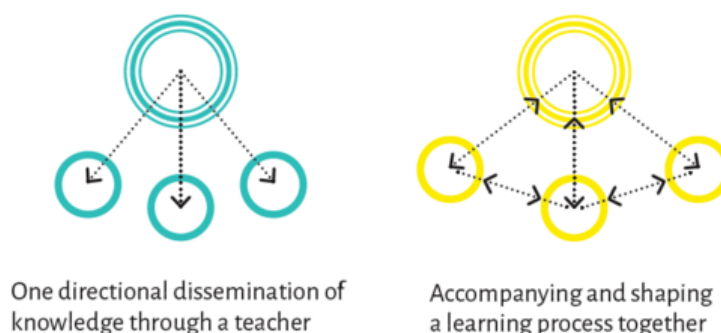
Facilitating the training's flow

As the session unfolds, you will conduct the conversation. Some people will speak more than others, and that's ok. You can regulate the talks, by checking in with quieter people every now and then, or by politely but surely moving on if someone takes too much space.

Some people won't be very clear despite a lot of words! Others will speak little but be very 'to the point'. You can paraphrase, reinterpret, go deeper with whomever you wish to. It is ok to insist on a question that you know better yourself, or that you find interesting. Be your own judge.

One of the goals is to create a "safe space" for people to share difficulties and complex questions. Mention the need for trust and for confidentiality if someone doesn't want their experience to be shared beyond the group. If you work as a group of trainers, you can divide roles, based on your personalities and interests, with someone making sure the balance is maintained between participants. You want to work as a "facilitator that brings up content", to support the quality of the conversation.

Teaching vs. facilitating

One directional dissemination of knowledge through a teacher

Accompanying and shaping a learning process together

Tips on possible difficulties
- Losing track and control of the discussion

It will happen! Discussions and time control are not perfect sciences when you discuss complex issues. From a participants' example, or because of the way you asked a question,

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the conversation will go one way and not another. Keep the big picture in mind, don't hesitate to reorientate debates, but also, don't try to control the discussions too much. If you work in pairs, one trainer can lead and another can look for balance.

- Dealing with a difficult or an emotional situation

Some subjects, like discrimination or group exclusion, can bring out emotional testimonies from participants. This training is a place for expressing and sharing. The trainers can support and encourage people to share, by showing interest, active listening and empathy. It does not mean trainers should provide an "answer" or approve of everything that is being said. Perhaps the group can be supportive simply by listening. It's ok to listen fully to a story, and check if the person is ok. It's also ok to move on afterward.

- Dealing with tough questions

You can anticipate tough questions when you prepare. You will feel more safe and equipt when they come up. Yet not everything can be planned! If a question surprises you and sets you aback, don't worry. You can try to acknowledge it (That's a tough question!), paraphrase and ask for more (What you say is…, right? How about?), or engage the group with the question. It is not "your content" and again, it is ok not to know.

- Assumptions

You know your organization and you know your colleague. Certain questions will bring assumptions from your end: "He says that because he wants to prove this or that…". "He will answer that because I am the one who brought it up", etc.. During the training, try to detach yourself from these assumptions. You are running a training, it is an important and complex topic and you are doing your best. Your questions are what they are, and so are your answers.

- Silence

Sometimes, a remark brings silence. Don't be afraid to let it sink. Silence can be intimidating, but facilitation is not a race, espacially when it is about discussing complex subjects.

Sometimes a group will be generally silent - usually at the beginning of the session. It can be frustrating and intimidating for trainers. But remember, they are here to participate, too. This training is designed that way. Ask questions to the group, and wait. Ask someone specifically if you need to. Change methods, have the group divide up in smaller groups and discuss your questions. Take your time. You'll find a way to make them talk!

- Conflict

When discussing privilege, discrimination, minority / majority relationships and intercultural collaboration, tensions can arise. Some topics will be more unanimous, but for others, it is likely people have different views. It is normal to disagree, and some people's positions will not move. The facilitators can acknowledge these disagreements, stating "we can agree to disagree". It is part of diversity to carry different perspectives. Individuals can try to persuade others, but it is also ok to admit a divergent view, espacially after a few minutes talking.

Unfortunately, these differences can sometimes lead, even unintentionally, to insulting or degrading statements. As a trainer, you are not responsible for these statements, but you have to decide what to do next. You can choose to act, by reinterpreting, using the conflict resolution model from the training (Slide 12) or showing a different perspective (how do you

think you would feel if you were xx and heard what you've just said?). You can also choose to cut the tension / escalation, by calling a break or moving forward.

And if the boundaries of respect have been crossed and insulting postures have been taken, you can also choose to be firm, pull someone back into line, or even ask them to leave.

How do we learn about differences and ourselves?

Talking about differences can be difficult for people. Therefore, it is important to discuss with participants the psychology of learning in a non-judgemental way. The training requires the participants to be ready to look within and face their own prejudice and negative attitude towards other groups or other characteristics in people. This can be very difficult and the trainer needs to be aware of the pedagogy of learning to prepare for these situations.

To do so, it can be helpful for the trainers to get familiar with the conscious competence model.[1]

The conscious competence model or the four stages of competence relates to the psychology of the process from incompetence to competence in skills.
The four stages are:
- Unconscious incompetence
  - An individual does not understand or know how to do something. Note, that sometimes people ovesaturate their competence and thus do not recognize the deficit. To be able to learn something new an individual must know and understand his basic knowledge on the topic.
- Conscious incompetence
  - An individual understands his deficit and knows the value of learning a new thing.
- Conscious competence
  - An individual understands or knows something. However, demonstrating the skill or knowledge requires concentration.
- Unconscious competence
  - An individual has so much practice with a skill that it has become, without the individual realizing, a competence.

Finally, in general, it seems important that trainers link their own learning and questioning to their trainers' position. It's ok to involve participants in the fact that you, as a trainer, may struggle with certain situations involving diversity. The training is also about supporting participants and trainers alike to reflect on their own biases. Don't be afraid to share unflattering examples or questions you're afraid are silly or touchy. It will only set the tone and allow participants to open more freely.

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[1] Various scholars have written about the conscious model as Robinson, W. L. (1974) Conscious Competency, the Mark of a Competent Instructor. The Personnel Journal - Baltimore, 53, pp.538-539, Diversity training for tourism Project 2019-1-IS01-KA202-051161

The training's detailed content

To focus better on the content of each slide, this section of the handbook is based on the Two Half-days format of the training, proposed on page 6. Except for openings, conclusions and transitions, the content remains the same regardless of the format.

Day 1

Slide 1 - "The start"
It is open when participants come into the room

When everyone is in the room the trainers start greeting the participants. It is good to break the ice with small talk and start creating a relationship. The trainers need to "read" the audience. To do this, ask questions to people - individually or in small groups - that make them feel comfortable - how they feel, their job, where they come from etc…

It could take up to 10 minutes for everything to get ready before starting the training. During this time it would be good to have the participants make their own name tags, for example with tape, if they are not familiar with each other already. This depends on the size of the organization.

They can sit anywhere they want, and enjoy coffee and snacks if there are some.

Slide 2 - Context and Introduction

Goal of slide 2: Recap of the context : the "why" and "how" of this training for the organization, and how it has been developed..

When the small talk is over and everyone is settled in the seat the trainers turn to slide two. In this slide it is important to explain why and how the company is running this training. It is also important to tell the story behind the training, and how it was developed. The trainers can use this story below as a script.

It is also the moment to acknowledge that it is an important but complex topic, and that no simple answer will be provided. It is not a classroom like training, participants' experience matters a lot.

The history behind the training:

The story begins in Iceland and in Ireland, at a time of a strong increase in tourism. Large tourist companies, developing fast, started to experience a variety of situations related to the diversity - in the relations with customers or among their own workforce, that they did not know how to solve. Customers came from all over the world and all sorts of backgrounds. Some employees belonged to very diverse groups of people, mainly due to migration. And there was no specific training available on diversity.

That is the context in which a social anthropologist from Iceland, Eyrún Eyþórsdóttir and a diversity consultant from France, Simon Papet, started to work with two companies, Icelandia in Iceland and the EI Travel Group in Ireland, to develop a training that the companies could support and later facilitate themselves. The red threat of the training was to approach diversity in a positive way, but without looking away from the difficult conversations that needed to take place to discuss it. Another key aspect was not to "put people into boxes' ', by labeling them by the country, religion or culture of origin. People are more complex than that.
The process of developing this training material involved multiple meetings and co-writing, in addition to pilot training sessions in Ireland and Iceland. The process took around three years, and led to the creation of the material presented in this handbook.

Slide 3 and 4 can come in any order

Slide 3 - Opening

Goal of slide 3: The goal is to create a climate of trust and friendliness. It is also to position the trainers as facilitators, even if they are part of the organizations

Who are you? - Discussions

- What is your name ?
- Where were you born?
- What is the furthest you have travelled?
- What is a place you would love to visit?
- What is your job in the organization ?

Trainers start the discussion with the participants on their background, by asking each of them to answer, in turn, to all the questions on the slide. The trainers can go first but it is not necessary. However, the trainers need to introduce themselves in the same way participants do. If you wish to proceed differently, we can have participants talk in pairs and interview one another with these questions, and then present each other to the group.

