



MigrAID

TRAINING CURRICULUM ON DIVERSITY MANAGEMENT FOR SOCIAL PARTNERS

An Erasmus+ Project: Educating Social
Partners Towards Ethnic Diversity in SMEs



UNIVERSITÀ DEGLI STUDI DI MILANO
DIPARTIMENTO DI
SCIENZE SOCIALI E POLITICHE

Contents

| | |
|--|----|
| INTRODUCTION..... | 4 |
| HOW TO USE THIS TRAINING CURRICULUM..... | 6 |
| DAY 1. DIVERSITY AWARENESS..... | 8 |
| 1.1 PRESENTATION OF THE TRAINING CURRICULUM..... | 8 |
| 1.1.1 ICE-BREAKING ACTIVITY FOR ETHNIC DIVERSITY AWARENESS..... | 8 |
| 1.1.2 FORMAL PRESENTATION OF THE PARTICIPANTS..... | 8 |
| 1.2 PRESENTATION OF DAY 1 ACTIVITIES AND EXPECTED LEARNING OUTCOMES | 9 |
| 1.3 THE MIGRAID PROJECT (PREVIOUS IMMIGRATION EXPERIENCES AND TRAINING ON DIVERSITY MANAGEMENT)..... | 9 |
| 1.4 GENERAL CONCEPTUAL FRAMEWORK | 12 |
| 1.5 DIMENSIONS OF DIVERSITY(IES) | 14 |
| 1.6 INTEGRATION MODELS. THE POLITICAL MANAGEMENT OF ETHNIC DIVERSITY..... | 16 |
| 1.7 ETHNIC DIVERSITY AWARENESS ACTIVITY AND EXAMPLES FROM THE SOCIAL PARTNERS | 18 |
| DAY 2. DISCRIMINATION IN THE WORKPLACE AND MIGRANTS' ECONOMIC INTEGRATION..... | 20 |
| 2.1 PRESENTATION OF DAY 2 ACTIVITIES AND EXPECTED LEARNING OUTCOMES | 20 |
| 2.2 THE DARK SIDE OF DIVERSITY(IES): PREJUDICES, STEREOTYPES AND DISCRIMINATION(S)..... | 20 |
| Typical scenarios:..... | 21 |
| 2.3 IMMIGRANTS' PARTICIPATION INTO THE EU LABOUR MARKET | 23 |
| 2.4 CHALLENGES AND DIFFICULTIES OF IMMIGRANTS' INTEGRATION INTO THE LABOUR MARKET | 24 |
| 2.5 EUROPEAN AND NATIONAL LEGAL FRAMEWORK | 26 |
| 2.7 DISCRIMINATION EXAMPLES OF THE PARTICIPANT SOCIAL PARTNERS AND SIMULATION ACTIVITIES..... | 29 |
| DAY 3. MANAGING ETHNIC DIVERSITY(IES)..... | 31 |
| 3.1 PRESENTATION OF DAY 3 ACTIVITIES AND EXPECTED LEARNING OUTCOMES..... | 31 |
| 3.2 WHAT IS DIVERSITY MANAGEMENT AND WHERE DOES THE CONCEPT COMES FROM?..... | 31 |
| 3.3 DIVERSITY MANAGEMENT PARADIGMS..... | 33 |
| 3.4 DIVERSITY MANAGEMENT: A CULTURE MADE OF VALUES AND SKILLS..... | 34 |
| 3.5 THE PRINCIPLES OF DM AND SPECIFIC INTERVENTIONS TOWARDS ETHNIC AND CULTURAL DIVERSITY..... | 37 |
| 3.6 THE MAIN BENEFITS OF DIVERSITY MANAGEMENT AND THE MAIN DIFFICULTIES TO OVERCOME..... | 38 |
| 3.7 TEAMS WORK TOGETHER TOWARDS A COMMON DIVERSITY MANAGEMENT PROPOSAL..... | 39 |
| DAY 4. DIVERSITY MANAGEMENT IN SMES..... | 41 |
| 4.1 PRESENTATION OF DAY 4 ACTIVITIES AND EXPECTED LEARNING OUTCOMES | 41 |
| 4.2 THE IMPORTANCE OF DIVERSITY MANAGEMENT FOR SMEs | 41 |

| | | |
|---|--|----|
| 4.3 | HOW TO BUILD A STRATEGY ON ETHNIC DIVERSITY FOR SMEs | 43 |
| 4.4 | THE ROLE OF SOCIAL PARTNERS IN PROMOTING ETHNIC DIVERSITY MANAGEMENT AND MIGRANTS' INTEGRATION | 44 |
| 4.5 | DIVERSITY CHARTERS | 45 |
| | Denmark | 46 |
| | France | 46 |
| | Italy | 46 |
| 4.6 | SUCCESSFUL CASES OF ETHNIC DIVERSITY PROMOTION IN SMEs AND OTHER SOCIAL PARTNERS | 46 |
| 4.7 | TEAMS WORK TOGETHER TOWARDS A COMMON DIVERSITY MANAGEMENT PROPOSAL | 48 |
| DAY 5. CONFLICT RESOLUTION IN THE WORKPLACE – PRAXIS..... | | 49 |
| 5.1 | PRESENTATION OF DAY 5 AND EXPECTED LEARNING OUTCOMES | 49 |
| 5.2 | CONFLICT RESOLUTION IN THE WORKPLACE | 49 |
| 5.3 | FUNDAMENTAL STRATEGIES FOR CONFLICT RESOLUTION | 50 |
| 5.4 | CONFLICT RESOLUTION APPROACHES..... | 51 |
| 5.5 | THE FUNDAMENTAL SKILLS AND VALUES FOR CONFLICT RESOLUTION..... | 53 |
| | Reciprocity | 54 |
| | Human Equality..... | 54 |
| | Shared Community | 54 |
| | Fallibility (Error-prone) | 54 |
| | Nonviolence | 54 |
| 5.6 | EXAMPLES OF CONFLICT RESOLUTION IN THE WORKPLACE | 55 |
| 5.7 | TRAINING THE FUTURE TRAINERS | 56 |
| 5.8 | TEAMS PRESENT THEIR FINAL DIVERSITY MANAGEMENT PROJECT PROPOSALS. CONCLUDING REMARKS | 58 |
| REFERENCES..... | | 59 |
| | Articles and Books..... | 59 |
| | Online Documents and other Websites:..... | 60 |

Prepared by:

University of Milan (UMIL) / Università degli Studi di Milano (UNIMI), Italy

In collaboration with the following organizations:

- Cyprus labour Institute of the Pancyprian Federation of Labour (INEK-PEO), Cyprus
- Action for Equality, Support, Antiracism (KISA), Cyprus
- Small Enterprises' Institute of the Hellenic Confederation of Professional Craftsmen and Merchants (IME/GSEVEE), Greece
- General Confederation of Greek Workers (INE/GSEE), Greece
- Enaip Veneto Impresa Sociale (ENAIIP Veneto I.S.), Italy
- Iriv Conseil, France
- Videnscenter for Integration (VIFIN), Denmark



Co-funded by the
Erasmus+ Programme
of the European Union

© European Union, 2018-2019

The information and views set out in this Training Curriculum, as part of the Erasmus+ Project MIGRAID "Educating Social Partners Toward Ethnic Diversity in Small and Medium Enterprises", are those of the author(s) and do not necessarily reflect the official opinion of the European Union. Neither the European Union institutions and bodies nor any person acting on their behalf may be held responsible for the use which may be made of the information contained therein.



INTRODUCTION

International migration refers to the crossing of political and administrative boundaries for a certain minimum period of time. It does include the movement of different types of migrants, refugees, displaced persons and uprooted people. According to the last Report of the Department of Economic and Social Affairs of the United Nations, there are around 258 million international migrants in the world that represent 3.4% of the total world population. Although this number clearly represents a minority within the total world population, this social phenomenon has steadily become a top priority in the global, regional and national political agendas. One of the reasons for this is the fact that, besides fertility and mortality, migration is the third demographic component that determines the size and structure of the population; moreover, the integration of immigrants has become a salient challenge for local and national authorities and has implied the encounter of different ethnic groups, cultures and lifestyles.

Increasing ethnic and cultural super-diversity (Vertovec, 2007) has become a condition that needs to be governed from different points of view. On the one side, the entry of immigrants from the most diverse origins and their subsequent integration in the local societies need to be correspondently ruled trying to contemporarily safeguard individuals' wellness and human rights of both, natives and foreigners, and the overall security and cohesion of increasingly complex societies. On the other side, the empirical management of such (ethnic and cultural) differences needs to be done in a way that does recognize the particularities of each individual/group, but at the same time enhance all their (equally relevant) richness and strengths.

Diversity has thus increasingly become the normality more than the exception in the most different life matters such as housing (ethnic-culturally mixed neighborhoods), education (ethnic-culturally mixed classrooms), and of course the labor market (ethnic-culturally mixed workforces).

On the one hand, both European and national governments have elaborated and adopted a series of rules (that go from *hard law* –Directives, regulations and other binding decisions- to *soft law* –Not compulsory guidelines, recommendations, declarations and good practices) to promote migrants' economic integration; to avoid discriminatory attitudes and behaviors on the ground of gender, racial or ethnic origin, and cultural background; and to handle (as harmonically as possible) diversity(ies), particularly in the workplace. On the other hand, firms, associations, trade unions and other private actors, have created alternative ways (either parallel or complementary) to respond to the challenges and opportunities faced with the increasing arrival of newcomers and the intensification of intercultural encounters.

It is at this point where the notion of “**Diversity Management**”, with its overall conceptual meaning, ruling principles, techniques and application modalities, becomes very relevant. Generally defined as “*the practice of addressing and supporting multiple lifestyles and various racial, cultural, societal, geographic, economic and political backgrounds within a defined group*”, diversity management has become a fundamental component of the general management process of those companies that interact with different markets and consumers around the world, and that value diversity as a salient characteristic of their workforce. Just as diversity is more of a common feature in highly populated and ethnically mixed big metropolitan areas; most of these diversity-oriented companies (either by need and/or by obligation) are, nevertheless, transnational corporations and large companies. However, diversity management has also become very important for public local, regional and national governments that need to consider the increasing diversity of the population when administrating and dispensing public services in fundamental sectors such as Health and Education.

The project **MIGRAID “Educating Social Partners Toward Ethnic Diversity in Small and Medium Enterprises”** is an **Erasmus+ Project** that was presented to the Foundation for the Management of European Lifelong Learning Programmes of Cyprus (IDEP), and that was born aiming at contributing in different ways to the spread of a culture of diversity (mainly ethnic and cultural diversity but not exclusively) and inclusion; to the adoption and implementation of formal and informal practices of diversity management in the workplace; to the understanding and resolution of intercultural conflicts, discrimination and inequality issues among employers, employees and other involved social partners; and to the integration of (different categories of) migrants into the labor market and, consequently, into the society.

These goals, nevertheless, are very much focused in a very particular context: the one of Small and Medium Enterprises (SMEs), that represent an important portion of the national economy in several countries. They encompass different productive sectors, in particular the one of services, and their latent potential as immigrants’ employers and subjects of internationalization processes represent a relevant opportunity for economic growth and social inclusion.

The project is contemporarily developed in five different European countries: **Cyprus, Denmark, France, Greece and Italy**, each of them with their very particular immigration histories, national regulations, economic contextual characteristics and cultural backgrounds; encouraging, in this way, transnational comparisons and sharing of good practices. This training curriculum, thus, is one of the intellectual outputs envisioned by the **MIGRAID project**. It has been elaborated with the main goal of training social partners (SMEs employers, HR representatives, Trade Unions collaborators, and Migrant Associations staff) in topics of international migration and diversity management in the workplace, and empower them to become trainer multipliers in their own organizations.

This training curriculum has been specifically designed for a full immersion five-days training program. It was elaborated by the University of Milan in collaboration with all the members of the MIGRAID partnership: Labour Institute of the Pancyprian Federation of Labour (INEK-PEO, Cyprus); Action for Equality, Support, Antiracism (KISA, Cyprus); Small Enterprises’ Institute of the Hellenic Confederation of Professional Craftsmen and Merchants (IME/GSEVEE, Greece); General Confederation of Greek Workers (INE/GSEE, Greece) ; Iriv Conseil, France; and Enaip Veneto Impresa Sociale (ENAIP Veneto I.S., Italy). The contents of the training program were developed in correspondence with the VET Manual «Improving Social Partners Skills and Capacities on Ethnic Diversity», previously elaborated by INE/GSEE, and its actual implementation will be run by ENAIP Veneto in the city of Padua, Italy with the participation of 40 social partners representatives from the five participant countries.

The program study develops five main topics: 1. Diversity Awareness; 2. Anti-discrimination Regulations; 3. Diversity Management; 4. Conflict Resolution and 5. Diversity Praxis in SMEs, that will be further developed in a series of different subtitles that will encompass the definition of main concepts; European and national legal framework regarding the combat of discrimination and ethnic diversity promotion; the elements, principles and techniques of diversity management; its process of formulation, implementation and evaluation; successful examples and good practices in different economic contexts and its particular relevance, potentialities and challenges in the sector of SMEs. The program will be structured according to two main teaching/learning approaches: Theory (Lecture-style instruction) and Practice (Cooperative learning, and Case Studies), and will include a short project proposal to be developed by the participants. At the end of the training, participants will have further developed an ethnic diversity related awareness; will know what diversity management actually is and could be in the context in which they work, and will have the tools to formulate and implement a tailored program in their own organizations, becoming thus multipliers of the knowledge, the skills and the management capacities acquired.

HOW TO USE THIS TRAINING CURRICULUM

According to its sound teaching experience and previous knowledge on migration issues, this training curriculum has been designed by the Italian research unit of the University of Milan (Department of Social and Political Sciences, SPS). The implementation of the training will be managed by the (also Italian) partner ENAIP Veneto in the city of Padua, Italy. Its highly specialized experience on national and international Education and Training activities guarantees a detailed organization of the daily activities that will include different training modalities among formal teaching, case study analysis, collaborative learning and teambuilding activities.