This discussion is somewhat an icebreaker, that aims to create a climate of trust and friendliness but also to shed light on the diversity within the group itself. It is important to keep this discussion lively and effortless for participants. It is an easy and friendly conversation, humor is welcomed.

Slide 4 - Working together well - Setting the common rules

Goal of slide 4: Communs rules are set, espacially regarding respect, communication and divergence of opinion.

Working together well, as a group

- What do you need as a participant to work and discuss diversity with serenity?

- What do we need as trainers to run our sessions well?

Trainers set the stage for the training, and how to make it a productive moment of sharing and collective thinking. They can chose two approaches:
- Not to show this slide, and simply stating some rules
- Show this slide, and set collective rules - both from participants and for themselves. In this case, they prepare rules from themselves to share, that match the training needs and spirit. They can also mention their own needs.

At least, the following rules for the training have to be set up:
- This is a safe space. You can share difficulties, misunderstanding, frustrations, questions that may seem silly or stupid at first.
- In order for that to work, all participants must show respect and let people express their thoughts. They must communicate without being rude, and be mindful of not being hurtful. Trainers can exclude someone who would become aggressive or insulting.
- Not everyone will agree on everything. It is ok to debate, to disagree, to express disagreement, and to recognize you think differently.

If they wish so, trainers can also set their own rules, including practical aspects (be on time, ask, or don't ask, before speaking, etc… If it is the case, they also can (should, if they are comfortable with it?) share that they are not experienced trainers, and that they feel a bit nervous about running the session. They welcome constructive feedback, and will get the session running as planned.

Slide 5 - The notion of Diversity

Goal of slide 5: Diversity can mean different things to different people. The goal here is not to decide on one type of diversity but to embrace the multiple dimensions of the concept.

As a group, participant answer the two questions above. Tell the participants that there are no right or wrong answers as this is a matter of personal views and opinions.

Possible support questions:

- What are the various aspects of diversity ? What can diversity mean beyond nationality/geographical or ethnic origins?
- What aspects of your work life are in touch with diversity ?
- How does diversity influence your day to day life at work?
- What would it change if diversity was no longer part of your work life?
- Do you think it is a topic that people understand well in your organization? Why?

Some of the points that can be covered in the discussion are the following :
- Diversity also means diversity of social background, of gender, of sexual orientation, of political views, of professional background, of behaviors, of interests etc…
- Diversity can lead to learning, enjoyable experience, misunderstanding and tensions.
- Diversity doesn't "just work", it requires to be somewhat understood
- Diversity mean thinking in terms of group, but putting people into boxes is not great
- Diversity is complicated - is it hard to define
- People want to do well in this subject, but in practice it is sometimes difficult. There can be a difficulty or a taboo to discuss issues related to diversity, because "it's bad" and because don't always know how to say certain things and address the question

It is likely certain topics will come up more than others, both regarding "types of diversity" and type of ways it influences worklife. It is also likely relationships with customers and relationships with co-workers are not discussed in similar lengths and ways. It is not a problem.

This part is very useful because it creates a first series of common discussions and common examples, that can then be referred to during the rest of the sessions.

It's ok at this point to leave questions unanswered and to have a part of the group that is not 100% on board. Some people may feel intimidated by the subject, and will need more time to make it concrete. Others may find it irrelevant, or a "fashionable" topic. The more anecdotes, stories and examples will be shared, the more they will feel connected to the subject.

Discussing diversity can lead to strong opinion differences. It is important to say that, and to establish that it is ok to disagree, even strongly, but that everyone has to be mindful of how their opinion affects others, and that it must be expressed in a respectful way. No violence will be allowed.

Some situations or issues may come up as unsolvable. They can be kept in mind for the future sessions, to see how the group can then come up with a new view of the problem, and possibly some solutions.

Slide 6 - Gathering and sharing experiences

Goal of slide 6: Support participants to reflect on their own experiences, based on their ideas of diversity from the slide before.

Trainers ask the participants to reflect individually on these questions, then to discuss them in pairs for 10 to 15 minutes. Pairs can be made with people who do not know each other.

After this time, ask participants to share with the whole group either :
- All the examples they came up with. Begin with question one, then two and last question three.
- One example that they find the most relevant when it comes to exploring the notion of diversity
- Something they learned from their discussion regarding diversity - something in common between their examples, or something that sticks out as an important factor to better understand diversity

As the participants share their examples, you can use some support questions:
- Why were you surprised? What was the real element of surprise?
- Looking back, do you understand why you reacted in this way? Do you see the situation differently? What was at stake?
- Is there something you wish you knew/had known then?
- Did you learn things / acquired skills from working in a diverse environment?
- What elements were unhelpful / interfered in that situation?

To make the conversation flowing, don't hesitate to switch participants often, to ask support questions that match each story and to regularly ask the group to join in (did you experience similar situations? How would you have reacted?)

The conversation may split into generalization and stereotypes, espacially when it comes to certain groups of customers. It makes sense, and this training provides insights to better read and tackle these situations. You can anticipate certain slides and share content as a reaction to one example. You can also mention that "we will come back to your example later". You can anticipate Slide 12 about analyzing tension if it helps.

You should stop the conversation if it leads too much to generalizing about one country "Customers for X or Y", especially if it gets picked up by several people in the group. Then maybe you can come back to that example during the training.

Possible examples to illustrate
While traveling to China, a European tourist may find customers to be rude to waiters in restaurants. They may also find waiters equally rude to customers. A quick conclusion may be to say that Chinese people are rude in restaurants, but another, more empathic approach, will lead you to realize that it is a question of expectations. No one expects a different attitude in that context. Traveling abroad, it is normal that people start acting as they usually do in a given context. They are mindful of being in a different environment, but don't always know what it implies. They are not being careless about another way of doing things, they are clueless about what is done differently and what is not.

While traveling in Japan, a European couple enters a traditional restaurant.As they enter, the waiting staff shows them to wait, and gathers to discuss. They can't communicate in Japanese, though they understand two words they have learned: "English Menu" - and there seems to be none. The tourists are ready to try to communicate with their hands and work something out, but they can't say that. After a few minutes, a waiter comes out of the group and shows them out, saying "sorry", with a smile. The tourists end up on the street with no further explanation, very surprised! Later, they discuss with a Japanese friend, who explains: the waiting staff concluded that there was no way to provide them with a satisfactory experience. It was better for everyone to stop it there. This clashes with the idea that customers should always be accommodated, a very clear idea in a European mind.

Slide 7 - Break

BREAK

Can also be taken after Slide 8, if the timing works better

Slide 8 - Groups and Social Identity

Goal of slide 8: To make participants understand the process of groups belonging and what are the elements that glue groups together.

Diversity leads to the notion of Group belonging (social identity)

Diversity leads to Group belonging = "social identity"

Groups create norms and habits that we call culture

Show the slide, then explain. Participants will react or not.

Discussing diversity leads us to the question of groups. It is, in a way, how we express diversity: people with differences, belonging to different groups put together; Here, these groups meet because of a tourism activity (customer-staff relation) or because they work in the same company (staff-staff relation)

Groups create a form of social identity, a feeling of belonging to a collective, a community, even small. Members of that group share norms and habits that we call a "Culture". That culture is not defined clearly, but it is an important way to identify oneself to the group.

Intercultural, so between-culture encounters are the bases of social interactions in a context of high-diversity. Understanding them is key to work better in this context.

If you move on to the next slide, you can stay only briefly on this one.

If this is the end of your session, you can conclude by asking each about thoughts and learnings from the session. You can introduce future sessions if they are planned. You can also show slide 19, and open to a group talk about "what can we do as an organization to work better in diversity.

Slide 9 - Types of culture

Goal of slide 9: To highlight the existence and the importance of the different types of culture, beyond the 'origins/country" vision of culture.

There are many types of cultures that meet at the workplace

- Origins
- Organizational / Company culture
- Social culture / Classes
- Jobs ("occupational culture")
- Places we live

And many more...

You can either show the slide and explain, or ask participants to reflect on the types of cultures and then show it. In this case, you may ask, "When we talk about cultures, we often think of "a country of origin". But there are many more types of cultures. What are they ?"

Culture is not only geographical, a "country of origin". It can be different things, for instance:
- A regional / local culture, that can sometimes be stronger than a "country culture"
- Organizational, or "company culture", is key in a professional context. One can do the exact same job in 2 different companies and have a completely different experience.
- Social or Class culture, which is funded on our socio-economic background, and sometimes education too. People share references and experience based on where they come from, and sometimes show these origines to others in their daily behavior. It can translate in living standard differences, that reinforce cultural belonging, through sharing habits, practices and norms.
- An "occupational culture", related to a profession. Doctors, lawyers, accountants, people in sales or logistics, drivers, catering staff, hotel staff, our job creates a group with common references, habits and attitudes. It can also create a way others may see us. It is a key concept at the workplace
- The place people live is a form of culture: districts/parts of town but also city/countryside or capital city / smaller towns can lead to strong cultural differences.

All these, and more, are at play at the workplace in tourism, being in the customer-staff relations or within the staff. Staff/Customers relations can be very different from one country to another, based on the fact that each group belongs to different cultures (occupational and social). At the workplace, occupational culture can collaborate or clash based on various aspects of their respective culture.

It is therefore key to understand what we put behind culture and culture dynamics.

Slide 10 - What constitutes culture?

Goal of slide 10: To illustrate and structure what is part of a culture, and to show the key aspects are not as visible as the superficial ones.

Participants only see the question on the slide.

They are invited to give examples of what elements constitute a culture. Trainers write their answers down on a large paper/flip chart. Without telling participants, they organize their answers: on top, the more superficial / practical aspects of cultures and habits. Below, the deeper aspects.
Once a substantial amount of ideas has been shared, trainers draw a line between superficial aspects and deeper aspects.

If they come up, "Communication" and "Language" can be written on the side, vertically. They are transversal aspects. As well, "Habits", "Norms" and "Values" can be written in different colors. "Habits" on top, "Norms" in the middle, below the line. "Values" at the very bottom.

Trainers then show the design, and explain the iceberg model:
Culture is similar to an iceberg, in the sense that certain aspects are visible at first, and others are buried deeper down. Certains aspects, for example the ones related to values, require a lot of time to discover and understand.

We often see, and judge, a culture by its more visible aspects, while they are usually consequences on the deeper aspects. People dress, eat or speak a certain way because of norms, contexts and values. If we judge superficial aspects of another culture by our norms and values, we will not understand why people behave differently. Only by understanding their norms and values can we reach that understanding.

Slide 11 - No unity in cultures

Goal of slide 11: To show the paradox around culture: they exist, but have no clear limits, and no one represents 100% their culture.
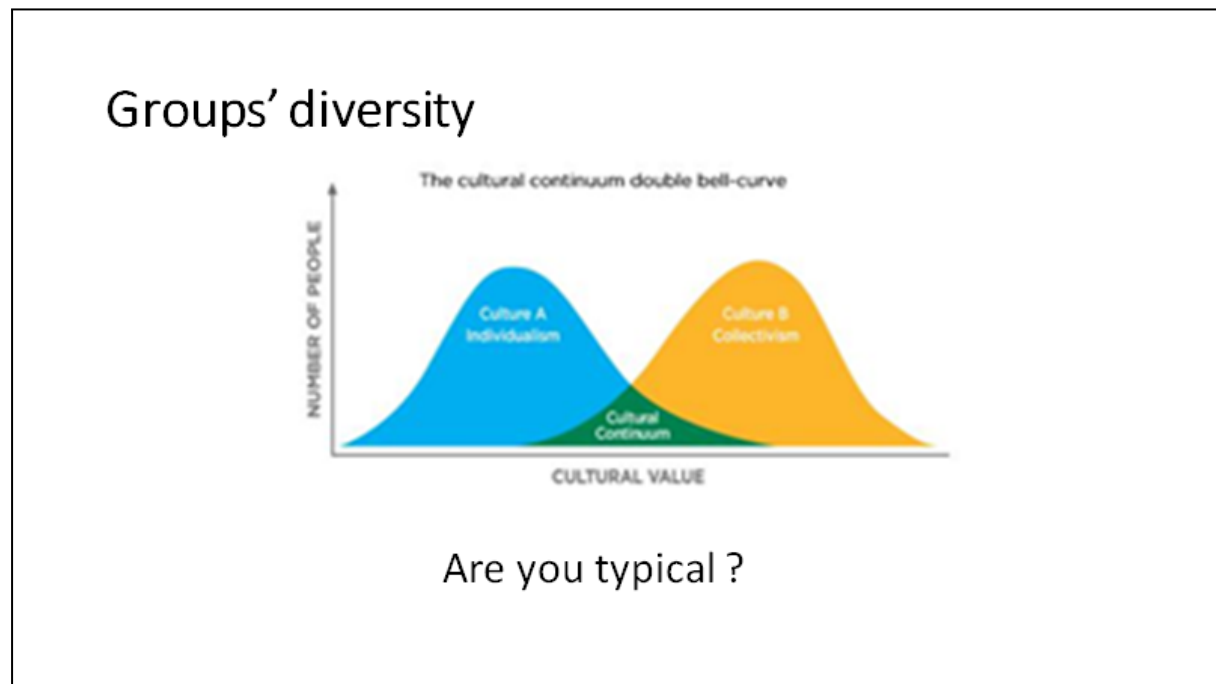
Start this slide with explaining the double-bell model. You can close the explanation by asking openly the questions "are you typical?" to the group, and close the discussion. You can also ask more precise questions and enter the subject in detail.

The double bell model shows that in any given culture, or for any cultural component within a culture (how loud one speaks, how feedback is given, how you accept a gift, how you eat, anything...), people will act more "typically' than others. Cultural groups are diverse internally. Some individuals will even be part of a cultural group and be proud to be different for certain aspects. If you compare cultural aspects between two cultures, it may be that a member of culture A is more like members of culture B for certain things.

Also, no one is 100% typical of one culture. Everyone differs from the group's norm one way or another. Complete unity inside a cultural group is a myth.

If you want to go further, you can ask the support questions:
  - In which way are you typical of a culture you belong to?
  - In which way are you not typical?
  - Has it happened to you that people assumed you would act in a certain way because you belong to a cultural group, while your behavior is different?

Further readings
Some researchers have developed the notion of "cultural dimensions", that can be compared from one culture to another. It is the case of Hofstede, who developed various tools in this sense. It doesn't include diversity within a culture, but it remains interesting.

Slide 12 - Tensions in an intercultural environment

Goal of slide 12: To show how several aspects play a role in conflicts, and why culture is easy to blame.
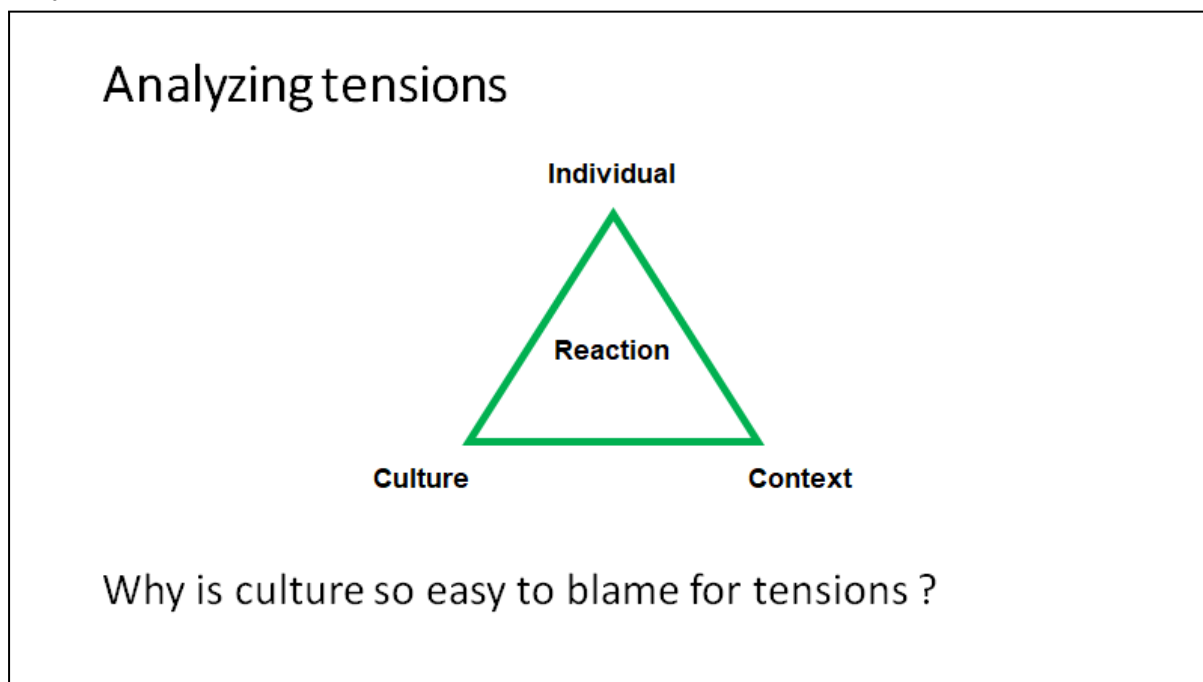
Trainers present the Analyzing Tensions model. Then they ask the group "Why is culture so easy to blame?". They can add support questions if they wish to go deeper in the subject.

The Analyzing Tensions model proposes a grid of reading to explain better any reaction in a given situation. It differentiates what comes from the person (what is unique to them), from the context (what was the situation at the time?) and what is culturally related. All three elements are linked:
  ● Individuals are unique and have their own reactions, regardless of context and culture
  ● Context can trigger memories and posture questions, related to a person's history
  ● Individuals and the way they read a context in culturally influenced
But by taking each perspective in turn, we can see a tension situation from different angles.

It is interesting to illustrate this with an example, either from trainers or from a participant who wishes to share a conflictual situation they experienced or a misunderstanding that lead to an unspoken tension.

Trainers can chose to go deeper using support questions:
  ● Looking back, are there any intercultural situations you think you could have handled differently ?
  ● Can you look at the examples of tension you discussed before (Slide 5) and see what was caused by the individual, the context and the culture ?

Finally, trainers ask the group why culture is so easily blamed in such situations. Answers can include the fact the culture is blurry enough that it doesn't require to be precise, that culture is sometimes not fully understood, creating a feeling of fear, or that if the person's culture is different from your own, you can't be involved in the blame. It usually avoids the need to question everyone's attitude to pin the tension on one person's difference.