Each **MIGRAID** member will be able to propose five social partner participants that will be selected and approved by all the members of the partnership. The main criteria for applicants is: 1. To work in a SME in the quality of Founder, CEO or HR responsible, or to work in a relevant position in other type of social partners such as Trade Unions or Migrant Associations, or as an external Consultant and/or Trainer in related topics; 2. To be proficient in the teaching language: English; 3. To be interested in the topic, to have colleagues from a different ethnic background and/or to actually experience diversity issues. Additional to these main requirements, the participant group will be formed privileging a certain equilibrium between men and women, different economic sectors and social partners (i.e. private companies, trade unions representatives, social associations, etc.).

The contents of this training curriculum will be further supported by the VET Material on Ethnic Diversity previously developed by the Greek partner INE/GSEE and will be complemented by a series of bibliographic references that are included at the end of the document for ulterior consultancy by the trainers.

Both the timing schedule and the complementary materials employed are free to choose by the responsible trainers and by the host institution, ENAIP Veneto, in collaboration with the University of Milan. The training materials aim at accomplishing the main objectives: 1. To promote awareness and education regarding migration issues, ethnic diversity and discrimination in the workplace; 2. To know and understand the correspondent European and national legislation; 3. To improve practical skills and management capacities to efficiently handle diversity issues through concrete practices and tailored programs; 4. And to generally favor the spread of an overall culture of empathy and respect for diversity that helps to enhance individuals' development for the benefit of the different associations to which they belong and of the society as a whole. Trainers will be focused, furthermore, not only on improving participants' capacities but on empower them as future trainers and multipliers for the different social partner organizations where they work in order to create a waterfall effect with a wider public.

Every training day will be preceded by a short presentation of the working program and the daily activities. Trainers are free to decide how to organize the daily teaching/learning activities: they may divide the day in two sections: regular teaching activities during the first part of the day and collaborative learning discussions during the second; or they can vary different activities during the day having for example four different sections of 2-2.5 hours each: two of traditional face to face teaching activities and two practical sessions. One of the salient features of this curriculum is precisely its flexibility according to the involved trainers and participating audiences. From day 2 to day 5, the participants will work in teams on the elaboration of a brief project on Migrants' Integration and Diversity Management, according to the particular characteristics of the social partners that each of the team members represent (either a SME, a Trade Union or a Migrants' Association). Such project will consist on a brief proposal of a Diversity Management practice/program based on the values, principles, implementation steps and skills, that will be studied during the training week; the concrete

activities will be further explained during the description of each Training Day. The very final results of this short project will be presented at the end of Day 5 as a way to conclude the training program.

The contents are organized according to the topics that will be developed every day along the week. During **DAY 1**, the training will start with an initial presentation of the training curriculum and an ice-breaking activity on the immediate words and ideas that participants have according to their knowledge and previous experiences regarding Ethnic Diversity. After that, participants will briefly introduce themselves and the social partner that they represent. Shortly after, the trainer(s) will describe more in detail the study program for the week, the main contents of the project MIGRAID, and the principal findings of the empirical research on ethnic diversity's attitudes and behaviors in the workplace, previously developed by MIGRAID's coordinator partner, Cyprus Labour Institute of the Pancyprian Federation of Labour (INEK-PEO). During this day, participants will learn main concepts and historical events related to the current condition of ethnic diversity in European society(ies). A brief analysis of the different trends that have influenced the ways in which national governments have managed migration flows will be developed. At the end of the day, cultural awareness activities and games will be developed together with the participants.

During **DAY 2**, participants will understand better the process of immigrants' economic integration into the labor market and the multiple possibilities of a diverse workforce; they will analyze some potential discrimination outcomes of diversity in the workplace, and will know the main regulations that have been formulated at the European and national levels to rule the integration of migrants, the enhancement of ethnic diversity, and the combat to different types of discrimination. At the end of this day, participants will start a brainstorming process to create the working teams that will build a Diversity Management project proposal by the end of the week.

During **DAY 3**, participants will enter into the core of Diversity Management. They will clearly distinguish its definition; its historical development; the importance of not only establishing a single DM program but promoting an overall culture of Diversity; its principles and different approaches; the main types of diversity training; and the classic techniques of DM. Moreover, there will be presented some successful case studies in the corporate world; and, at the end of the day, participants will work on the identification of some of the more appropriate DM concepts and modalities for their own organizations.

During **DAY 4**, the participants will translate everything that they have learnt into the specific context of SMEs. They will better understand which can be the role of SMEs in the integration of migrants into the labor market, and why does ethnic diversity (together with other types of diversities) may be so important for this economic sector. More importantly, participants will get to know the Guide for the Implementation of Diversity Management Practices (specifically) in SMEs of the European Commission and some concrete examples of DM practices in the workplace; thus, by this day the working teams would have received all the necessary tools to elaborate a concrete DM proposal.

Finally, during **DAY 5** participants will focus on the topic of Conflict Resolution, they will learn some of the main approaches that may be applied under different circumstances within the workplace and the way in which some specific strategies may be useful to avoid a climate of open confrontation. Furthermore, participants will receive further guidelines to become trainers themselves when going back to their own organizations in order to be multipliers of the knowledge and skills acquired and/or reinforced during the week. As a conclusion of the training program, participants will participate in some Conflict Resolution simulation games and, more importantly, will present the final results of their Diversity Management project proposal.

DAY 1. DIVERSITY AWARENESS

1.1 PRESENTATION OF THE TRAINING CURRICULUM

The introduction of the training curriculum will consist of a brief presentation of the hosting partner, ENAIP Veneto, the classroom facilities, the additional social activities organized for the entire week and other relevant logistic information. In the same way, it will be generally introduced the Project MIGRAID and all the members of the partnership. Particular emphasis will be given to the kind of contribution that the project aims to give to the role of SMES as facilitators of migrants' economic integration into labor market, and to the understanding on how to efficiently manage (ethnic) diversity particularly in the SMEs workplace.

1.1.1 ICE-BREAKING ACTIVITY FOR ETHNIC DIVERSITY AWARENESS

To start the day getting to know each other, a brief ice-breaking activity will be organized. This activity in particular consists on identifying some of the similarities and differences that categorize people in a varied group such as the one that will attend the training week. Ethnic and cultural differences in the workplace (organizational culture) and day by day situations (popular culture) will be identified in small groups made of participants (men and women) from different MIGRAID countries (Cyprus, Denmark, France, Greece and Italy) and different labor sectors (academia, SMEs, trade unions, civil associations, etc.). Thus, the 40 participants will be divided into small groups of 8-10 people and will be given only a big piece of paper and a marker. The trainer will give a general topic to all the teams (e.g. approach to deadlines, desk organization, coffee breaks, teamwork, desirable leadership, condolence greetings, hobbies, etc.; topics may be mostly related to organizational culture but they may also refer to day by day similarities and differences observed among people in different countries, the only limit is time and the imagination of the leading trainer). Participants will have only few minutes to express and write down both similarities and differences among them regarding each specific topic, the team that will be able to enlist (and further explain at the end of the activity) a larger number of both similarities and differences, will be given a symbolic prize (a USB from one of the MIGRAID partners or a double ration of dessert during the lunch break for example). At the end of the activity, before describing and explaining each team's results, participants will be given some minutes to (informally) introduce each other.

The aim of this activity is to highlight the similarities and particularities of each national group and ultimately of each person inside and outside the workplace, and increasing the awareness of the diversity condition not only as a theoretical topic but as a daily and multidimensional condition that can be experienced in very different ways. Furthermore, this activity will be particularly useful to introduce participants to one another in a fun and informal way so that they may feel more comfortable interacting and working with each other during an entire week.

1.1.2 FORMAL PRESENTATION OF THE PARTICIPANTS

40 participants are not a small number for this kind of training; however, it is important that each participant has the opportunity to introduce him/herself to the rest of the whole group, the country of origin as well as the organization where he/she works and the professional role that he/she covers. Relevant information would be also a brief description of the personal motivations to participate in the training, as well as some of the main diversity issues experienced in his/her workplace.

1.2 PRESENTATION OF DAY 1 ACTIVITIES AND EXPECTED LEARNING OUTCOMES

The time schedule, the teaching-learning employed methodologies (Face-to-Face instruction, collaborative learning, game simulations e.g.) and the main contents of the study program will be initially presented so participants can organize their week in accordance. In the same way, the main guidelines for the Diversity Management project will be introduced so participants can start to think on the proposal that they might present from their own social partner organization. During this DAY 1, participants will get to know better the **Erasmus+ Project MIGRAID**, through which this training experience was conceived, elaborated and further implemented. Trainers will share with the participants the main results obtained by the empirical research on migrants' integration and ethnic diversity in SMEs coordinated by the Cyprus Labour Institute of the Pancyprian Federation of Labour (INEK-PEO). Immediately after, participants will study the main concepts related to Migration Studies on the one hand, and Ethnic and Cultural Diversity on the other. A clear understanding of terms such as Migrant, Integration, Discrimination, Ethnicity, Diversity, among others, will be fundamental to understand this social phenomenon and the different ways to positively handle diversity in the workplace. Participants will get a wider framework of the cultural diversity condition currently existing in the European continent and, in particular, in the five different European countries participating in the project **MIGRAID**. In this way, participants will understand better some of the main characteristics of the last migration flows observed during the last years and the different "models" according to which national governments have tried to rule them. Finally, at the end of the day, participants will participate in activities aiming at fostering cultural diversity awareness and developing emphatic attitudes and behaviors towards migrants' experiences.

The main learning outcomes and concrete activities for Day 1 are: 1. Understanding better the contents of the project MIGRAID and the importance of promoting diversity awareness and respect; 2. Creating a general climate of curiosity, collaboration and teamwork among the participants from different countries and economic sectors; 3. Further developing an analytical mindset regarding diversity issues; and 4. Strengthening intercultural and social skills such as dialogue, openness, acceptance, patience and tolerance toward different others.

1.3 THE MIGRAID PROJECT (PREVIOUS IMMIGRATION EXPERIENCES AND TRAINING ON DIVERSITY MANAGEMENT)

This training curriculum was born as a fundamental part of the Erasmus+ project MIGRAID "Educating Social Partners Toward Ethnic Diversity in Small and Medium Companies". The duration of the project is thirty-four (34) months running since October 1, 2016. Thematically, the project is focused on the integration of migrants working in the sector of Small and Medium Enterprises (SMEs) and ethnic diversity management in the workplace. Apart from the current training program, the project implements a range of other activities including the elaboration of an empirical research in the five participant countries; educational VET materials, guides and tools; the delivery of sectoral training workshops and seminars; and the digitalization of the produced materials together with a simulator.

The very first deliverable of the project, coordinated by the Cyprus Labor Institute (INEK-PEO), was a Comparative Analytical Report on Migrants' Integration and Diversity in SMEs. Such report is primarily based on desk research and further analysis by the different research units on the one hand; and on the other hand is based on the empirical research that was elaborated with local participants through questionnaires and focus groups. Some main findings may be briefly described as a contribution to introduce this training curriculum.

The very first thing to notice is the different immigration histories of these five European countries. On one side there are Cyprus, Greece and Italy sharing a joint pattern: they have been countries of emigration up until the 1990s, as many other Southern and Eastern European countries, before they became immigration destinations and transit countries. Immigration in Cyprus began early 1990s in order to meet the acute labor shortages in low-skilled or unskilled jobs in the sectors of agriculture, animal farming, construction, hotel industry and services including household activities. Since then, immigration grew continuously up until 2011; while in 2001 the percentage of migrants in Cyprus was 9.4% of the population in 2011 it rose to 20.3%. Women's share in migration is at 57%, which is the highest in the Europe-28. The immigrant population in Cyprus consists of EU citizens, mainly from Greece, Bulgaria, Britain, Romania, and TCN mainly from the Philippines, Sri Lanka, India, Vietnam, Syria and Russia.

Similarly, in Greece the fall of the Soviet Union in early 1990s led to a massive entry of migrant populations from Albania and the former Soviet Republics. In the 2001 Census the percentage of foreigners was estimated in 7% of the total population, equivalent to 11% of the total registered Greek labor force; however, this data does not include the total number of irregular immigrants and ethnic Greeks (foreign people with a Greek descent). By 2004 the immigrant population stood at about 950,000 immigrants, 200,000 more than in the 2001 Census, taking the immigrant total population ratio up to 8.5% and 10.3% including also Ethnic Greeks. The situation has become even more complex during the last years when, on the one hand, it has been experienced a so called third phase of massive emigration (especially young people, aged between 25-39 years old with a high educational level and at least certain professional experience, have left the country); and, on the other, it has been observed the arrival of asylum seekers and refugees within the more recent "refugee crisis". Nevertheless, arrivals have fluctuated importantly, especially after the more recent closing down of the Balkan rout and the EU-Turkey Agreement. The more numerous populations in Greece are Albanians, Bulgarians, Romanians, Pakistanis, Georgians and Ukrainians.

Likewise, Italy experienced an intensification of migration flows mostly by men – with the exception of the predominantly female migration from some Eastern Europe countries like Moldavia and Latin American countries like Peru and Ecuador following the economic crisis of the mid-1990s. Recent data (2016) says that around 5.436,000 people of foreign origins are established in the country (8.3% of the total population), 52.6% of whom are women. In terms of employment, 11% of total employment is made by immigrant workers. During the same year (2016), the most numerous communities were represented by Romanians (22.9%), followed by Albanians (9.3%), Moroccans (8.7%), Chinese (5.4%) and Ukrainians (4.6%). In Italy foreign population is mostly made by economic migrants and their families which is very much related to the stabilization of the migration flows of the last decades; however, during the last years –just as in Greece- the presence of asylum seekers and refugees has aroused new concerns among the local population and governance challenges for the correspondent public authorities.

Differently, migrant inflows in Denmark began since the 1950s, given the otherwise quite uniform Denmark a more variegated look; such inflows were mainly made of migrant workers and refugees. After the WWII, 238,000 civil Germans arrived in Denmark as refugees, they were placed in closed camps until their return in 1949. Whereas in 1960s the labor shortage invited Turkish, Pakistanis and Yugoslav immigrants and in the 1970s refugees from Spain, Portugal and Greece arrived. In 1973, the rising unemployment closed immigration for foreign workers. Denmark, however, still experienced inflows from Chile and Vietnam. In 2001, a larger inflow of refugees from Iran, Iraq, Palestine and Somalia arrived. Currently in 2018 the largest numbers of foreign immigrants are from Poland, Syria, Turkey, Germany, Romania, Iraq, Bosnia and Herzegovina, and Iran. Thus, foreigners in Denmark

represent about 13.1% of a total population of around 6,000,000 and are mostly represented by EU-Western migrants (economic ones, many of them highly skilled) and refugees.