Slide 13 - Cultural components at work

Goal of slide 13: Highlight and Illustrate some of the most frequent cultural elements at stake at the workplace.

Trainers show only the title of the slide, and ask participants "What kind of cultural components play a role in work-relationships (staff to staff). They can write down answers or not, and ask participants to illustrate their ideas with examples. Then they show the list on the slide (one by one) and say these are topics that have been identified as important factors. For each, they explain and come up with examples to illustrate.

- Time management
What does it mean to "be on time"? There can be different ideas about what it means to be punctual and what is acceptable in being late.
There are also different approaches to planning, anticipating and organizing ahead. Some cultures favor preparation and anticipation. To an extent, that can lead to self-censorship or reducing spontaneous actions. Others favor "on the spot" reactions and last minute flexibility, leading sometimes to problems, and people in need of guidance to an unpleasant position.

- Sense of urgency
What does it mean for "something to be urgent"? Should you drop everything and do it, or should you just move up on your priority list?
How do you communicate urgent things? In some organizations, the culture will be to send an email with [urgent] in the subject. In others, it will be to call or to meet : "email is for day-to-day stuff, important matters are discussed in person."

- Limits
Any rule creates limits. How rules are followed, and to what degree of precision is a key cultural element. In some cases, being too loose of the rules seems unprofessional. In others, being too precise will seem childish and a waste of time.
"At what speed above the limit are you really in violation of the speed limit ?" Not so obvious.

- Uncertainty and need for structure.
How do you handle risk? How do you plan ahead? Is initiative going away from your duty, or something you should be doing? What can managers do about it?

- Expectations from work
Many things influence the way our work matters to us. It can be a variable part of people's identity. Do you work to live, or do you live to work? Do you work somewhere in order to return somewhere else ? What does it mean to "act professional"?
Most importantly, what are the consequences on work connections and perspectives if people have a different way to see and talk about work?

- Relation to hierarchy and rules
What do people expect from a boss? How much should they communicate, stay in touch, ask for permission, be independent? All these questions are related to culture.
Do you expect everything to be asked and clear, or do you expect a possibility for initiative. Should you ask for promotions, and should you wait for them? Also, how does gender play in hierarchy? Some people have different reactions to a male or to a female boss.

- Managing and expressing opposition and feedback
Different cultures will approach opposition differently. The same is true with giving feedback and expressing critical thinking. And expressing these thoughts can be more or less direct, confrontational or mentioned using segways and analogies. Too direct or too Indirect a feedback can be surprising. A direct approach can create tension or be taken personally. An indirect approach can seem unclear or simply not being noticed.
One can also think they are expected to be critical to be good professionals, as others may wait until they are being asked.
Some cultures also strongly differentiate professional feedback from personal judgment, and therefore be very critical of a specific project - hurting others with a different approach.

- Expectations from colleagues in work actions :
Do you expect your new / young colleague to watch? To ask? To try? To wait? As a new staff member, do you think others will support you spontaneously, or wait for you to ask in order not to show superiority? Peer relations is very culturally related, as it touches notions like autonomy, professionalism and also pride and humility.

- Expectations from colleagues in relationships
In some firms, jobs or countries, it is customary to frequent your colleague outside of work, or to be friendly at the workplace. Other contexts can have a different norm, where work and personal life are kept separate. When onboard a new staff member, it can quickly become a key issue if expectations are mismatched.

⇒ Many norms are culturally influenced, so there are 2 things to keep in mind :
- What is normal and obvious for me is not necessarily normal and obvious to you. There is no "right way" of, for example, being on time.
- Cultural awareness and communication are key to setting a common norm that any group needs to function. It will be easier for those spontaneously closer to that norm, espacially is that norm if the one of the dominant culture - for exemple, the culture of the country the company operates in. It is therefore harder for people who are different. The question becomes, how does the company support them?

Slide 14 - Communication

Goals of slide 14: Understand that communication styles can both vary between individuals but also between groups, f.e. cultural groups.

Trainers explain to participants that there are different ways of communication and remind the participants that messages sent are not always the messages received. That means that the person that is saying something might have a different meaning attached to what is being said than the receiver.

After explaining this, trainers open a group discussion (small group or whole group) based on the questions on the slides, and ask participants to share different ways and habits colleagues follow when they communicate.

For some examples, trainers can use "support questions":
- Why do you think they communicate in this way?
- What aspect of communication is at stake? What is it precisely that surprised you?
- How did this communication still make you feel? How do you think the other person felt? Why?

Trainers conclude by saying that when something is said to us, we first and foremost use our own thoughts, attitudes, biases, world views and so on, to decode what is being said. Culture is a key element in this. But people might also have different styles of communication that do not depend on cultural elements (see slide 12).

We call "Assertive communication style" the clearest meaning that allows people to express concerns, set limits and motivate others in a respectful way.

Slide 15 - From Sender to Receiver

Goal of slide 15: Explain the basic dynamic around any communication, and how it can be influenced by cultural differences

Coding and encoding process

Feedback

Sender → Encoding → Message → Decoding → Receiver

Noise
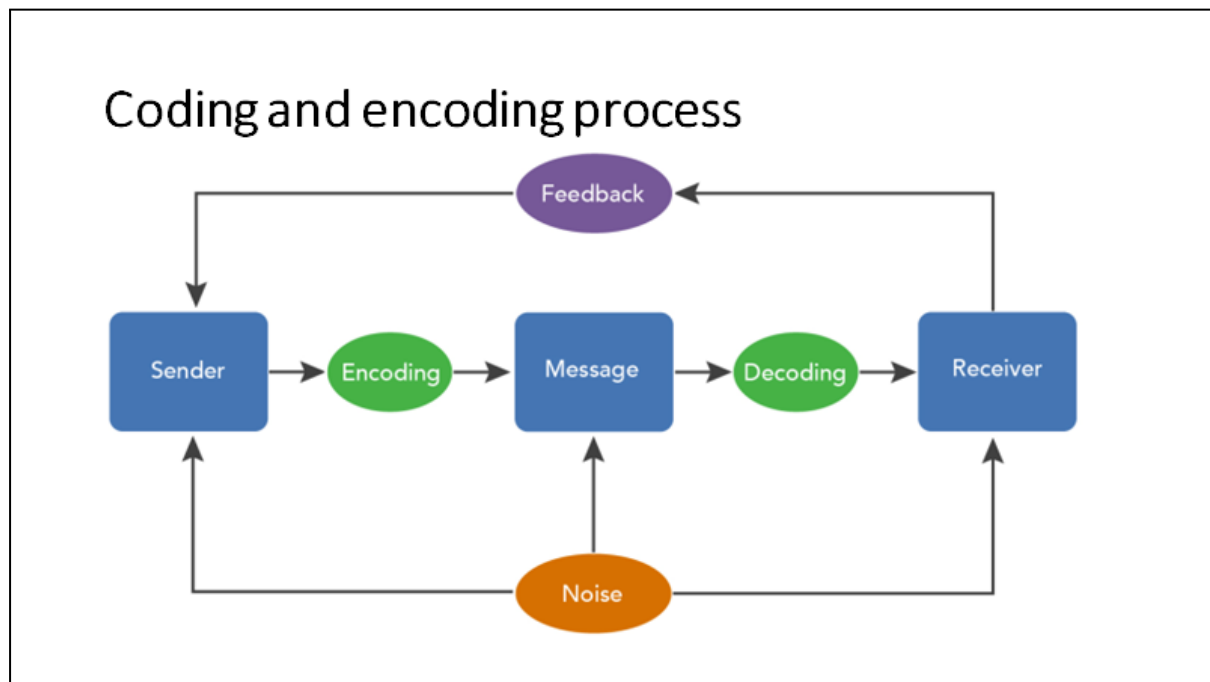
Trainers show the following model and explain it. Then they ask how each aspect can be influenced by cultural differences.

When "Senders" send a message, it has already been encoded - by their own way to express what they mean. This creates a message, with words, that reflects something they have in mind, in a certain way. Maybe even themselves wouldn't find the message 100% reflecting their thoughts. The encoding process is also influenced by many factors.

The message is then decoded by the receiver, with the same sort of influences. That basic setting alone leaves room for misunderstandings, confusion, or the feeling that the message is clear but with a different meaning for each party. Outside "noise" can also add up, form context, previous exchanges, stereotypes etc… that can influence what is genuinely trying to be said.

Feedback is a key element in communication. It can be simple things, like nodes or quick interactions. Online calls have challenged our need for feedback a lot. It validates your message and credibility as a sender, even in ways you don't realize. Try having a long conversation in the dark, you will miss key insights (who speaks when, do people agree…)

All these aspects are influenced by cultures. The encoding / decoding involves many styles of communication, which are really cultural: direct or indirect, linear or circular, friendly chat before business or business before friendly chat… It also relies on deeper cultural aspects, like the need for context, the pragmatic vs conceptual approach, the way to express opposition or doubt, need for validation etc…

The way we need and provide feedback is also key, and can lead to the feeling of a lack of interest or an exaggerated reaction when the person only expresses feedback differently.