Finally, immigration in France first developed during the industrial revolution with the arrival of southern European populations from Spain, Italy and Portugal working in industry and agriculture. The second wave arrived during the WWI coming from the ex-French colonies mainly from Algeria and other countries of Northern Africa. And the third wave, corresponded to the 'Thirty glorious years' (1945-1974), arrived to meet the needs of the labor market. In 1974, nevertheless, the government decided to stop immigration due to the rising of unemployment among national workers. In 2016 the foreign born population was calculated to be around 7.9 million (11.8% of the French total population); nevertheless, this number is mostly an estimation that needs to be analyzed differentiating people of European origin (intra-European migration), people from other continents (particularly former colonies), irregular immigrants (usually overestimated), people with an immigrant descent, etc. A particular interesting data is the percentage of immigrants living in the metropolitan area of France (19%) which is much higher than the total % of foreign born population in the whole country. In France, just as Denmark and other Western European countries, the social phenomenon of immigration finds itself in a different stage, a more experienced and regulated one than in Southern and Eastern European countries.

What we can observe from these brief data is that in all these countries there is a crescent complexity in terms of social and cultural diversity. However, there are also a series of very particular conditions based on the immigration stage that each country is experiencing with Denmark and France on the one side and the Southern European countries, Italy, Greece and Cyprus, on the other. Thus, the country of origin, the immigration status (particularly between immigrants and refugees), the country economic indicators (size and sectorial distribution of the economy, unemployment rate, etc.), and the cultural distance between the native populations and the newcomers, are elements that very much influence the capacity to efficiently govern diverse populations and the possibilities of immigrants to integrate in the country of destination.

The empirical study developed by the project MIGRAID focused on the perceptions, opinions, ideas, knowledge and experiences of social partners – trade unionists and business executives –in relation to ethnic diversity in SMEs. The information was collected in the five participant countries through the distribution and completion of a common quantitative questionnaire and the organization of focus groups, the total number of participants was 173 with around 30-40 participants from each country.

The very first part of the research was related to perceptions of social partners on inclusion and ethnic diversity. At this respect, participant social partners seem to embrace ethnic diversity and inclusion in the workplace. They generally see diversity as an asset; something that adds value to businesses and organizations, to society, individuals and to SMEs in particular. However, some participants raised the issue of the lack of adequate management of diverse ethnic groups in the labor market and the accumulation of problems and conflicts within the society at large. The participants at the focus groups, in parallel, in addressing the issue of integration raised many of the problems at the workplace which result on the lack of proper plans of integration such as the cultural distance and the lack of positive communication of native and migrant workers, the antagonism among them and the lack of established processes that bring workers together in a constructive dialogue. Furthermore, they brought into the discussion the lack of awareness of many employers on ethnic diversity and diversity management; the ignorance they exhibit on immigrants' qualifications; the negative mentality many employers keep for the migrants; and the many forms of exploitation that migrants experience at the workplace and the society.

An important finding that was raised during this research were the difficulties that in particular SMEs may experience due to the small sizes of such enterprises, the lack of staff or particular departments for undertaking diversity training tasks, and even the lack of training of the staff itself. The profiles of the participants definitely influenced their experiences in handling ethnic diversity or their direct involvement and/or interest on diversity management and the inclusion of migrants in SMEs. But what was clear, it was that even having a certain knowledge and empirical experience on diversity issues, only few people in the discussion groups across the countries ever followed particular training sessions on conflict resolution. The majority deals with issues of conflict resolution based on experience, “good” communication skills, common sense and generally their soft skills rather than training.

Thus, when participants were asked which were the main topics in which they feel that they need some additional training in relation to immigrants’ integration and ethnic diversity, the very first three topics that were mostly mentioned were: **1. Conflict Resolution (40,5%), 2. Cultural and Ethnic Diversity at the Workplace (35,1%), and Diversity Management (27,4%)**. In this way, these specific topics, together with a previous knowledge on migration issues and ethnic diversity awareness, will be the main focus of this training program. For further information, the complete empirical research is available online for consultation: <http://migraid.eu/wp-content/uploads/2017/01/FINAL-RESEARCH-AND-CAR-REPORT-IO1-MIGRAID.pdf>

1.4 GENERAL CONCEPTUAL FRAMEWORK

First of all, who is actually a migrant? Nowadays, the terms migrant and migration have become very popular in news media, public opinion and, furthermore, public and private institutions. However, the definition of these terms may not be as simple and immediate as it seems.

According to the United Nations, a **MIGRANT** is any person who is moving or has moved across an international border or within a state away from his/her habitual place of residence, regardless of legal status; voluntariness; reason to move; or length of stay in the destination country, etc. This is, nevertheless, a very wide definition that does not encompass all the different characteristics that can further distinguish a migrant person, together with the complexities of his/her migratory path.

An **ECONOMIC MIGRANT** is that person who leaves his/her country of origin to perform an economic activity aimed at improving his/her economic conditions and/or those of his/her family. An economic migrant may be **regular**, if fulfilling all the permissions and documents required by the country of destination to enter, stay and work; or an **irregular** migrant if not accomplishing all the required documents and conditions to enter, stay and perform an economic activity. Many economic migrants enter the country of destination already having a regular long term working contract that facilitates their entry to the country and their economic and social integration process (**Expats** e.g.), while others enter the country under a different categorization (short term **seasonal worker**, **international students**, for **family** or **tourism** reasons) and, after finding a job and going through the correspondent administrative process, start to perform economic activities. Economic migrants may be **low and medium skilled workers as well as high skilled workers**, depending on the kind of work realized and the characteristics of the local labor market.

Differently, a **FAMILY MIGRANT** is a person who moves to another country for family reasons. An entrance permit and/or a residence card because of family reasons may be released in several cases, e.g. family reunification of spouses, children or relatives, marriage with a citizen from the country of origin, among others (rules and procedures may differ among countries). A person who enters a country may also perform economic activities (as an economic migrant) but having a residence permit because of family reasons, in this way *the distinction between categories is highly blurred*. Family

migration has become one of the main reasons for immigration (in some European countries is even the first cause of immigration); this is related to the fact that long-term settlement processes are well on the way both in older and newer immigrant-receiving countries in Europe, albeit with some country-related specificities (See for example Ambrosini, Bonizzoni & Triandafyllidou, 2014 for the case of the Mediterranean countries).

An important distinction is the one between **VOLUNTARY** and **FORCED** migrants. According to the UN Convention on the Rights of Migrants, the term migrant should be understood as covering all cases where the decision to migrate is taken “*freely*” by the individual concerned. This specification is primarily given to distinguish the cases of “*forced*” migrants that are usually treated under a different law frame. Labelling as ‘forced’ (or not) matters to migrants and states mainly when **ASYLUM** status, ruled by the 1951 Refugee Convention, is on the line (Bivand Erdal, 2018). An **ASYLUM SEEKER** describes someone who has applied for protection as a refugee and is awaiting the determination of his or her status; whereas a **REFUGEE** is a person who owing to a well-founded fear of being persecuted for reasons of race, religion, nationality, membership of a particular social group or political opinion, is outside the country of his nationality and is unable or, owing to such fear, is unwilling to avail himself of the protection of that country; or who, not having a nationality and being outside the country of his former habitual residence as a result of such events, is unable or, owing to such fear, is unwilling to return to it. When an Asylum Seeker is granted with the status of refugee or other forms of international protection, the State in which such application was presented acquires a series of obligations towards the refugee. For example, the contracting States shall as far as possible facilitate the assimilation and naturalization of refugees, by easing the related processes and reducing as far as possible the charges and costs of such proceedings. These differences are very important to try to understand at least to a certain extent the **MIGRANT EXPERIENCE** that each person needs to undergo when moving from one country to the other.

The condition of regularity or irregularity (either as a regular/irregular migrant or as an asylum seeker/refugee) surely influences the **INTEGRATION** process of the person, that may be defined as: **A long term multidimensional process by which immigrants enter and adapt to the local hosting society; such process includes several different areas of life: employment, education, language acquisition, knowledge and application of civic rules, cultural acquaintance, etc.** In this way, poor irregular migrants, refugees and other displaced people in particular, may experience a harsh migratory path either because of the lack of voluntariness and/or because of the lack of resources. During the last refugee crisis in the Mediterranean, immigration controls have become increasingly tight since the number of asylum seekers has augmented significantly. According to Eurostat, in 2015 and 2016 alone, around 2.2 million people applied for asylum in the EU, excluding withdrawn applications. Third-country nationals (TCNs) must apply for protection in the first EU country they enter even if they do not want to stay there, and this is the reason because the bordering Mediterranean countries (with less migratory experience and more complex economic conditions) have expressed enormous concerns about the heavy burdens that they have to face.

The difference between migrant categories and the particular conditions experienced by different people is clearer when the term **MIGRANT** is exchanged by **EXPATRIATE** or **EXPAT**, and the one of **INTERNATIONAL MIGRATION** is exchanged by **GLOBAL MOBILITY**. Such term usually relates to a very specific type of international movement, thus, the one of high skilled workers, managers or high-level employees, artists e.g., who are relocated temporarily or permanently for a particular work mission, job position or international project by the company (public organizations, universities or NGOs) they work for. This type of international migration is usually referred in a different way because it is regulated by organizations according to immigration laws, and it is usually related to people who move

from a high-income country (the Global North) and/or from a high-socioeconomic class (elites and new mobile bourgeoisie). The conceptual relation between spatial and social mobility has been extensively analyzed by several social scientists such as Thomas Faist (2013) e.g., who stresses the fundamental role of inequality when analyzing the movement of people across physical borders and the juxtaposition of vertical and/or horizontal (real) social mobility as assumed characteristic features of modern societies in contraposition with quiet static traditional feudal societies. Thus, mobility as such is not only usually identified with modernity but also with specific (higher) social classes of modern societies, whereas migration (or migrant) is usually identified with the poor (Global South) and the less developed countries and within these, the less advantage population segments in particular. Understanding the different types of mobility(ies) is a first step to understand the different types of **migration experiences** and **integration processes** that different people need to undergo, as well as the series of diversities that increasingly encounter each other. Hence, we can define the term of **DIVERSITY** as the co-existence of individuals and groups differentiated by the most diverse innate and/or acquired characteristics such as sex, age, personality, skin color, ethnic background, nationality, etc.

1.5 DIMENSIONS OF DIVERSITY(IES)

In today's world it is very difficult to define what is "different" and what is actually "normal". A complex and heterogeneous society, such as the one in which we live nowadays, is characterized by the coexistence of very different behavioral patterns and lifestyles that are not usually shared by everyone. For this reason, the concept of "diversity management" seems anachronistic (Castellucci et. al., 2009). On the one hand, it presupposes the existence of a normality that exists alongside a diversity, and this diversity as such needs to be managed; on the other hand, it is a very topical concept as the growing presence of different social groups makes necessary to adopt **different management models** appropriate to govern those who are diverse (in different ways).

The first step to adequately manage diversity is to understand what are the different kinds of diversity (diversities) that may be encountered; as well as the kind of diversity that may be at stake in a very specific social context. Thus, a first definition is developed according to the so-called "objective criterion", for which "diverse" means belonging to a minority group. On the basis of the objective criterion, it is different the individual who belongs to a numerically minority group compared with the majority of society. A second definition is developed following the "subjective criterion", the **Social Constructivist** one, according to which the diversity is not defined in terms of the objective reality of things, but according to the modality in which it is observed by others.

Although all individuals are different among themselves at least to a certain extent, in terms of several socio-demographic and economic characteristics such as sex, age, gender roles attachments, character and personality features –among many others-, the notion of being considered "diverse" depends very much on the relevance that such characteristic has for the local context, its salience, and the degree of cultural distance or danger that crossing a certain kind of boundary may represent for the group or local community. In this way, ***ethnic and national differences become particularly relevant in culturally heterogeneous societies with a significant immigration rate, where people from different origins and cultural backgrounds meet each other so that differences are actually perceived and therefore discussed (although in different degrees and for different motives).***

It is particularly as this point where these two phenomena -international migration and ethnic diversity management- closely converge. Because it is perceived that most of the **salient diversities** are those that differentiate in particular immigrants, named **race, ethnicity, cultural background and**

nationality/citizenship. At this point, it is necessary to clearly define what do these concepts actually refer to:

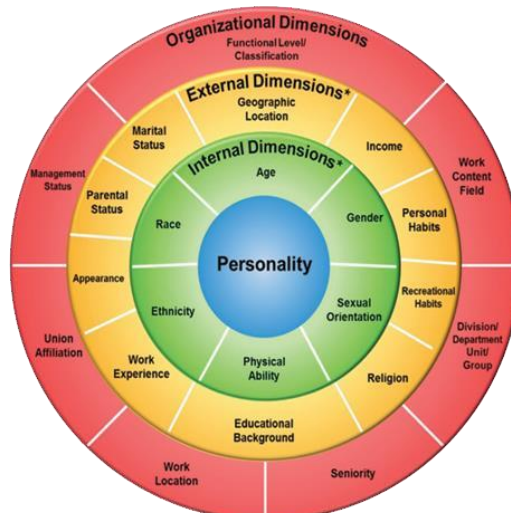
RACE: The concept of race is probably the one that has provoked more controversy according to several attempts to define it not only from a biological but also from a social perspective. In the human species, according to Casas (1984) *the concept of race refers to a subgroup of people possessing a definite combination of physical characteristics of genetic origin, the combination of which to a varying degree distinguishes the sub-group from other sub-groups of mankind. Race showed to be not only a social but also a political construction when it was differently defined by different governments according to different human characteristics.* For example, the Nazi government in Germany used it to distinguish people according to some other physical and cultural characteristics that were far more reaching than the skin color. These categorizations have continued to change, however, they go in the opposite direction of the modern genetics studies that have revealed how all humans belong to one human race, and that physical differences obey to multiple genotype combinations (Boyd, 1963).