Slide 16 - Aspects of communication

Goal of slide 16: Show the difference between Verbal, Non-verbal and Paraverbal communication, and how they are all influenced by cultural approaches.
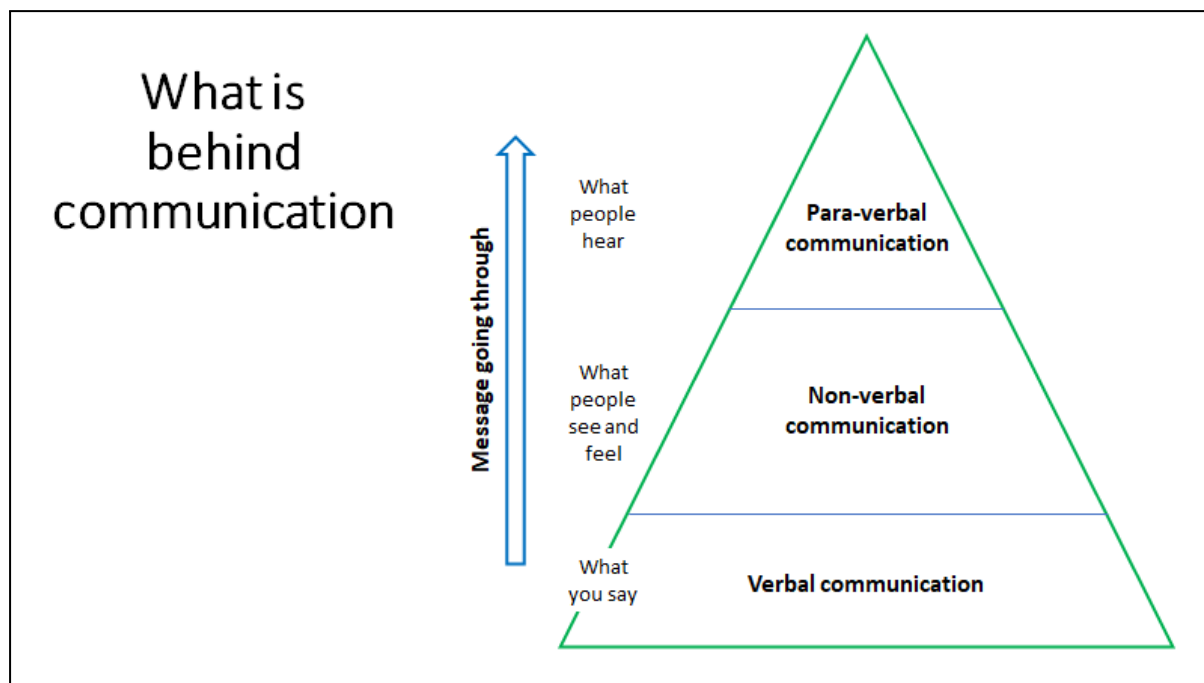
Trainers explain briefly the model on the slide. Then they turn to participants to ask if they have examples or Para-Verbal and Non-Verbal communication situations that illustrate a different way to communicate.

❖ Verbal communication is what you say: the words you choose to use

❖ Non-Verbal communication is everything the body does, how the body stands and how the body moves while you speak

❖ Para-verbal communication is the way you speak: speed, pitch of your voice, nervousness in your tone, how loud you talk…

Participants share examples. The group then reflects on how Non-verbal and Para-verbal communication can affect the clarity of the message, and why they can be enhanced in a highly diverse environment.

Possible exercise on Non-verbal communication:
Participants think of a funny anecdote or story to tell another participant, in pairs. The story should last about 5 minutes. Then they move into pairs and start talking.
As they do so, the trainers change the nonverbal setting, several times. It can be :
● Move 15 cm closer to each other than you are now (or the opposite)
● Keep constant eye contact (or the opposite)
● Stop moving completely as you speak (or the opposite)
● Speak noticeably louder than you do now (or the opposite)
● Take the other person's hand of touch their arm

The group then debriefs on the experience, and how it made them feel. All these aspects are cultural variables that could unintentionally be part of someone's behavior, even at work.

Slide 17 - Not only content… (optional)

Goal of slide 17: Going deeper into what affects communication, and how certain key elements can be challenged in a highly-diverse environment.
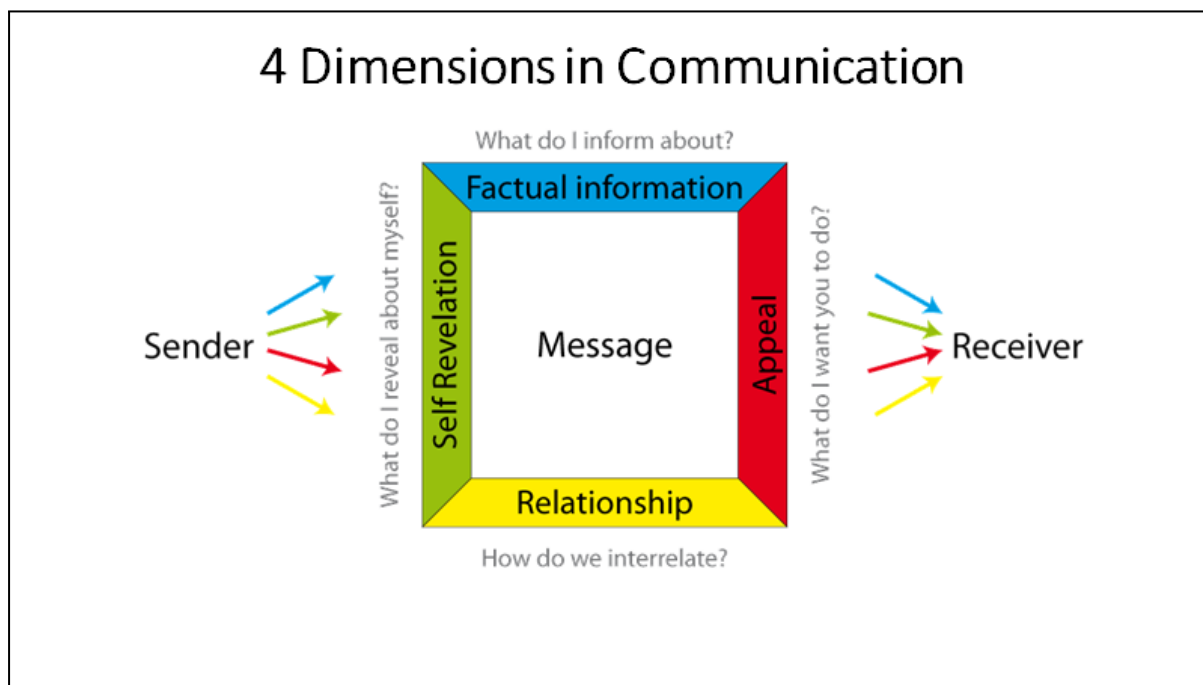
Trainers can share this model by Pr Schulz von Thum about the 4 dimensions of communication. In an intercultural context, it is espacially interesting to focus on the Self Revelation, the Appeal and on the Relationship dimensions.

The Self Revelation dimension requires for the sender to make a statement about who they are, in relation to the receiver. If the sender is the boss, or a much more experienced colleague, the way they position themselves may have consequences they don't expect if the Receiver is from a different culture. Some cultures are highly hierarchical, or value seniority and age a lot (sometimes, more than the importance of "being right"). In such cases, the Sender will send a message that will be completely modified simply by "who they are". If they are not aware of it, communication won't go through.

In a similar context, the Appeal dimension can also be very affected, especially if the Sender comes from a culture where very direct feedback is the norm. They cannot expect feedback or reaction if they imagine, or their social status is stronger than their request.

The Relationship dimension can influence both sender and receiver. It leads to the way people perceive their mutual relationship. If the sender considers the receiver as a friend, it will influence the way they speak about a professional matter. In some cultures, it will be a slight influence. In other cultures, it can be a game changer, where problems will very seldomly be mentioned to preserve the friendliness and low-tension work environment.

Slide 18 - Intercultural Communication

Goal of slide 18: Recap and appropriation: coming up with ideas to better tackle communication issues.

Trainers simply read the slide and ask the question to the participants. It can be discussed openly, focusing on specific aspects of communication, or not.

If it is a key topic for the trainers/for the company, participants can be put in small groups and discuss the question further, to then share their thoughts with everyone.

This slide, or the entire communication "Block" of the training can be done separately. It can be done later, for example a few months after a first in-person longer training session.

Slide 19 - Leveraging diversity within the organization

Goal of slide 19: Setting spaces for creativity, and allow participants to propose solutions in order to collaborate in diversity

Group work - discussion

- What can we do as an organization to collaborate better within diversity?

This slide can come at the end of any session or topic in the training. It can be placed at a moment the company and/or the trainers think best in order to meet the training's goals.

It is a key, engaging moment, as participants get to discuss how the training could apply to their workplace. Trainers ask participants to work in small groups - it can be after a time of individual reflection - and discuss what actions the company could undertake to support collaborating within diversity. The question can be rephrased based on the company's goals :

- better collaborate between colleagues
- better collaborate with customers
- better leverage the diversity present in the company
- better prevent tension related to diversity
- Better spread the content of the training.

Participants can then share ideas collectively. Several initiatives can be taken to follow-up on these ideas (see the Follow-up part of this handbook)

Slide 20 - End of Day 1 - Lunch

LUNCH

Day 2

Slide 21 - Launching Day 2

Goal of slide 21: Give space for sharing and discussing participants' thoughts about the previous session.