ETHNICITY: If race has been particularly used to categorize individuals according to certain physical characteristics -in particular the more visible physical ones such as skin color-; *ethnicity mainly relates to the classification of individuals according to their shared social and cultural heritage, thus, customs, language, traditions, religion, etc. In this way, whereas race is related to the biological and physical aspects of a person, ethnicity deals with the learned or acquired behavioral patterns.*

NATIONALITY: The concept of nationality, differently to the ones of race and/or ethnicity that are related to physical or socio-cultural characteristics of groups and individuals, is related not only to *a common history, traditions and language e.g., but also to a legal status that recognizes someone as a member of a particular nation (a large ethnic group).* Whereas **CITIZENSHIP**, differently, may be defined as *“that set of practices (juridical, political, economic and cultural) which define a person as a competent member –able to participate in public domains- of society, and which as a consequence shape the flow of resources to persons and social groups”* (Turner, 1993:2).

Several other pages would be needed to define all those physical (physical –dis-ability or age e.g.), psychological (mental illness or temperament e.g.) and social characteristics (gender and socioeconomic status, e.g.) that may be used to categorize and differentiate people, creating actually what some authors have called **SUPER DIVERSITY** *where many diversities contemporarily converge* (Vertovec, 2007).

Some authors speak of “Multilevel Diversity” in the sense that some of these diversities are part of the individual him/herself and cannot be modified (innate), and other are related to elements that have been developed over time (acquired). A graphic model of these multilevel diversities was elaborated by Gardenswartz & Rowe (1998) and it may be used when **identifying the kind of diversity at stake** in a particular situation. Such model identifies four levels of diversity: 1. Personality (inner level); 2. Internal Dimension; 3. External dimension; and 4. Organizational dimension.



The heart of the problems usually lies in the innermost levels that must be assumed as unchangeable, for this reason companies and employers need to elaborate Diversity Management Models that surely aim at improving elements of the organizational (external) dimension, but that also take note of the distinctive characteristics of the person (personality and internal dimensions), in order to positively exploit the particularities of the worker in line with the tasks that he/she has to perform in the workplace (Castellucci et. al., 2009).

1.6 INTEGRATION MODELS. THE POLITICAL MANAGEMENT OF ETHNIC DIVERSITY

The constitutive diversity of the European continent has always made it a cross-road of people from different Nation-states and cultural backgrounds (gradually distant in terms of language, ethnicity, religion, beliefs, values, customs, traditions, history, etc.) under the most different economic and political circumstances. However, the increasing number of intraregional exchanges (especially after the creation of the border-free Schengen area) and the increasing inflow of Third-Country Nationals (TCN), asylum seekers and refugees (especially during the last years with the –voluntary/forced- arrival of people from remote areas of Africa and Middle East), has contributed to create a social condition that has been previously defined as “super-diversity”. Its potentialities in terms of new markets, economic growth and enriching cultural exchanges, have been also accompanied by a crescent perception of threat against State sovereignty and local populations’ security, social wellness and cultural traditions.

National governments have continuously reinforced entry controls and have put into practice different ways to manage migration flows ; preserving and enhancing their right to select who is welcome among the newcomers and who is not, and promoting immigrants’ integration paths in the different sectors of the economy and (more widely) of the society. Mostly for analytical purposes, these different ways to govern international migration flows (mostly from the perspective of destination countries) have been catalogued in different “models” or approaches that usually correspond to public discourses and desirable political outcomes than to actual public policies coherently organized and implemented in the form of concrete programs and local practices towards well defined objectives. These different models (supported either by more conservative or liberal political positions), that have been developed especially since the XX century to govern migration and to accommodate ethnic and cultural differences may be briefly described in this way:

Assimilationism: The term comes directly from the meaning of “assimilation”, to assimilate something is to convert it into a substance of its own nature, to absorb into the system, to incorporate (Oxford English Dictionary); assimilation in this sense implies complete absorption. According to this model, members of minority groups will resemble more the behavioral patterns of the majority group as far as they acquire more local language skills, education and experience in the labor market, and parallel become less attached to their native cultural background (Gordon, 1964; Alba & Nee, 2003). Assimilation policies were not only related to (economic) immigrant groups but also to ethnic minorities such as indigenous groups and immigrants from former colonies, and the translation into concrete policies is related to the desired outcome that those several differences (in particular cultural ones) that characterize immigrant groups become increasingly blurred whereas more attention is given to the adoption of local culture and civic norms. Example: **France**.

Melting Pot: The melting pot model has been used to describe societies that are formed by an assortment of immigrant cultures that eventually blend and produce new hybrid social and cultural forms. According to this approach, the melting together of several cultures will produce a new compound, one that has great strength and other combined advantages. This is most commonly used to describe the **United States** as a new world with a distinct new breed of people amalgamated from

many various groups of immigrants. Nowadays the concept of Melting Pot is recalled in nostalgic terms, looking at the “glorious” past of immigration (mostly in the USA) to compare it and oppose it to a problematic unstable and irreconcilable present.

Multiculturalism: The multicultural approach attempts to create unity through difference. Some countries have official, or de jure, multiculturalism policies aimed at preserving the cultures or cultural identities (usually those of immigrant groups and ethnic minorities) within a unified society. The best example is **Canada** (although there are different variations such as the United Kingdom, Australia and the Netherlands) that was one of the first nations with an official multicultural act as an officially bilingual nation, using both English and French. Multiculturalism advocates a society that extends equitable status to distinct cultural and religious groups (Black, White, Hispanic, Christian, Muslim, etc.) and even special legal protections for the members of these groups. In Europe this approach has been implemented in a very partial way (for example in the **United Kingdom**); however, even in such partial modality it has been very much denied and criticized specially in recent years.

Interculturalism: This approach is developed as a response to the perceived failures of multiculturalism that sees identity as static and fixed within group boundaries; that emphasizes and consequently preserves differences; and especially that threatens social cohesion. However, it may not be properly considered a completely different approach but a more fluid, concrete and especially pragmatic way to understand and implement previous concepts of multiculturalism that aim to value the particularities of each cultural group without isolating them one from the other. Interculturalism requires from all citizens, majority and minority groups, an openness to be exposed to the culture of the “other”. It places the *emphasis on active dialogue among cultures* and rejects claims associated with identity politics that only members of a particular culture can understand and stand for. Interculturalism promotes activities of knowledge and collaboration between cultures, and aims at achieving a condition of diversity with inclusion. This approach has been particularly adopted in specific sectors such as Education (both public and private), where institutions have elaborated complete study programs and didactic activities mainly aimed at integrating natives and students with a foreign origin trying to promote intercultural exchanges and inclusion among different groups; such activities may be the celebration of different cultural and religious holidays, language learning activities, study visits to symbolic places of different cultures, among several others. Intercultural learning approaches such as these have been implemented in countries such as **Ireland** and **Italy** to a certain extent, but the general approach has been also very much criticized because of its normative orientation and the unclear differences with precedent multiculturalism.

According to Joppke (2007), nevertheless, the notion of national models no longer makes sense, if it ever did. Gary Freeman (2004) correspondently notes that the concept of national models of incorporation lends too much dignity to the patchwork of institutions, laws, and practices that constitute incorporation frameworks in the West. However, much of the scholarly literature continues to draw at least a fundamental distinction within a liberal-democratic spectrum, thus between previously mentioned difference-friendly multiculturalism and universalist assimilationism; while also identifying segregationism in some guest-worker-receiving countries (such as **Germany** e.g.), which is seen as beyond the liberal-democratic pale. More recently it is observed that instead of diverging in terms of national models, Western European states' policies on immigrant integration are increasingly converging into what it is called Civic Integration.

Civic Integration consists on establishing compulsory civic integration courses and tests for newcomer immigrants in order to access citizenship and other related public services, but without adopting a completely assimilationist orientation as in more traditional national models. The aim of this approach is a shared knowledge of the destination country's native language as well as the fundamental civic

rules and national laws for an expected more harmonic coexistence. Behind such idea, nevertheless, liberal goals are pursued with illiberal means making, therefore, the distinction with a sort of repressive liberalism very slight. In this way, what can be observed is that European states have followed a long learning process along history of the more suitable ways to deal with immigration according to different factors such as the specific country's current socio-economic conditions, the political orientation of the ruling party and the overall characteristics of the immigrant population, among others.

Although there is an increasing convergence within the European Union in several economic and political issues, in terms of migration each country reserves to itself the right to define who is welcome in its territory and who is not, as one of the maximum expressions of sovereignty. Thus, these previously described integration models or approaches may be applied, more or less explicitly, through public policies and social programs in different ways by different countries according to their very own interests, specific characteristics, short-term situations and governance capacities. However, In the process of developing a common immigration policy the Justice and Home Affairs Council adopted the **Common Basic Principles for Immigrant Integration Policy in the EU** in November 2004. The comprehensive set of 11 principles stresses that integration is a dynamic, two-way process of mutual accommodation by all immigrants and residents, and implies respect for the basic values of the EU. These principles need to be considered when formulating public policies and social programs:

CBP 1. Integration is a dynamic, two-way process of mutual accommodation by all immigrants and residents of Member States.

CBP 2. Integration implies respect for the basic values of the European Union.

CBP 3. Employment is a key part of the integration process and is central to the participation of immigrants and to the contributions immigrants make to the host society.

CBP 4. Basic knowledge of the host society's language, history, and institutions is indispensable to integration; enabling immigrants to acquire this basic knowledge is essential to successful integration.

CBP 5. Efforts in education are critical to preparing immigrants, and particularly their descendants, to be more successful and more active participants in society.

CBP 6. Access for immigrants to institutions, as well as to public and private goods and services, on a basis equal to national citizens and in a non-discriminatory way is a critical for better integration.

CBP 7. Frequent interaction between immigrants and Member State citizens is a fundamental for integration through shared forums, intercultural dialogue, education about immigrants and immigrant cultures, and stimulating living conditions in urban environments.

CBP 8. The practice of diverse cultures and religions is guaranteed under the Charter of Fundamental Rights, unless practices conflict with other inviolable European rights or with national law.

CBP 9. The participation of immigrants in the democratic process and in the formulation of integration policies and measures, especially at the local level, supports their integration.

CBP 10. Mainstreaming integration policies and measures in all relevant policy portfolios and levels of government and public services is an important consideration in public policy.

CBP 11. Developing clear goals, indicators and evaluation mechanisms are necessary to adjust policy, evaluate progress on integration and to make the exchange of information more effective.

1.7 ETHNIC DIVERSITY AWARENESS ACTIVITY AND EXAMPLES FROM THE SOCIAL PARTNERS

During the last part of Day 1, with the guidance of the trainers, participants will expose examples of cultural and ethnic diversity and other forms of diversity (See Diversity Dimensions, pg. 16-17) in their

own workplaces and will participate in at least one cultural awareness and cross-cultural competence activity.

In order to fulfill this goal, activities will be organized together with the host partner, ENAIP Veneto, and the trainers themselves. A proposed activity is briefly described next:

- **Barnga (duration 45-60 minutes):** Barnga (Thiagarajan and Steinwachs, 1990) is a simulation activity developed for a variety of contexts of intercultural awareness-raising programs. To play this game, participants will be divided in groups (preferably from 6 to 8 players maximum; each team should have the same number of participants), and each team will be given a set of cards and a list of instructions on how to play; after each team has read and understood the rules for the game such instructions will be retired by the trainer so the only things that should remain on each table is the set of cards. What is relevant about Barnga is that each table has a different list of game rules so that people in the Table 1 do not know the winning rules in Table 2, Table 2 and so forth, and there is a general NO-TALKING rule, only body language.

For example: Table 1: Ace high wins.

Table 2: Lowest pair wins.

Table 3: Two highest pairs wins, etc.

The rules should be prepared in advance and can be as diverse and complex as the trainers want. The game will start and, according to the specific rules for each table, the winner will move to the next table so that at the end of the first round at least one player will move into another table, where he/she will start playing in a different Table with a different set of unknown rules. Conflicts begin to occur as participants move from Table to Table, whereas the absolute winner of the game will be that one who manages to win, and therefore to move, around all the tables in less time. This kind of game simulates real cross-cultural encounters, where people initially believe they share the same understanding of the very basic rules.

Players experience a sort of soft cultural shock when entering a different table-game (a different culture). After that, they need to understand and reconcile these differences to play the game effectively in their "cross-rules" tables. Differences are particularly emphasized for the fact that players cannot speak with each other after the game has started. For a better understanding and examples of how the game works the trainer can consult these links:

"How to play Barnga Activity in your classroom" by the University of Michigan:

<https://www.youtube.com/watch?v=IQv3IQFhqN4&t=245s>

An important activity at the end of the game is to discuss these questions within the groups:

- How does this game may (or may not) resemble real-life situations?
- What are the underlying problems or difficulties that may arise when playing with different game rules and without the lack of communication?

What was the best way to approach these mini-cultural shocks? And how could this be applied to the real world?

Activities may vary according to the experience of the trainer but the main objective of the closing activities of this first day is to promote a deeper knowledge and higher sensibility towards the migrant experience on the one hand, and to become further aware of the cultural differences that may be observed in the workplace and in society. By closely observing oneself attitudes and behaviours, together with the observation of "others", it is possible to develop self-awareness of the assumptions and values that shape one's own ideas about what it is perceived to be *natural and normal* in terms of behaviour and decision-making.

DAY 2. DISCRIMINATION IN THE WORKPLACE AND MIGRANTS' ECONOMIC INTEGRATION

2.1 PRESENTATION OF DAY 2 ACTIVITIES AND EXPECTED LEARNING OUTCOMES

During Day 2 participants will get acquainted with a more elaborated framework on the topic of Ethnic (and other forms of) Discrimination, and the obstacle that this may represent particularly for the economic integration of migrants into the local labor market. By assertively identifying the different types of discrimination that may be observed in the workplace, participants will be able at the same time to get a better understanding of the national and European legal framework that has been gradually elaborated to combat exclusion on different grounds (ethnicity, gender, age, etc.), and the different ways in which these may be interpreted and applied. Important will be the presentation of representative cases of discrimination that have been taken to the (European and/or national courts), and the results of such legal processes. Finally, some practical activities will be proposed to exemplify the mechanisms existing behind discrimination, and first brainstorming activities will be developed for the elaboration of a Diversity Management tailored proposal by the end of the week.