Thoughts from yesterday

Trainers ask participants if they want to share some thoughts they have had since the last sessions, about what was discussed then. No need to force anyone to speak if they don't want to. If nobody shows interest in sharing, the trainers can use the following support questions:

- What did you learn ?
- Situation you thought of - or were in - that could have applied to the previous session?
- Things you wish you had said then ?
- Things you wish you had not said? Why?

It is usually an interesting time to ask quieter participants what they thought, directing the questions to them. Don't put pressure though, as nobody should experience being forced. There is no problem if nothing comes out. In that case, trainers might share some of their own thoughts, and/or move on.

Slide 22 - The context of identity

Goal of slide 22: To understand better how we see ourselves and others, and in what way that influences how we perceive others. More immediately, understanding the notion of identities and how they are necessarily multiple.

Identity / Identities

- Identity is what we are or what we believe we are

- Each and everyone has many identities

Trainers explain that there are many different forms of identities - personal, collective, national, professional, religious and so on. At this stage, we are focusing on personal identities. Trainers explain:

- Identity is what we are or what we believe we are, what we identity to. Each and everyone has many identities. It is an individual's sense of self.
- Our personal identities also demonstrate to others who we are - or who we believe we are, and to what groups we belong to.
- It is associated with our behavior.

Trainer shares elements of their own identities (man, woman, Icelander, Christian, Musician, a parent, a son/daughter etc...). Give very simple, concrete examples (gender, parent, one big hobby). Think about it before, don't go too complex.

There are primary and secondary identities (as detailed on slide 28) but at this stage, trainers do now talk about the difference between them. Examples can therefore include both primary and secondary identities, with no distinction.

For the following 3 slides, trainers can switch from small group to large group, and from slides' questions to informal talk as much as they want

Slide 23 - Participants' identities

Goal of slide 23: To make participants aware of their own identities, and why they place emphasis on some elements more than others.

Trainers have participants individually reflect and write down their own identities (without telling them if they are primary or secondary).

After a few minutes, they then ask participants to share their answers with the rest of the group. If the group is too large, it can be divided into smaller groups.

At this point, do not ask the participants to state why these identities feel more important.

Possible support question to help participant find more levels of identities:

Our identities can be based on our role in the family or at work, physical character, ethnic or religious background. For example : Who are you at work ? What are your identities at work ? At home ? With friends ?

Slide 24 - Discussing identities

Goal of slide 24: to raise awareness on what matters most in identities, and the fact that some can shift based on contexts and time.

Trainers ask participants to share why some of their identities matter more than others, and have them reflect on why these elements are felt important to them.

Possible support question:
- What are these important elements related to?
- What do they have in common?

In smaller groups (2-3 people), participants then discuss the second question on identities' changes. They should particularly focus on what made their identity change.

Possible support question:
- Was the change from within, or was there something external that influenced the change?
- How did it feel when you realized that change?

Slide 25 - Further discussions

Goal of slide 25: Going deeper into conversations over identities, why they are complex and why they matter.

As a whole group, participants discuss first their learning from sharing identities. Then, they further discuss the questions on the slide:

●   Do you feel you are a very different person in one group and in another group? Possible support questions: asking people if they feel they are the same person at home and at work? Or in their home country and the country they live in? Or when talking their mother tongue in comparison to talking in the language of the country they live in?

●   Do you feel you have a double identity? Sometimes there are references to double identities in relation to migration processes and generation gaps. Do participants relate to that? When did they feel it?

●   How would you feel if someone attacked an identity that is important to you? This question can bring up difficult emotions if anyone has experienced racism or prejudice toward their ethnicity or cultural background. Trainers need to be prepared to tackle these emotions and give support.

Additional Support questions :
● How did it feel when your identities changed ?
● What identities would you fight for?
● What could be done in order to support you being more "yourself", regardless of who you are with? To be yourself at work?

It can be difficult to "be yourself" and express yourself if you are not comfortable with the culture, or with the language - even if you speak it on a daily basis. Do you feel it is sometimes difficult to be recognized for who you are ?

Slide 26 - Types of identities

Goal of slide 26: Going further in the concept of identity, by have participants reason more theoretically - to support a better understanding of the concept, for themselves and for others
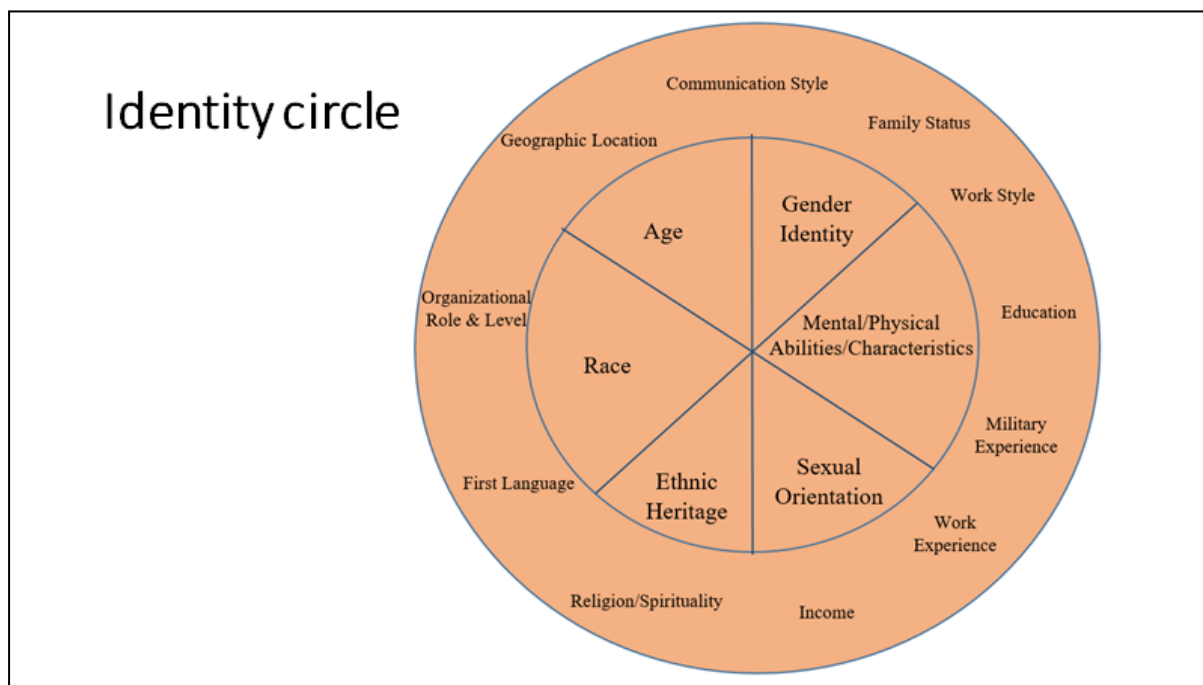

Trainers ask participants to reflect and sum up the conversation, by bring up more abstract / theoretical elements of what kind of identities exist.

Slide 27 - Primary and Secondary identities

Goal of slide 27: Introduce the identity circle and make the participants differentiate between primary and secondary.

Trainers then share and explain the visual model of the "Identity circle". Identities are usually defined in primary and secondary identities. Primary identities are what we cannot change over time (place of birth, disability, skin color…). Secondary identites are what can be influenced, by ourselves or by context - such as education, political beliefs, family status…

So as a recap, identity is the most general sense we can define identity as one's understanding of him/herself. It is the distinguishing character or personality of an individual. Primary identities are unchangeable parts of our identity and secondary identities are changeable parts. For example one can identity him/herself as: a man, old, blind (these are all primary), teacher, father (secondary)

If trainers wish to discuss further the question, they can use support questions:
 ● What would be the difference to you if you were to feel attacked for a primary identity or for a secondary one ?

They can also further explain:
It feels more hurtful to be attacked on a primary identity than the secondary. The bases for acts like hate crimes and hate speech are always aimed at primary identities, which makes the act directly more harmful. In many European legal systems, it is illegal to attack people on the grounds of their primary identities, such as skin-color, ethnicity, nationality, disability, sexual orientation or gender identity.

Slide 28 - Break

BREAK

Slide 29 - Identifying through groups

Goal of slide 29: Illustrate how complex the situation is in relation to forming our own groups around our own identities, and what we think we have in common with others.

This slide acts as a link reminder and a link with the conversation about culture, from Day 1.

Trainers explain that part of the discussions about identities is our belonging to groups. We have many different identities that make us belong to groups. Some we choose or can change (secondary identities, jobs, hobbies, political beliefs…), some we don't choose and can't change (origins, age, gender identity…). But they have in common that we belong to groups of people that we share something with.

People tend to favor their kind. It is normal to be attracted to others that are similar to you. It is an act to simplify things: if someone is similar to you, all communication becomes easier. This is normal.

However, when people get to know someone personally from a "different group", they realize they have much more in common than they thought before. Sometimes, they have a lot more in common than with people from "their groups".

This is a huge paradox! And ergo, all humans are more or less the same, but are attracted to the similarities that are visible and accessible to them.

Slide 30 - Ingroup/outgroup

Goal of slide 30 have the participants understand how people place themselves and others in groups and that can be the consequences of that.