The main expected learning outcomes of Day 2 are: 1. Identifying different expressions of (multiple) discrimination; 2. Promoting open attitudes and concrete inclusive behaviors that may positively influence the good functioning of a diverse workforce; 3. Learning which are the main national and European institutions, together with the correspondent legal frameworks, that may be referred when assisting a concrete case of discrimination in the workplace; and 4. Develop further skills of consideration, attentive listening and empathy, toward those members of migrant and minority groups who have continuously experienced discrimination.

2.2 THE DARK SIDE OF DIVERSITY(IES): PREJUDICES, STEREOTYPES AND DISCRIMINATION(S)

The difficulties to integrate migrants (ethnic minorities or other kind of less favored groups) into the labor market do not lie only on the entrance stage as newcomers in the country of destination (immigration controls and the possibilities to –regularly- work) or as new entry job applicants for a certain job position, but in the way in which these people can actually contribute to the organization/company they are working for (or they will be working for), their possibilities to exercise agency inside and outside the workplace, and the opportunities to further develop their professional and personal skills. These positive outcomes, nevertheless, are further hindered when people are unwelcomed, mistreated and discriminated, because of their particular characteristics. During the first training day there were deeply studied the different types of diversit(ies) that may be observed in European societies (and not only) and in particular in the labor market. All those differences themselves are not a motive of judgement or discrimination but a particular characteristic of the individual or the group itself; however, such particularities may be given an evaluation judgment according to the way in which they are interpreted through the predominant local values, norms and worldviews, and these may importantly change from one society to the other and over time.

In general terms, **DISCRIMINATION** is usually based on **STEREOTYPES** and **PREJUDICES**, and refer to those attitudes, behaviors, formal and informal practices, arrangements and so on, resulting in a less favorable treatment of individuals or groups of individuals due to some of their characteristics such as race, ethnicity, age, socio-economic class, gender and sexual orientation.

STEREOTYPES, specifically, are oversimplified generalizations about groups of people. These may relate to several social categorizations and individuals' characteristics: race, ethnicity, age, gender, sexual orientation for example. They can be both, positive (usually about one's own group) and –very

often- negative (usually regarding other groups). In both cases, the elaboration and/or reinforcement of a stereotype is only based on generalizations that do not take into account more complex individual differences.

Whereas **PREJUDICES** may be defined as prejudgments. The term refers to those beliefs, thoughts, feelings and attitudes that someone may have regarding a group or an individual without previous real knowledge. A prejudice is not actually based on direct experience, but it can influence the way in which someone relates to others (biased thinking and behavior).

Discrimination may consist of conduct that intends to discriminate, or of practices that may have a (direct or indirect) discriminatory effect. Unlike many national rules, European law does not specifically define the types of conduct that are prohibited. Its wording suggests that not only actions (whether deliberately discriminatory or not) but also omissions and failures to act can lead to discrimination.

The key words used to describe the different situations that may lead to discrimination are:

- treatment
- provision, criterion or practice that would put persons at a disadvantage
- unwanted conduct
- adverse consequence

DISCRIMINATION at work can be **DIRECT** and/or **INDIRECT**. **Direct discrimination** is when a person is treated less favorably than others on the basis of their background and/or their personal/group characteristics.

Typical scenarios:

- Failure to recruit an applicant because of a protected characteristic.
- Discriminatory job advertisements.
- Estate agencies or property owners not renting to minority racial or ethnic tenants.
- Pay differences: in certain Member States statistics indicate that minority men earn less than majority men and minority women earn even less than majority women.
- Employees over 50 made redundant.
- Mandatory retirement age set at 58, 60 or 65.

However, there are also some exceptions to direct discrimination in European law e.g.:

| Type of exception | Ground | Example |
|--|--------------------|---|
| Genuine and determining occupational requirements | All grounds | It may be lawful to employ only a Black actor to play Othello or a Chinese chef in an authentic Chinese restaurant. |
| Positive action | All grounds | Disability quotas in employment, extra language classes for minority racial or ethnic groups, financial incentives to promote younger and/or older workers. |
| Employers with an ethos based on religion or belief. | Religion or belief | It is lawful to only employ a member of a certain church to be head of a denominational school. ¹ |

¹ For further info: European Commission (2011), How to present a discrimination claim. Handbook on seeking remedies under the EU Non-discrimination Directives:

Indirect discrimination is when a rule, decision, procedure, policy, criterion or practice that appears *prima facie* neutral, because it applies to all, leads to discrimination in its application, as it negatively affects persons of a particular background/with particular characteristics. Indirect discrimination is lawful if the provision, criterion or practice is objectively justified by a legitimate aim and the means of achieving that aim are appropriate and necessary. In practice, there is a broad range of justifications that may render a certain type of indirect discrimination lawful under European law. However, there are certain principles that limit which justifications are acceptable:

- Purely budgetary (financial) considerations can never serve as objective justification for discrimination.
- The aim of the practice must be unrelated to discrimination and mere generalizations are not sufficient.
- Proportionality requires that the concrete measure taken in order to achieve the legitimate aim should be suitable for achieving that aim.
- Proportionality also requires the respondent to show that another measure with a lesser or no detrimental effect would not be effective.

In European law the general definition of **indirect discrimination** is where an apparently neutral provision, criterion, or practice would put people sharing a protected characteristic at a particular disadvantage compared with other people.

Typical indirect discrimination scenarios:

- Language requirements that are not in fact necessary to fill lower ranking positions (language usually serves as a proxy for non-nationals who may belong to a minority race or for nationals who may belong to a minority ethnic group).
- Having performed military service as a requirement for recruitment (may discriminate against some religions).
- Dress codes.

Discrimination (either direct or indirect) can occur at all stages of the work process, (a) starting from the process of recruiting and entering a workplace and (b) passing through the work process at a specific space and (c) until the time of leaving a workplace; and may include: entrance opportunities, payment, labor rights, working hours, maternity protection, content of assigned work, training opportunities, performance appraisal, prospects of job development, job security, etc. There may be several types of discrimination on different grounds, however, their exact definition may differ in national/European law that need to be considered when presenting a case to the Courts. These are some of the more salient ones:

| | |
|------------------------------|--|
| Ethnic discrimination | Ethnic discrimination is exercised through racist perceptions, comments and attitudes, and picks on victims based on their (perceived) racial and/or ethnic origin, ethnic and migratory background, skin color, language spoken, accent, etc. |
| Gender discrimination | Gender discrimination refers to discrimination exercised with sexist/misogynistic perceptions, comments, attitudes and mistreatments. |

https://www.ab.gov.tr/files/ardb/evt/1_avrupa_birligi/1_6_raporlar/1_3_diger/European Commission How to Present a Discrimination Claim Handbook onseeking remedies under the EU Nondiscrimination Directives.pdf

| | |
|---|---|
| | Perpetrators pick on their victims based on their (perceived) gender identity/gender expression or sexual orientation, including both physical characteristics and social perceptions. |
| Religious discrimination | Religious discrimination includes forms of mistreatment based on religious beliefs/practices expressed by individuals, or due to their participation in a certain religious groups; as well as discrimination against persons who do not belong to (or are perceived not to belong to or identify with) a particular religious group. |
| Political discrimination | Political discrimination refers to discrimination against a person based on their (perceived) membership/affiliation to a political party/ political ideas/socio-economic views, or based on their (perceived) activities within non-governmental organizations. |
| Socioeconomic (class) discrimination | Social discrimination is exercised on the basis of social origin, based on the victim's (perceived) social class/socio-professional circumstances and it may limit the access of some people to certain categories of work. |
| Discrimination on the basis of family status | Discrimination related to a person's family situation. It may involve the recruitment process and/ or career opportunities and/ or wages, affecting mostly women who are (or may get) married or/ and women who have (or may have) children. |

The combination of more than one grounds of discrimination leads to **MULTIPLE DISCRIMINATION**. For example, a Muslim Syrian woman employed in Spain that feels that her lack of promotion is due to the combined grounds of sex, religion, ethnic origin and nationality. For further information and examples on these and other important discrimination definitions and practices, such as **HARASSMENT** and **VICTIMIZATION**, *Topic 1 of MIGRAID's VET Material "Improving Social Partners' Skills and Capacities on Ethnic Diversity"* may be consulted in detail.

2.3 IMMIGRANTS' PARTICIPATION INTO THE EU LABOUR MARKET

INTEGRATION is a long term multidimensional process by which newcomers enter and adapt to the local hosting society. Such process includes several different areas of life: employment, education, language acquisition, knowledge and application of civic rules, cultural acquaintance, etc. From these, one of the main dimensions is the one related to **ECONOMIC INTEGRATION**, that refers to immigrants' participation rates in the local labor market, employment and unemployment rates, occupational status and general economic autonomy. Although integration is usually measured using as a reference point the one of local citizens (e.g. natives' employment rates), effective integration is also very much related to the valorization of immigrants' (formal and informal) educational background and previous work experiences (although there is a clear difference in over-qualification rates between immigrants 35%, and natives 28% in the EU).

The importance of this economic dimension lies in its relation to other life dimensions, e.g. access to employment, adequate income and opportunities for upward mobility affect the location and type of housing, which then impacts on the quality of education by determining access to particular schools. Furthermore, the importance of migrants' economic integration is strongly related to the weight that their contributions represent for the hosting national economies.

Labor market participation may be measured in terms of the Activity Rate to start with, which provides information on the number of economically active persons aged 20-64 as a percentage of the total population (in the same age group). At this respect, the data says that there is an important gap between migrants and native workers, such that during the period 2008-2016, TCN migrants systematically recorded lower activity rates than EU-born migrants (those born in a different EU Member State to the one in which they were living) or the native-born population, with these differences increasing over time. The biggest differences between activity rates for native-born and foreign-born populations were recorded in the Netherlands (where the native-born population had an activity rate that was 13.3 points higher than the equivalent rate for the foreign-born population), Latvia (10.3 points), France (9.9 points) and Germany (9.1 points).

There were eight Member States, the majority of which were in southern Europe, where the activity rate of the working-age population was higher among TCN migrants (rather than the native-born population); the gap was particularly large in Greece and Portugal, where rates for the foreign-born population were at least 5 points higher than those of the native-born population. However, higher occupation rates are not necessarily related with “quality” jobs; in Southern Europe in particular, TCN nationals are relatively more employed in underground positions or in regular but under-qualified and precarious jobs. Additionally, also in Southern Europe in particular, activity rates for women were systematically lower than the corresponding rates recorded for men in the same year 2016, highlighting that gender equality had yet to be achieved and that it does represent a salient challenge for both native and foreign born women into the labor market. This gap was even greater still among migrant women, and in particular, among migrant women born outside the EU, TCN. In the same direction, the EU-28 employment rate of foreign-born migrants was 66.0% compared with 71.8% for the native-born population. The EU-28 employment rate of migrants born outside the EU was 19.5 points higher for men than for women in 2016; this gender gap fell to a difference of 13.4 points for migrants born elsewhere in the EU and to 10.6 points for the native-born population. Such figures may reflect different opportunities and barriers for migrant men and women and/or cultural differences with respect to work-life balance within migrant households (Eurostat, 2017).

Even though there is this significant gap between immigrants and natives in the workplace, the participation of newcomers in the national economies is relevant because of its contribution to the national GDP and the expansion of the workforce particularly in aging societies. In most European countries, migrants contribute more in taxes and social contributions than what they receive in individual benefits. Thus, efforts to better integrate immigrants represent more of an investment than a cost.

2.4 CHALLENGES AND DIFFICULTIES OF IMMIGRANTS' INTEGRATION INTO THE LABOUR MARKET

Immigrants' integration (in particular economic integration) is very much desirable because of their contribution to the different national economies and economic sectors. However, it is not a linear process, and moreover it is very much compromised by several other factors such as: 1. the structural characteristics of the different national labor markets; 2. the last economic crisis and its multiple consequences; 3. the raise of anti-immigrant parties and conservative political postures against “aliens”; 4. the difficulties to productively manage diversity together with a crescent sense of distrust among local societies towards foreigners; and 5. the restrictions in assistive integrational services (e.g. language courses, job training, counseling). In the following table there may be observed some of the main specific challenges in the five participant countries of MIGRAID:

| CYPRUS | ITALY | DENMARK | FRANCE | GREECE |
|---|---|---|--|--|
| <ol style="list-style-type: none"> 1. TCN are excluded from the Employment Equality Directive. 2. Restricted right for TCN to change jobs and employers. 3. TCN are excluded from labour rights such as unemployment benefit and pension. 4. Failure of the government to conclude bilateral agreements with countries of origin of migrants to facilitate transfer of their pension rights. 5. The labour market is segregated both horizontally and vertically. TCN are concentrated in unskilled labour (i.e. household and farming). | <ol style="list-style-type: none"> 1. The difficulty of acting against discrimination in both the private and the public sphere. 2. The nature of the Italian economy, based on SMEs, makes it harder to monitor discrimination. 3. Undeclared work is even more complicated and almost impossible to monitor. 4. Access of employment in the public sector for non-Italians was restricted until recent times. 5. In several economic sectors, cases of discrimination of migrant workers continue to be a common practice. | <ol style="list-style-type: none"> 1. The introduction of European directives has given rise to concerns that unskilled Danish workers might be deselected in favour of migrants or refugees. 2. Discrimination in the 'integration benefit' (2015) in particular as it provides that citizens not been residents in Denmark in 7 out of the last 8 years receive reduced benefits having direct effect to immigrants. 3. The governmental bill (2014) for differentiating the demands for working permits based on nationality judging citizens from particular countries as being less suited for integration than others. | <ol style="list-style-type: none"> 1. In 2006, an immigration law created a new category of migrants -"skills and talents" for highly qualified foreigners compared to low-skilled foreigners. 2. Immigrants are more likely to have fixed-term contracts and have to ask for a work permit. 3. SMEs consider the employment terms for immigrants as dissuasive, which in turn lead to unequal opportunities. 4. There is no law that obliges companies to adopt Corporate Social Responsibility (CSR) strategies. However, the State encourages them to promote it. | <ol style="list-style-type: none"> 1. The absence of coherent institutional framework and the chronic deficiency of Greek public administration resulted to a misregulated immigration flow without link to a specific growth national model. 2. The rise of financial crisis found Greece with a disintegrated migrant population facing an ever-increasing unemployment. 3. An important participation of immigrant populations into self-employment activities. 4. A chronic understaffing of the relevant public services. |

As it may be observed, labor discrimination is not exclusive of the migrant population; however, foreigners, especially poor, low skilled, irregular migrants have higher probabilities to be discriminated, even more females than males. Such situation has been exacerbated specially during recent years when there was experienced a severe economic crisis around the world that hit almost every single country, although in different ways. Moreover, the immigration flows (within Europe and from other countries towards Europe) that were in progress during previous years were intensified (particularly in news media and public opinion’s perceptions) during the recent arrival of what has been called “the recent refugee crisis” (Wihtol de Wenden in Ambrosini, 2016). Thus, the super-diversity condition that is currently (and increasingly) experienced in Europe, has created the need to elaborate a legal framework in each single country, and also at the European level, to combat discrimination and promote social inclusion.

2.5 EUROPEAN AND NATIONAL LEGAL FRAMEWORK

Immigrants' integration in the labor market and the management of ethnic diversity are not automatic nor simply processes. At this respect single European countries and the European Union itself, have importantly worked to build a very sophisticated legal framework with the main aim of ensuring human rights and an openly combat to (different forms of) discrimination. Its efficiency may depend on different factors such as the crossing of different jurisdictions or the specific timing of certain legal processes, among others; however, a very important first step is to gather a fundamental knowledge of the complexity of such framework.

Although each European country settles its own rules, needs and challenges on migration issues, there has been a series of shared efforts to create a comprehensive immigration policy. In this way, EU legislation provides a frame regarding conditions of entry and stay, and a common set of rights for certain categories of migrants such as seasonal employees and high skilled migrants, among others. Some of the most important legal texts relevant to migrants' employment are the following:

- [Directive 2014/66/EU](#) defining conditions of entry and residence of third-country nationals in the framework of an intra-corporate transfer (UK, Ireland and Denmark do not take part);
- [Directive 2014/36/EU](#) on the conditions of entry and residence of third-country nationals for the purposes of seasonal employment;
- [Directive 2011/98/EU](#) on a single application procedure for a single permit to reside and work in the EU and on a common set of rights for third-country workers; and
- [Directive 2009/50/EC](#) concerning the conditions of entry and residence of third-country nationals for the purposes of highly qualified employment, commonly called the 'Blue Card directive'.

The European Union and the Council of Europe both have the ambition to fight against discrimination. They have created quite a comprehensive set of rules, in particular thanks to their respective courts, the Court of Justice of the EU (ECJ) and the European Court of Human Rights (ECHR), and through primary law (e.g. founding treaties), secondary law (e.g. instructions) and European policies; moreover, Member States are parties of the European Convention of Human Rights (ECHR), which includes 47 Contracting States (including EU28). During the first period, equal treatment was more about making conditions for the smooth functioning of the common market and mainly concerned with equal pay for men and women. Emphasis on equal treatment and discrimination issues beyond narrow gender and ethnicity has been made since the 1990s principally, since the Treaty of Amsterdam in 1997, in which Article 13 states that the Council may take the necessary measures to combat discrimination based on gender, racial or ethnic origin, religion or belief, disability, age or sexual orientation. The two most important Directives at this respect are actually born from Article 13 of the same Treaty: [Racial Equality Directive 2000/43/EC](#) and the [Framework Employment Directive 2000/78/EC](#).

Directive 2000/43/EC implements the principle of equal treatment between persons irrespective of racial or ethnic origin, focuses on discrimination based on racial or ethnic origin and extends beyond the shape of employment. Directive 2000/78/EC focuses exclusively on the field of employment addressing discrimination more broadly, including also discrimination on the grounds of religion or other beliefs, disability, age and, sexual orientation. As regards employment and occupation, the Directives cover these fields: 1. Conditions for access to employment, to self-employment and to occupation (including selection criteria, recruitment terms and promotions); 2. Access to all types and to all levels of vocational guidance, vocational training, retraining and vocational reorientation, including the acquisition of practical work experience; 3. Employment and working conditions,

including dismissals and pay; 4. and Membership of, and involvement in, an organization of workers or employers, or any organization whose members carry on a particular profession, including the benefits provided for by such organizations. Moreover, the Directive 2000/43/EC also refers to Social Protection; Social Advantages; Education; and Access to and supply of goods and services which are available to the public, including housing; whereas the Directive 2000/78/EC also refers to Vocational and adult training and university education.

The Non-discrimination Directives have to a great extent been transposed into national law, been monitored by the European Commission, and now provide effective protection to individuals and groups who face discrimination. However, although most states have incorporated all the grounds of discrimination included in the Non-discrimination Directives into their national anti-discrimination legislation, ***the majority of countries have chosen not to define them***. That means that depending on the defined discrimination ground, a particular case can refer to national or European law, and that certain concepts such as race and ethnic origin may overlap.

The key concepts of the Non-discrimination Directives and other European equality law include the definitions of direct and indirect discrimination, harassment, victimization and instructions to discriminate; the reversal of the burden of proof; adaptations of work places within reason that make it possible for a disabled person to work (known as “reasonable accommodation”); the defense of victims’ rights by non-governmental organizations and trade unions; and effective, proportionate and dissuasive sanctions including compensation. The importance of the EU system is that its laws take precedence over domestic law within its field of competence. This supremacy of EU law, and its supranational character, entails that national courts must give priority to EU law over inconsistent domestic provisions. In this way, ***EU non-discrimination law is not distinct from domestic law, but is part and parcel of it and under certain conditions has direct effect***. The Non-discrimination Directives apply to all persons, which means that protection is not conditional on citizenship, nationality or residence status; and both individuals and legal persons such as companies, public authorities, local councils, etc. The definition of the discrimination ground becomes fundamental also considering that unequal treatment may be actually justified by the same Directives when it is a matter of Positive Action. The Non-discrimination Directives permit Member States to take positive action measures to ensure full equality in practice, which means that they are permitted to maintain or adopt specific measures to prevent or compensate for disadvantages linked to a protected ground.

The Non-discrimination Directives place a duty on states to make available judicial and/or administrative procedures to victims of discrimination, and all states provide both judicial and non-judicial procedures. ***The type of judicial procedure initiated depends on what kind of law has been broken: civil, criminal, labor or administrative***. Complaints about the public sector are often dealt with in administrative courts, while the private sector is dealt with in civil courts. In some jurisdictions, general non-judicial procedures as well as discrimination-specific procedures provide an effective alternative to the courts. European anti-discrimination law also places a duty on States to maintain bodies to promote equal treatment in relation to race and ethnic origin as well as gender (See [Equinet, European Directory of Equality Bodies](#)). Almost all States now have equality bodies or national human rights institutes acting as equality bodies. ***Among the general non-judicial bodies that can examine claims are inspectorates, ombudsmen and human rights institutes***.

In this part of the training program it will be particularly important to explain the process and requirements to present a particular case of discrimination (evidences and burden of proof); the different Courts to which the case may be presented (judicial and non-judicial procedures); and the main procedural barriers to overcome. In the same way it will be important to dedicate some space to the way in which the European Directives have been transposed into national law. For further

information, it will be fundamental to consult Topics 2 and 3 of the *MIGRAID's VET Material "Improving Social Partners' Skills and Capacities on Ethnic Diversity"*.

2.6 REPRESENTATIVE CASES OF DISCRIMINATION IN THE WORKPLACE

In this section only some examples of cases of discrimination (on different grounds) taken to the Courts (International Court of Justice, European Court of Justice, European Court of Human Rights, European Committee of Social Rights, Human Rights Committee or National Courts) will be briefly described. However, it will be important to identify and present further cases during the training week. To this purpose the Handbook on European Non-Discrimination Law (pages 135 to 143) may be consulted:

Name of the court: Swedish Labour Court

Date of decision: 4 December 2002

Name of the parties: The Ombudsman Against Ethnic Discrimination v. Tjänsteföretagens Arbetsgivarförbund and GfK Sverige Aktiebolag.

Reference number: case 2002 No. 128

Brief summary: Z.D. was a young woman, born in Bosnia but a Swedish resident since the age of ten. She applied for a position advertised by a marketing company. The work implied doing market evaluations through phone interviews. During the recruitment process – in between two planned interviews – Z.D. phoned the company. On this occasion the person in charge of the recruitment commented that Z.D. did not speak perfect Swedish. The conversation was terminated by the company and no more contacts were made with Z.D. The Labour Court – applying a reversed burden of proof – found that the recruitment process was terminated by the company for reasons (among others) related to the language skills of Z.D. These language requirements were not justified by the tasks to be performed and thus amounted to indirect discrimination according to the 1999 Act. (The company did not even try to defend the language requirements but argued other reasons not to hire Z.D.) This is the only case in which the Labour Court made a finding of ethnic discrimination based on the evidence under the act, SEK 40 000 (approx. 4 400 Euro) was awarded in damages to the job applicant.

Name of the Court: European Court of Human Rights

Date of decision: 6 April 2000

Name of the parties: Thlimmenos v. Greece

Reference number: 34369/97

Brief summary: In Greece, national law barred those with a criminal conviction from joining the profession of chartered accountants, since a criminal conviction implied a lack of honesty and reliability needed to perform this role. The applicant in this case had been criminally convicted for refusing to wear military uniform during his national service. This was because he was a member of the Jehovah's Witnesses, which is a religious group committed to pacifism. The European Court of Human Rights found that there was no reason to bar persons from the profession where their criminal convictions were unrelated to issues of reliability or honesty. In this case, the Greek government had discriminated against the applicant by failing to create an exception to the rule for such situations, violating the right to manifest his religious belief (under Article 9 of the ECHR) in conjunction with the prohibition on discrimination.

Name of the Court: European Court of Justice

Date of decision: 8 April 1976

Name of the parties: Defrenne v. Sabena

Reference number: 43/75 1976

Brief summary: A woman named Gabrielle Defrenne worked as a flight attendant for the Belgian national airline Sabena. Under Belgian law, female flight attendants were obliged to retire at the age of 40, unlike their male counterparts. Defrenne had been forced to retire from Sabena in 1968.

Defrenne complained that the lower pension rights this entailed violated her right to equal treatment on grounds of gender under article 119 of the Treaty of the European Community. The European Court of Justice held that article 119 of the Treaty of the European Community was of such a character as to have horizontal direct effect, and therefore enforceable not merely between individuals and the government, but also between private parties. Article 157 TFEU was invoked which stated "Each Member State shall ensure that the principle of equal pay for male and female workers for equal work or work of equal value is applied".

2.7 DISCRIMINATION EXAMPLES OF THE PARTICIPANT SOCIAL PARTNERS AND SIMULATION ACTIVITIES

- During the last part of this day, participants will describe examples of discrimination on different grounds that they have had the opportunity to experience, testify (or just to know about it) either in their own organizations or in other companies/institutions. Together with the trainers and possibly law experts, the main doubts about the legal process that needs to be undergone when presenting particular cases of discrimination to the different Courts will be clarified, comparing the contents of the involved Laws and the juridical systems in the different countries involved.
- Video material on different types of discrimination may be exposed not only at the end of the session but also in between different sub-topics, some examples:
 Gender discrimination: https://www.youtube.com/watch?v=snUE2jm_nFA&list=PLM99aBaeZrbToZ82gbLrj508ITtuG9gq
 Stereotypes: <https://www.youtube.com/watch?v=65iC2I4KEXo>
 What is privilege: <https://www.youtube.com/watch?v=hD5f8GuNuGQ>
 Explaining privilege: <https://www.youtube.com/watch?v=4K5fbQ1-zps>
 Don't put people in boxes: <https://www.youtube.com/watch?v=zRwt25M5nGw>
 Tackling discrimination in the EU: https://www.youtube.com/watch?v=2kF_WWNIcLO
- During this day participants will get to know some activities to understand the social and psychological mechanisms behind discrimination. For example, the Blue-eyes/Brown eyes Exercise and other activities developed by Jane Elliot (teacher, lecturer and diversity trainer) may be explained; for further information: <https://janeelliott.com/>. In particular, the Blue-Eyes/Brown Eyes is an exercise born the day after Martin Luther King was assassinated in 1968. Jane Elliott, who at that time was a third-grade teacher in Riceville, Iowa, divided her class for an exercise about discrimination. Students were arbitrarily divided into two groups: blue eyes-superior, and brown eyes-inferior. The teacher made a series of different statements that played blue eyed group in charge, whereas brown eyed students were not allowed to use the playground equipment, the drinking fountain or other facilities of the classroom, and were told that blue-eyed students were naturally better at Math, English, and other skills. The next day, the teacher said that she has made a mistake and the roles were reversed. Immediately, previously low-performing brown-eyed students were producing better work whereas blue-eyed students started to perform below their previous levels. The findings showed that the act of believing that one can have a good performance as part of the high-performance group in general increases the overall performance of the students, and the contrary for those who feel part of the "inferior" group. During the training week, this kind of exercises may be presented to the participants by explaining the exercise or by watching a segment of a movie related such as "Eye of the Storm" of Jane Elliot: <https://www.youtube.com/watch?v=6gi2T0ZdKVC> (see also Stanford prison experiment: <http://www.prisonexp.org/>).
- During this day, participants will be grouped in (diversified) teams and will start a brainstorming session to know each other better; to exchange ideas about the different modalities of diversity that have been (positively and negatively) experienced in their

organizations and the way they have (or have not) been managed. The most important part of this very first activity together is to get to know the potential difficulties that are experienced in different kinds of organizations on different diversity grounds. After sharing such experiences, team members will choose those cases in which they want to focus in order to create a diversity management proposal (e.g. different food requirements or working schedules for people with a different religious/cultural background; different ways of communicating relevant information; needs of (local) language acquisition by employers with an immigrant background; development of a new product/marketing strategy for a new target group based on different ethnic-cultural characteristics, etc.). People will also discuss on the very slight line that exists between diversity and discrimination so they can actually identify those expressions of diversity that have become more of a problem (or latent opportunity) within the organization and that actual need to be governed with creative innovative ways, and those that –differently- may be experienced smoothly without creating particular difficulties. During the next days, participants will study the concepts that will help them to write a more elaborated proposal according to the discussions sustained during these first exchanges.