Trainers then explain that all people tend to want to be part of a group and create boundaries within a group. Human beings have socializing needs. Based on perceptions of identities, we create social categorization and decide who belongs to what group. This creates boundaries between groups. In many cases, this is normal and fine. These are natural, rational and sometimes moral classifications.

However, It can also be irrational, impractical and incoherent - and bare very negative consequences.

It can create in-group bias: a tendency to favor your own group at the expense of others. If the context gives one of the groups more power than the others, it can lead to discrimination. For example, when a "national" and a person newly arrived in a country with a migration background meet, the power difference and the possible group bias from the national can lead to discriminating the person newly arrived. Same goes for seniority / length of experience in a company, when a group of long-term staff meet new people.

Sometimes, group boundaries, created on insignificant things, have serious consequences.

Slide 31 - looking for "Sameness"

Goal of slide 31: explain the group biases can create judgment and injustice.

Part of the in-group bias is to feel that people that belong to the same group as you are more important than others. It is a clearly excluding attitude that creates power relationships and exclusions. A group may judge and consider others equal, important or valuable only based on how "same" they are to them.

This can create a lot of tension when it comes to including diversity - people with a different background, experience or way to communicate, behavior, speak etc…

Trains can decided to go deeper on this topic, but asking support questions:
- What are the groups that are the most powerful in our organization ?
- What can we do as an organization to make sure groups know each other and treat each other fairly?
- What can we do as an organization to be more inclusive ?

It can also lead to additional Slide 42 regarding onboard people in the organization.

Slide 32 - Unexpected commonness

Goal of slide 32: Show that group boundaries can be created on insignificant things, and that it has flexible elements to it.

Trainers show this video:
https://www.youtube.com/watch?v=jD8tjhVO1Tc
They explain participants it is a Danish commercial for the National TV network (it explains the ending)

The video is rather powerful and may not need further comment or debrief. If trainers want to conclude before moving on, they can discuss the fact that boundaries are flexible, and that the fact of moving people around can create new boundaries (groups) or take down boundaries. Because, as said in the video, "in the end we are just all people". Most of us can find more things that make us the same than things that make us different.

Slide 33 - Guessing game

Goal of slide 33: Illustrate the link between identities and what we imagine of identities for others. Introducing the notions of generalizations.

Guessing game

- Find 3 statements about yourself – 2 true 1 false

- Try to make it hard for others to guess which is which !

- Try to guess from others

Group work:

The trainers ask the participants to play a game on people' identities. Each participant should think and share three statements about themselves. Two are right, and one is false. Others should guess the wrong one. Participants should try to make all three statements as plausible as possible.

After the game, trainers enter a discussion on how people's identities and perceptions of the others' are sometimes the same, and sometimes very different. We all have perceptions of others that are based on simple things. Sometimes they become stereotypes. Stereotypes can often be hurtful.

Slide 34 - Categorization

Goal of slide 35: To make the participants aware how we tend to categorize others from our perspectives, sometimes creating stereotypes. This is normal.
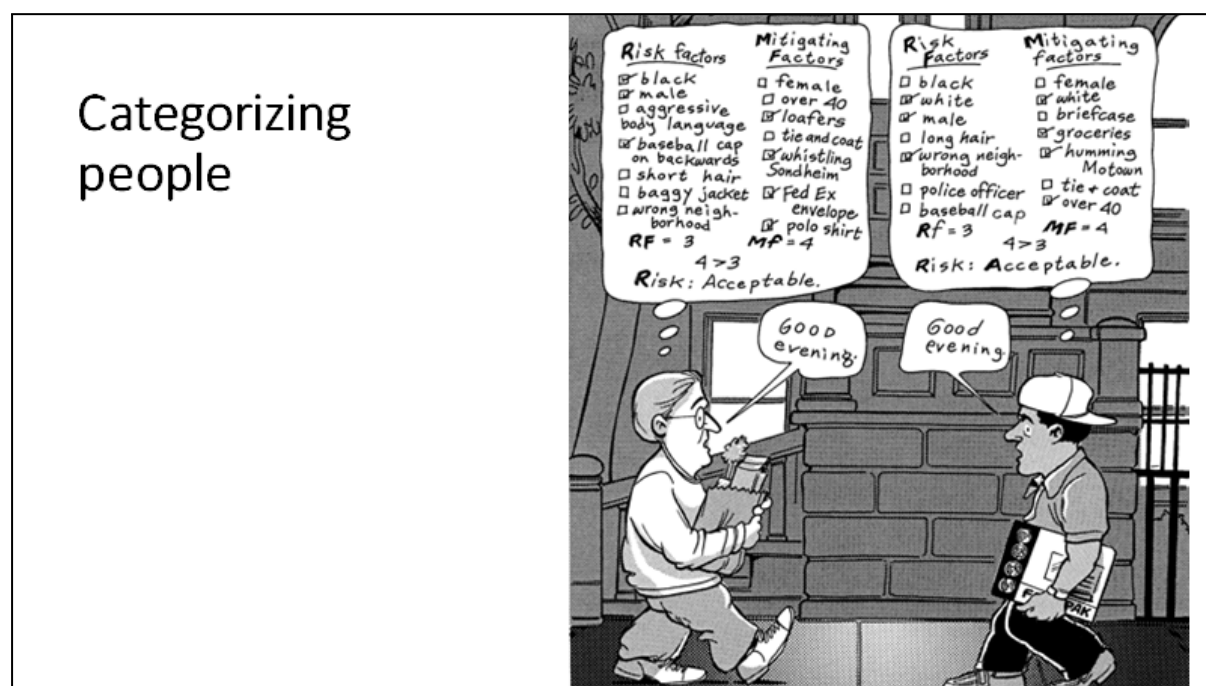
Trainers share two concepts: social categorization and stereotypes.

- Social categorizing: People attribute group features to individuals. They much less often act the other way. This is an example of simplifying something that is complicated. It is normal, and everyone does it, both unconsciously and consciously.
- Stereotypes: People anticipate the fact that any individual they identify as belonging to a group will act a certain way. So all people they picture belonging to a group will act in the same way. It is a natural cognitive process, by which we place individuals into social categories and anticipate their behavior.

Trainers must point out that these concepts are quite complex. In this training, they are used to make participants understand how we naturally categorize people and try to fit them into groups. Although this is a normal cognitive process, it makes people sometimes categorize wrongly and use negative stereotypes, which can lead to discrimination.

Slide 35 - Leading to discrimination

Goal of slide 35: Describe how generalization, stereotypes and discrimination work together.

Generalization, stereotypes & discrimination

- Cultural <u>generalizations</u> is the kind of hypothesis we expect to encounter when meeting a culture

- It becomes a <u>stereotype</u> when all members are categorized as having the same characteristics

- Stereotypes may be positive and negative, and they may be about many things. But they lead to intentional or unintentional <u>discrimination</u>

Trainers should start by remembering participants that <u>everyone</u> has stereotypes, and it's ok. What matters is acknowledging them, being conscious about one's own stereotypes and acting according to that awareness to avoid judgment.

Then they read the slide, and explain further: When everybody that belongs to a specific group is seen as the same, we have put stereotypes on them. We generalize about a large group of people out of our perceptions, and project that all individuals belonging to that group are similar, and will think and act in a similar fashion.

This "stereotyping" can lead to discrimination when it influences our judgment and actions towards that group. It can be a direct action, when interacting with a group member, or indirect action, for instance, when discussing this group or one of its members with others from your own group. It is the judgment that leads to an action that is a cause of a discrimination. So, it is not about not having stereotypes or not, it is about deciding whether they influence your judgment and behavior.

<u>Going deeper</u> : How can culture be the basis of discrimination ?
➔ Culture is a tricky concept that can be wrongfully generalized to explain difficult situations or differences. Culture is not uniform.
Trainers can have the group reflect on how "we" sometimes believe culture steers all members of a group similarly ("all muslims, all Poles, all xxx are like that"). If "we" believe so, do we also believe our culture steers us in all your actions and beliefs, and makes you be like everyone else in our groups and cultures?
➔ Culture is socially constructed. It is therefore ever changing. For example, much of "Icelandic" culture in 1950 is not part of "Icelandic" culture today.
➔ Culture has been used over time to justify discrimination, to label people and simplify differences. To explain differences, it used to be said that cultures developed in a linear way, from "primitive" to "highly developed", leading to immediate judgment.

Slide 36 - Discussing discrimination

Goal of slide 36: Understand discrimination and how it is possible to discriminate unconsciously.

Trainers show the questions one at the time.

For the first question, they ask participants if they are willing to share experiences of discrimination with the group. Be mindful here that these experiences can be emotional, complicated and sometimes confused, which is ok. People should be able to share and be supported by the group. If it triggers a negative reaction from another group member, the person should still be able to finish their story. Then, if the trainers consider it appropriate and the participants are willing, it can then be discussed, after reminding everyone about respect and the need to be mindful not to be hurtful.

If tensions arise, it is supportive to try to formulate positions, and also to "agree to disagree" at some point.

Trainers remind participants that discrimination is usually based on primary identities. It can happen anywhere, also within the workplace. Then, they ask the group what can be subject to discrimination at the workplace. After a brainstorming where trainers take notes, they can move to the following list, and discuss possible subjects that have not been covered.
- Ethnicity
- National cultures
- Gender,
- Religious belonging,
- LGBTQ
- Disability / Ableism /mental ability
- Socioeconomic status / class
- Age
- Old staff / New staff
If it is relevant, the group can reflect on why these subjects were not identified at first. It is interesting for trainers to reflect on what topic could lead to disagreements in their company or with their group, and to prepare arguments to tackle them.