DAY 3. MANAGING ETHNIC DIVERSITY(IES)

3.1 PRESENTATION OF DAY 3 ACTIVITIES AND EXPECTED LEARNING OUTCOMES

After have studied the main elements of the concept of diversity and its strong relation with the phenomenon of international migration, there were studied also some of the negative outcomes that can be observed in multiethnic societies and workplaces, i.e. discrimination(s). In order to combat discrimination, public authorities have elaborated a series of policies, actions and legal frameworks to deal with it and to solve –at least to a certain extent- the difficulties that may appear when people from different backgrounds, interests and worldviews encounter each other. However, there has been other kind of responses from the private sector that are more related to the way in which diversity is managed specifically in the workplace, Diversity Management. During this day, participants will study the origins of this concept, its principles and different approaches, its relevance in today's business world, particular attention will be given to the elaboration and implementation of Diversity Management initiatives in the sector of SMEs, their main challenges and possibilities. At the end of this day, the participant teams will start to work on a concrete proposal of Diversity Management.

The main expected learning outcomes of Day 3 are: 1. Clearly understanding the whole idea of Diversity Management, contextualizing where does this concept comes from and which were the main differences between the public and the private approaches towards diversity; 2. Identifying which are the main Paradigms and Principles of Diversity Management and how do these may apply to their own organizations; 3. Clearly identifying the main advantages and difficulties that may represent the implementation of Diversity Management programs and practices; 4. Participants are expected to improve their Project Elaboration and Project Management skills, sketching the main involved actors and the consecutive steps to follow in order to propose Diversity Management solutions that may improve the overall performance of their own organizations.

3.2. WHAT IS DIVERSITY MANAGEMENT AND WHERE DOES THE CONCEPT COMES FROM?

DIVERSITY MANAGEMENT is an emerging field of theory, research, teaching and practice. While there is no consensus among diversity management practitioners about purpose, methods, outcomes and values, a working definition of the field is: **Diversity management uses applied behavioral science methodology, research and theory *to manage organizational change and stability processes, that support diversity in organizations and eliminate oppression based on race, gender, sexual orientation and other human differences, in order to improve the health and effectiveness of organizations, while affirming the values of social justice and respect for human differences*** (Brazzel in Plummer, Ed. 2003: 51).

According to this approach, a diversified, effective, inclusive and fair management of these differences may be possible (and actually desirable) by recognizing, respecting, enhancing and integrating the diversity(ies) of each person/group in the organization. This kind of strategic approach aims at improving the productivity, competitiveness and reputation of the company/organization as a whole, by recognizing (the positive) particularities of the individuals that compose it.

The idea of Diversity Management was born recently (not more than thirty years ago) in the early nineties in the United States, a country that may be considered pioneering in terms of international migration made of a mix of cultures (see Melting Pot, Integration Models in **Day 1**). The companies of that country were actually the first ones to address the problem of the exploitation of workers belonging to different ethnic groups, religions and cultural backgrounds.

Ideologically speaking, the starting point of this approach was the idea that a multicultural company is actually wealthier in terms of human capital than a mono-cultural one. Such affirmation was mainly based on the value of EQUALITY as an affirmation of the *universal human rights* (that were importantly developed during the last decades) within the company, to give every individual the same opportunities (EQUALITY³) but taking into consideration also their particularities (EQUITY⁴), while enhancing the resources present in the company.

Politically speaking, the starting point of this approach was born a response to the demands raised by the civil-rights and women's liberation movements, Supreme Court rulings and federal civil rights, equal opportunity, and affirmative legislation and regulation in the 1950s and 1960s, and later in 1974-1975 the constitutional amendment by which the US government pushed private companies to hire more women and minority members and to give them more opportunities for professional growth. The specific principle of this amendment was to protect all the situations that actually created discrimination in the workplace, these were originally the so called "affirmative actions".

AFFIRMATIVE ACTION is a generic term for programmes which take some kind of initiative, either voluntarily or under the compulsion of law, to increase, maintain, or rearrange the number or status of certain group members usually defined by race or gender, within a larger group (Roberta Ann Johnson, 1990:77). Affirmative actions are framed in a positive way, thus, not as the direct result of a complain of discrimination (although that is what they are meant to address), but they are actually forward-looking, redressing past and present discriminations modalities and avoiding future ones.

During the 1960s and early 1970s, the Civil Rights Movement, the Women's Movement and the Vietnam War inspired members of minorities and women to advocate collectively for increased equality and opportunity within U.S. society. These groups appealed for equal rights under the Fourteenth Amendment⁵, and they sought opportunity in the public arenas of education and employment. In this way, two kinds of affirmative action programs were elaborated: Soft Programs, which increased the possibility that members of underrepresented groups could be hired, appointed and/or promoted; and Hard Programs, that elaborated policies which specify that being a member of and underrepresented group counts in assessing candidates for appointments and promotions (Lee Bacchi, 1996).

In some many ways these programs actually succeeded, so many Afro-Americans, women and more recently Hispanics, now in positions of authority would not have made it if affirmative action measures would not have been implemented. However, as affirmative action grew, it drew increasing criticism, often from men and whites, who opposed what they viewed as "*reverse discrimination*".

³ **EQUALITY:** General speaking, equality is the lack of distinctions/differences; the condition of being equal, having the same kind of status. When referring to social issues, equality refers to the need of warranting an equal treatment, rights, responsibilities and opportunities, for all individuals, entities, institutions and entities, without making distinctions and/or discrimination because of their very particular characteristics.

⁴ **EQUITY:** Equity is usually exchanged with Equality but there is a series of very important distinctions between these two related but differentiated terms. Equity is about social justice, fair (which is not the same than equal) treatment. It is defined as the quality of being fair, unbiased and just. Equity involves ensuring that everyone, (amid the differences, particularities, limits, advantages and mainly disadvantages, etc.) has access to the necessary resources, opportunities and responsibilities, to reach their own wellness and development.

⁵ U.S. Constitution, Fourteenth Amendment: "All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws".

The concept (and the implicit practices and programs) was also adopted in other countries such as Canada as “Employment Equity”, and *Europe as “Positive Action”*. In the European Union, Positive Action is defined in the, previously mentioned, Race Equality Directive (2000/43/EC, Article 3) covering three areas: (i) conditions for access to employment, to self-employment and to occupations, including selection criteria and recruitment conditions, whatever the branch of activity and at all levels of the professional hierarchy, including promotion; (ii) access to all types and to all levels of vocational guidance, vocational training, advanced vocational training and retraining, including practical work experience and (iii) employment and working conditions, including dismissals and pay. Article 5 of the Race Equality Directive specifically allows for positive action but neither imposes it nor allows for positive discrimination (Positive discrimination in employment would mean to hire, retain or promote people because they belong to a targeted population group rather than because they qualify for the job and hiring them in spite of other applicants actually qualifying for the job).

Thus, similar to the development of Diversity Management in the United States, in Europe this organizational approach was adopted and further developed as a way to promote a constructive way to manage the multiple diversities that find each other within the European territory and, more specifically, within the workplace, especially in relation to immigrants’ integration; and also as a way to elaborate diversity tailored programs for different organizations in comply with the European and national anti-discrimination legal framework, but still with a certain degree of autonomy.

The diversity management approach focuses on organizations, which can be for-profit businesses and industries; non-profit and non-governmental organizations; local or transnational organizations; police departments and courts; educational institutions and systems; local, regional, national and global government bodies; trade unions; religious organizations; community organizations; political parties, etc.

3.3 DIVERSITY MANAGEMENT PARADIGMS

Just as the different integration models that have been elaborated to deal with ethnic and cultural diversity in today’s multiethnic societies (see **Day 1**), there have been also different paradigms to deal with diversity within the workplace. Brazzel (2003) enlists some of the main paradigms in this way:

Assimilation: The organization is clear about employee norms for dress, style, education, how work needs to be performed and other ways of being in the organization’s workforce. Employees are asked to accommodate to these norms – to assimilate to the style and approach of organizational leaders. Thomas describes this assimilation or melting pot approach to diversity management as the traditional approach to managing people for U.S. organizations (Thomas, 1990:7-15).

Uphold Sameness, Prohibit / Discourage Differences: This approach is very similar to previously described Assimilation. The purpose of diversity management for this organization is to maintain an organization of sameness by formal or informal policy. Others, who do not have the “correct” race, gender, educational or geographic background and other qualifications, are excluded. Differences are very much permitted only within the limits and prohibitions of the organization.

Compliance: The organization makes good-faith efforts to recruit, hire and retain sufficient numbers of women, people of color and others who are under-represented in its workforce to comply with moral and federal equal opportunity and positive action requirements.

Appreciate Everyone: The organization strives to treat each person the same and encourages employees to appreciate and get along with each other regardless of cultural differences. It sees

everyone as individuals and attempts to be color-blind, gender-blind, and blind in general to human differences, thus, it does not exclude differences but it does not recognize/encourage them.

Accept and Celebrate Differences: The organization accepts, celebrates, and values diversity because it makes business sense, provides competitive advantage, and is a source of creativity, innovation, and productivity. Employees from different cultural backgrounds permit the organization to serve its customers better and to create niche markets that would not otherwise be available to it. The organization notices and accommodates differences in employee requirements involving food, dress, religion, language, holidays, and family/work concerns.

Organizational Learning: The organization leverages diversity by integrating and internalizing differences among employees to support its learning, growth, and effectiveness. In this case, the organization is concerned with integration of cultural perspectives, work styles, and other differences, rather than the concepts of differentiation or assimilation associated with other differences paradigms.

Social Justice: The organization works to eliminate oppression based on race, gender, sexual orientation and other differences. Racism, sexism, heterosexism, etc., are institutionalized in organizational policies, programs, norms, and structures and are barriers to people being able to do their best work. In this context, Elsie Cross defines managing diversity in terms of the amelioration of oppression and concludes that managing diversity efforts focused solely on differences miss the real issue of oppression (Cross, 2000). According to this last paradigm, the benefits of diversity cannot be realized fully until the privilege and harm that result from oppression are addressed.

These paradigms are not necessarily a continuum, they are interrelated and may be contemporarily applied in different areas of the company.

3.4 DIVERSITY MANAGEMENT: A CULTURE MADE OF VALUES AND SKILLS

As it was said before, Diversity Management originally is a question not only of valuing diversity itself or more specifically for productivity or other economic purposes, but also a matter of recognition and justice, and –generally speaking- learning to live more harmonically with different levels of complexity. **JUSTICE** is defined and used in this social context as the way to eliminate oppression in a system of inequality, privilege, and ultimately violence (though racism, sexism, classism, heterosexism, etc.) that are institutionalized in the cultures, policies, and practices of society and organizations and internalized in individuals.

Apart from this fundamental value, Brazzel (2003) enlists a series of other values that are relevant for Diversity Management's definition and practice according to different authors and schools of thought:

Diversity Management Field (Diversity Management Working Definition): Respect for human differences; Social justice; Participation; Community; Authenticity; Compassion; Pro-action and humility; Effectiveness and health; Life-long learning.

Diversity Field (Diversity Collegium, 2001). Global Values: Justice and fairness; Respect; Love/caring/empathy/compassion; Responsibility; Family/community/relationships; Integrity, honesty/truth; Life/reverence/preservation; Spirituality; Learning/knowledge; Freedom. And **Business Values:** Innovation; Markets/customers; Quality/productivity/ profitability.

Organization and Human Systems Development Field (Gellerman, Frankel and Ladenson, 1990): Life and the quest for happiness; Freedom, responsibility, and self-control; Justice; Human potential and empowerment; Respect, dignity, integrity, worth, and fundamental rights; Authenticity, congruence,

honesty and openness, understanding, and acceptance; Flexibility, change, and pro-action; Learning, development, growth, and transformation; Whole-win attitudes, trust, cooperation-collaboration, community, and diversity; Participation, democracy, and appropriate decision-making; Effectiveness, efficiency, and alignment.

The fundamental role of these **VALUES** is related to the implementation of a series of **ORGANIZATIONAL CHANGES** aimed to elaborate a **CULTURE OF DIVERSITY**. A culture that can be experimented on a daily basis, not only through specific programs and policies, and that may be internalized in the innermost levels of **MULTIDIMENSIONAL DIVERSITY** (see pag. 16 of this Training Curriculum). It is a question of moving from *personnel management* to the *conscious management of the diversity of people in business*.

Thus, addressing staff diversity means deciding to undertake a dual change:

1. A **cultural change**, aimed at recognizing, respecting and enhancing the existence of diversit(ies) among workers;
2. An **organizational change**, achieved through a strategic response to the different dimensions of diversity that are managed through specific interventions as they are considered relevant for organizational purposes (Ricco, 2007).

If values are the fundamental base of a cultural an organizational change towards diversity, there is the explicit interest to develop and promote a series of very specific mindsets, skills and capacities among the organization's members in order to implement a series of specific interventions but aiming at generate long lasting effects that may be improves and replicated also under different circumstances. According to Trickey (2004), these specific multicultural mindsets, skills and competences are these:

1.1 A Multicultural Mindset: To be effective when operating in a multicultural environment (not only with work colleagues, but also with clients and other people), it is necessary for people in the organization to have an "openness" of mind to the way people with a different ethnic and cultural background do think and behave. Openness, thus, comprises five dimensions: new thinking, welcoming strangers, acceptance, flexible judgement and valuing differences.

1.1.1 New thinking: People who give emphasis to "new thinking" typically seek to extend their understanding into new and unfamiliar fields, whether this is into different languages, professional areas, different ways of looking at problems, or how people from different cultures make sense of the world around them. These people usually have a strong sense of curiosity that drives them to look for new facts, and new insights into complex questions.

1.1.2 Welcoming strangers: Focusing on welcoming strangers often demonstrates a strong sense of curiosity towards people who have different experiences, perceptions and values. People who are oriented towards welcoming strangers usually enjoy meeting and finding out about people from different backgrounds. As a result, they tend to have a wide and diverse network of friends and acquaintances.