Slide 37 - Minorities and Majority

Goal of slide 37: Discuss the complex notion of minority and majority, dominant culture and privilege
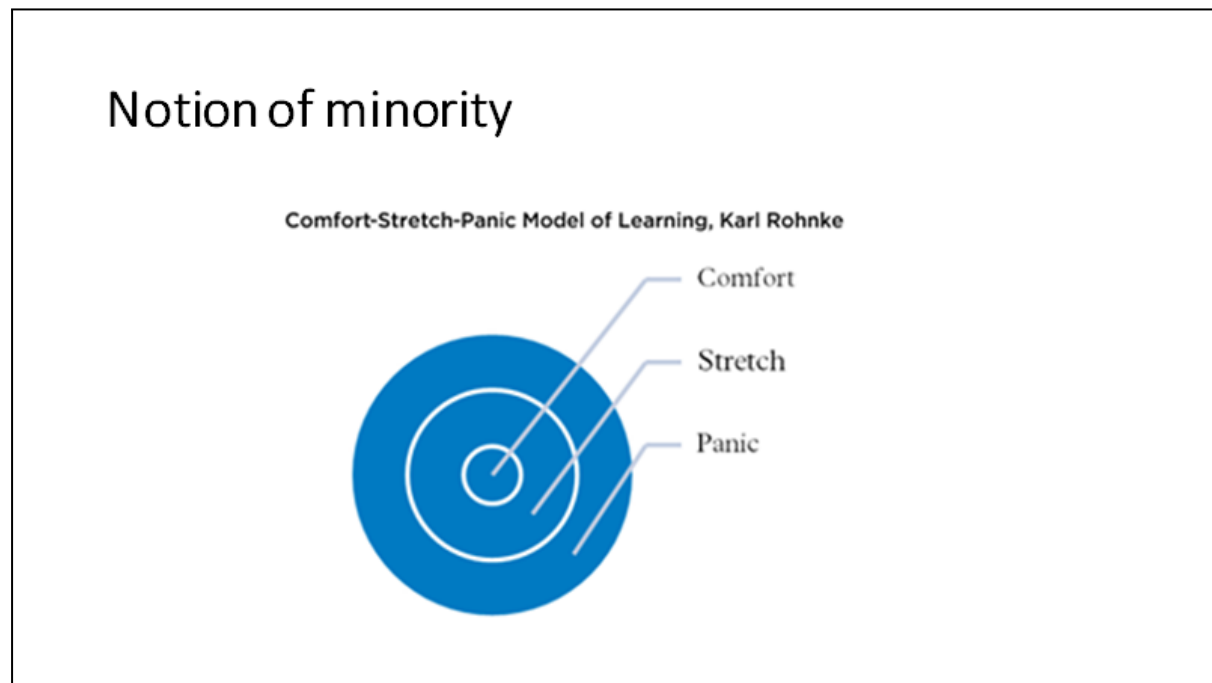
Trainers sum-up the talk from the previous slide by noting that most discriminated groups are minorities - in number or in power. Then, they explain the CSP Model: When a new level of non-understanding, difficulty or even surprise occurs, individuals often move one zone towards the outside. People in their comfort zone move to a stretch zone, which is less stable, but also contains learning and interesting challenges. People already in their stretch zone can move to a panic zone, in which their feelings and behavior reach an unstable and highly unpleasant stage, with no control over the consequences.

Minorities are by definition more often in their stretch zone. People in particular situations, who feel and fear discrimination (migrants in some situations, very young or very old people in other situations, women in yet other situations, etc…), the "stretch zone" is a norm. When a member of a majority, or a dominant group, asks a minority to "make an effort", they can easily ignore that they are constantly stretching, and that this "extra effort" can lead to panic. it doesn't mean there is no effort from the majority group, who is mainly in its comfort zone. It means the effort is different, and so are its consequences. And that means that regardless of their own effort, they benefit from a form of privilege.

Trainers then ask participants to discuss the following questions:
● Which consequences for minorities when exposed to a stressful situation? at work?
● Which consequences for the dominating groups and cultures?

If it seems relevant, participants can then further discuss their relationship with the dominating cultures in the company (country the company operates in, main jobs, main profil of staff members etc…). It can be an interesting moment to ask both locals and foreigners the question "How are locals perceived by foreigners?"

Slide 38 - The notion of Privilege

Goal of slide 38: Illustrate better the importance and the complexity of privileges.

The notion of privilege can be summed-up by the phrase "We are all in the same storm, but not in the same boat".

The question of privilege is a difficult question, and members of majority, "dominating" groups can feel judged unfairly, or accused of treating others unfairly while they have their own difficulties. Trainers must reinforce that understanding you benefit from a form of privilege does not mean you don't have very serious and valid problems. There will always be valid examples where someone will feel a member of a minority group "has it easier than them". It is a big picture approach we must use to better support each other and society, not to point fingers. And it is a reflection all individuals must have on themselves before judging anyone else.

Trainers then show the video on privileges: https://www.youtube.com/watch?v=4K5fbQ1-zps
They ask participants to reflect on the position of those privileged compared to those who are not. Explain that it is never an easy definition as there are power balances within every single group - both minority and majority groups.

Slide 39 - What about you ?

Goal of slide 39: Dig further into self-privilege and discrimination from a first person perspective

Trainers ask the participants to discuss what can be a privileged position within their workplace:
- Age?
- Nationality?
- Language skills?
- Former education / training?
- How long one has been working at the workplace?
- Job type/title?

Remind the participants that for every position of privilege, there is a position of disadvantage.

Trainers then inquire about being disadvantaged at the workplace. They can ask:
- Can some people in your organization feel this ?
- Does the organization have the "mission" to help these people ?

Remember that this can be sentimental and hurtful to talk about.

Trainers then move on to personal discrimination. They first remind participants that it is ok to have biases and it is ok to have questions. It is all about getting aware of them. Then they ask participants who they are most likely to discriminate against.

It is a difficult question, support questions can be useful:
Say you want to invite someone to your house. How would you make the decision? Are there "groups" you wouldn't invite ? We tend to invite people we think we have more in common with. How can we discover if you have similarities with people we don't know?

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Slide 40 - At an organizational level

Goal of slide 40: Coming up with thoughts and solutions for the company

Trainers ask participants to discuss the two questions on the slide in small groups. Then participants share the ideas for the second questions with the whole group.

Support questions:
- What can we do in the company to facilitate the discovery of similarities with people you don't speak with ?
- How can members of the "dominating group" support better groups of minorities ?
- What's a question you've always wanted to ask XXX and never dared to? What would be a good context for you to ask this question?

Slide 41 - Closing and evaluation

Trainers conclude on the proposals formulated by participants to be a more inclusive workplace.

They then run a round of evaluation on the session.
They can, for example, ask every participant to share one strong idea they will keep from the session, and one work that describes their state of mind at the end of the session. Other forms of evaluation are also possible.

EXTRA CONTENT / OPTIONS

The whole training has a flexible format that Trainers can adapt based on their goals and company's, their needs and their interest as trainers. It is key that the sessions' flow makes sense to them, and they should think the logic in the narrative based on it.

To support this, extra content was created. It can be added or substitute existing slides. It focuses on reflecting on concrete ideas for the company, and coming up with creative, new solutions that involve diversity. Other topics can be created by trainers in the same spirit, in order to tackle specifically identified issues.

Slide 42 - The onboarding process

Goal of slide 42: Practical exercise to gather ideas on how to better integrate new people in the company, by applying learnings from the training

On-boarding process:
Integrating a diverse team

• How can "work in a diverse context" be included to the onboarding process ?

• What are your challenges you face to integration a new person ?

Trainers propose that participants reflect on how to better integrate new people to the company, by including the notion of diversity to the on-boarding process.

Participants can work in small groups and then share collectively their ideas and thoughts on the matter.

This is an example of the many exploratory questions that can be addressed to the group in the spirit of ideation, that is coming up with new ideas to implement in the organization that take diversity into consideration. It can be interesting

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Slide 43 and 44 - Mapping the organization

Goal of slides 43 and 44: Mapping how participants and groups from the company see the company from their prospective, and highlight the need to develop communication and collaboration across groups.

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Groups within the organization

- What are the groups within your organization ?

- What image do these groups have ?

- Where do these groups meet ?

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Collectively, participants try to identify the name groups within the organization. It can be based on job type, location, hierarchy, seniority… If the company is too big or participants don't feel comfortable discussing the organization as a whole, trainers can choose to move to slide 45.

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Subjective Mapping of the organization

- Who do you work with ? Which groups ?

- What are your needs and expectations from them ?

- What image do you have of them ? What would you like to know ?

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Individually, participants draw a "map" of the people / teams they know and work with in the company, and label it with the answers to the slide's questions. Then depending on the group size and composition:

- They work in pairs to fuse their maps, then in larger groups, and finally they try to create one map that recaps all interactions, espacially the ones that need clarification.
- They look for someone they "would like to know" something from, and start discussing their interaction
- On an existing, full mapping of the organization, participants write down their images, expectations and questions for each team or person.