1.1.3. Acceptance: With high levels of acceptance, people not only tolerate but positively accept behaviours that are very different from their own. In a multicultural context, acceptance people rarely feel threatened by, or intolerant of, people or working approaches that do not comply with their own sense of what is right.

1.1.4. Flexible judgement: To develop a flexible judgement means to avoid coming to quick and definite conclusions about the new people and situations encountered. Flexible people tend to see initial contacts with someone as an opportunity to “put the first piece in a jigsaw”, rather than a chance to fill in the whole picture, therefore they have a much more complex view of such picture and are able to deal with it.

1.1.5 Valuing differences: People who value differences actively like to work with colleagues from diverse backgrounds, and are sensitive to how people see the world differently. They are keen to explore different assumptions and beliefs about how to work together effectively, and they can respect others’ values, beliefs and priorities even when they are very different to their own.

1.2 Multicultural Skills and Competences: The areas of competence required for working in a multicultural environment focus primarily on aspects of enhanced communications skills, including perceptiveness, listening orientation, transparency and influencing.

1.2.1 Perceptiveness: It does refer to the communication skills, not only to expressing something but to understand the way in which the interlocutor is receiving the transmitted information. In a multicultural context, highly perceptive people understand that their attitudes and behaviours, although totally normal for them, are a product of a specific cultural background and may be strange and difficult to understand mainly for the newly integrated colleagues. Thus, it is important to develop a particular sensitiveness to how different forms of communication and behaviour are interpreted in the minds of their culturally diverse colleagues or counterparts.

1.2.2. Listening orientation: Active listening skills means not only listening attentively but also finding clear and explicit ways of signalling that people are listening. Where potential misunderstandings are noticed (for example, between people who are not native speakers of a certain language), active listeners will clarify and negotiate the meaning until common understanding is reached.

1.2.3 Transparency: Conveying information and communicating intentions clearly in a multicultural context is a particular challenge specially for both native and non-native speakers. Simple messages conveyed with the best of intentions often lead to misunderstanding and even mistrust. One key skill is transparency to minimise the risks of miss-communication. In this way, not only clarity in terms of content and form of communication becomes fundamental, but also the exposure of intentions to communicate.

1.2.3. Influencing: One of the great challenges in an ethnically/culturally diverse environment is to get others to want to follow us, despite the linguistic and cultural gaps that need to be overcome. This is particularly related to the company leaders but not only, it is also related to those workers who have new proposals to improve a certain process or to implement a specific practice. The ability to influence people comprises mainly two dimensions: rapport and range of leadership styles. Rapport is the ability to create a personal chemistry with our multicultural colleagues independently of their position within the company; whereas range of leadership styles refers to the ability to tune into and adopt new styles of communication and try out different styles to involve others, for example vertical lead-from-the-front management style or horizontal consultative style.

*The decision to undertake a **cultural and organizational change** based on common values (as the ones previously described) to promote specific multicultural mindsets, skills and competencies, must be **COMMUNICATED**, explicitly and implicitly through training, information, involvement of staff at all levels, and also through consistency between the declared mission and the objectives and actions implemented.* The process of change starts within the company so that people understand its meaning

and its importance and voluntarily decides to adopt it and contribute to its realization. When the process is already ongoing, the communication extends outside the company.

3.5 THE PRINCIPLES OF DM AND SPECIFIC INTERVENTIONS TOWARDS ETHNIC AND CULTURAL DIVERSITY

When we understand the core meaning, values and wider goals of Diversity Management, we can start to think on the concrete ways to elaborate, implement and evaluate tailored interventions. In this way, the **Training Manual for Diversity Management** prepared for the European Commission in the framework of the “**Anti-Discrimination and Diversity Training VT/2006/009 Project**”, proposes **10 Diversity Management Principles** to take care of:

- ⇒ **Principle 1:** To avoid wide scale opposition, diversity must be defined in a broad and inclusive way. The definition must make it obvious to employees that everyone is included and therefore everyone’s diversity is valued.
- ⇒ **Principle 2:** In order to value diversity, organizations must first assure that they are truly diverse at every level – not just when it comes to the secondary dimensions, but diverse in terms of the primary dimensions of diversity as well.
- ⇒ **Principle 3:** Leveraging diversity requires a fundamental shift in assumptions about the organization culture as well as changes in basic systems and practices used to support customers and employees.
- ⇒ **Principle 4:** Change management principles can be the single most important tool in diversity implementation when artfully applied.
- ⇒ **Principle 5:** To assure that diversity implementation is as rapid and successful as possible, the different needs and concerns of all stakeholders of the company (employers & employees) must be factored into the overall plan.
- ⇒ **Principle 6:** The diversity mindset is what separates effective facilitators and managers from those who play at or pay lip service to the need for change.
- ⇒ **Principle 7:** Without making a serious investment in both time and human resources, no company can fully adopt the valuing diversity paradigm.
- ⇒ **Principle 8:** Dealing with backlash requires building support among those who are ready to adopt change while minimizing the involvement of those who are still in resistance.
- ⇒ **Principle 9:** It is critical that we now develop the strategic and financial arguments for valuing diversity, for building the business case strengthens the probability of full adoption.
- ⇒ **Principle 10:** While excellent training alone will not assure culture change, inappropriate training can do considerable damage to diversity implementation efforts.

But how are differences concretely managed? Actually, this question does not find an unequivocal answer, there is not

one best way. The concrete implementation of diversity management within companies can take place in very different ways, because it is necessary to look for a fit with the specific reality of the company or organization. Each organization, taking into account the characteristics of its business and/or main objectives, its organizational culture, the phase that it is going through, the resources (economic-financial, human, technological and temporal) it has, and the diversity pressures that experiences internal and externally, will define its own diversity management approach according to all the concepts and explanations previously described.

Concrete examples of ethnic diversity interventions are: 1. Fair recruitment process that focus on the people’ merits and not on their personal characteristics; 2. Language integration programs for

migrant workers; 3. Creation of work environments that are more harmonious, respectful and oriented towards equal opportunities for all, for example through anti-bullying policies, flexible hours depending on cultural holidays, and the possibility of working from home; 4. Elaboration of procedures to openly deal with differences and conflicts within the workplace (establishment of mediator instances e.g.); 5. Training aimed at raising awareness on issues of ethnic diversity, intercultural competences and exchange programs; and 6. Training aimed at improving knowledge regarding compulsory anti-discrimination law frameworks and legal processes, etc.

In order to understand what is the best kind of intervention needed in a particular organizational environment and the way to implement, a first 360 degrees-analysis that takes into account the 1. Mission; 2. Vision; 3. Structure and Resources; 4. Current organizational culture; and 5. Diversity related Objectives of the company needs to be done.

In order to initiate to elaborate a concrete proposal, still the **Training Manual for Diversity Management** prepared by the European Commission, proposes a series of steps that need to be complied:

Step 1: To create a coordination committee oriented towards the promotion of diversity, sufficiently inclusive with members from all areas depending on the number of workers / collaborators within the organization.

Step 2: To build scenarios for the future in terms of diversity, choosing the areas of the business/organization in which to improve the company's orientation towards diversity (e.g. immigrants' language instruction; diversified-costumer services; conflict resolution training to manage cultural and other kind of problematic differences, etc.).

Step 3: To formulate a vision and a mission for the company/organization in relation to the diversity goals previously identified. This phase should involve both managers and employees, as well as main stakeholders. In the same way, a shared strategy and objectives need to be elaborated towards such vision/mission.

Step 4: To establish a Diversity Audit aiming at evaluating the current conditions of the company responding questions such as: What is the attitude of managers towards employees and towards diversity in general? how inclusive are existing processes and structures? what solutions could be implemented to become more inclusive and in which areas? Diversity Audit is conducted through personal, semi-structured interviews aimed at all stakeholder groups and can be supported by standardized questionnaires; and may be also very much useful to evaluate the results of the interventions.

Step 5: To implement the diversity initiative previously formulated involving all the members of the company/organization; communicating steps, process and main results in a timely and efficient way both internally and externally of the organization. The main activities should be closely supervised by the initially formed coordination committee

3.6 THE MAIN BENEFITS OF DIVERSITY MANAGEMENT AND THE MAIN DIFFICULTIES TO OVERCOME

Many people may ask themselves why should they implement diversity management programs. First of all, there are some difficulties related to diversity itself that could be improved through tailored interventions. Such difficulties could be for example:

- Frustration due to people who speak other languages at work and marginalize those who do not know speak those same languages;

- Resistance of some collaborators to work with people belonging to different ethnic, racial or cultural groups;
- Scarcity of social interactions among members of different groups;
- Difficulty in selecting and retaining people belonging to minority groups;
- Demotivation due to perceived favoritism within the work environment;
- Insufficient attendance at company meetings and other events by members of minority groups.

In positive terms some of the main perceived benefits from the implementation of diversity management measures are:

- Access to new labor pools (a diverse workforce with more cultural resources available);
- Commitment to equality and diversity and company values;
- Complementary knowledge of the fundamental national and European anti-discrimination law framework;
- Improved motivation and efficiency;
- Competitive advantages (it enhances innovation and creativity among workers);
- Marketing opportunities (potential new costumers, new markets and an improved external brand image and reputation);
- Implementation of new modalities to solve possible internal conflicts due to ethnic and cultural differences and/or cases of discrimination on different grounds.

However, it is also equally important to consider the main difficulties that may be encountered when elaborating and implementing a diversity initiative, and ultimately an organizational culture oriented towards diversity, for example:

- Difficulty in defining diversity and the specific dimensions of diversity that could improve if managed efficiently;
- Cognitive biases and persistent stereotypes;
- In-group favoritisms;
- Communication barriers;
- Lack of human capital, knowledge and/or economic resources;
- Resistance to change by the leaders and/or the employees or collaborators;
- Interpersonal miss-communication and conflicts, especially in the first stages of the process.

3.7 TEAMS WORK TOGETHER TOWARDS A COMMON DIVERSITY MANAGEMENT PROPOSAL

At the end of the day, participants will exchange impressions about diversity management and will work within the previously formed teams towards a common proposal of DM. The main idea for this day is to apply the concepts that were studied during the day according to the discussions sustained the day before (recognizing ethnic diversity -and/or other forms of diversity- issues and discriminatory situations; needs and opportunities to effectively govern the diversity existing within the own company/trade union/civil association; etc.).

- Thus, first of all team members will identify the kind of **Diversity Management Paradigm(s)** that is currently implemented (even if not explicitly) in their own organization and, according to the observed needs, the kind of Paradigm that according to them should be considered when applying a particular Diversity Management proposal (see pag. 34-45). It is important to remember that different paradigms are interrelated and may be contemporarily applied in different areas of the company.
- After have identified the main Paradigm(s) that will guide the DM proposal that each team wants to present, they will identify the main **VALUES** that such proposal will aim to foster

or/and strengthen in order to recreate (at least initially and partially) a Diversity oriented kind of **CULTURE** within the organization. In the same direction, it will be important to identify the main concrete activities that would need to be implemented (**ORGANIZATIONAL CHANGE**).

- The concrete proposed **ACTIONS** and **ACTIVITIES** related with a **DIVERSITY CULTURE** would need to promote the acquisition, strengthening and applicability of particular **SKILLS** that may be rewarding for both employees and the overall organization.
- Teams will start to imagine a concrete scheme with the main **STEPS** to follow during the elaboration, implementation and evaluation of the proposal (possible scenarios, roles and actions of the main involved stakeholders, Diversity-Mission & Vision, and Audit instruments). Such process will continue during DAY 4 but the work built particularly during this session will be fundamental for the release for the final version of the proposal at the end of DAY 5.

Some videos that are proposed during this session are:

TED TALK, The surprising solution to workplace diversity:

<https://www.youtube.com/watch?v=mtUIRYXJ0vI>

TED TALK, Practical Diversity: taking inclusion from theory to practice:

<https://www.youtube.com/watch?v=ExcDNly1DbI>

TED TALK, Why cultural diversity matters:

<https://www.youtube.com/watch?v=48RoRi0ddRU>

DAY 4. DIVERSITY MANAGEMENT IN SMES

4.1 PRESENTATION OF DAY 4 ACTIVITIES AND EXPECTED LEARNING OUTCOMES

With a more specific knowledge of what Diversity Management actually is, the attention of this day will be mainly focused on SMEs and how DM may be particularly useful for small business realities. There will be described the main difficulties faced by SMEs but also the main opportunities that these have when approaching ethnic and cultural diversity. In the same realm, participants will get to know the **Guide for the Implementation of Diversity Management Practices in SMEs** of the European Union and will get to know better also the **Diversity Chapters** already existing in the different participant countries. Examples and good practices of Diversity Management in big corporations and in SMEs will be described and discussed. Finally, participants will continue to work on their Diversity Management project proposals.

The main expected learning outcomes for Day 4 are: 1. Learning to contextualize the previous acquired knowledge on Diversity Management for SMEs; 2. Identifying the particularities that characterize SMEs and the main opportunities and difficulties that these to implement Diversity Management initiatives; 3. Learning to elaborate concrete strategies of Diversity Management for SMEs and further improve management skills to implement it; and 4. Improving inter-sectorial communication skills to effectively involve all the possible partners involved in the process of supporting a Diversity oriented kind of culture.

4.2 THE IMPORTANCE OF DIVERSITY MANAGEMENT FOR SMES

A particular sector that may take advantage of the presence of a diversified workforce is the one of SMEs, with immigrant employees as well as with immigrant entrepreneurs owners of SMEs. This factor is particularly important because of the capacities and possibilities that these people with different ethnic and cultural backgrounds may have on developing new products and services (e.g. ethnic restaurants, specific beauty services, new transportation routes, among several others); revitalize activities in decline (local markets, tailor and shoemakers professions for example); addressing immigrant clients and therefore discovering new segment markets; and potentially expand economic activities across national borders (Ambrosini, 2012; Morgan et. al., 2018).

To understand the fundamental role of SMEs in the overall EU economy and the latent potentialities of this sector, we can refer to the **EASME, Executive Agency for SMEs** and the data published by the **SME Performance Review of the European Commission**⁶. According to the last 2016-2017 report, SMEs employed 93 million people, accounting for 67% of total employment in the EU-28 non-financial business sector, and generating 57% of value added in the EU-28 non-financial business sector. Almost all SMEs (93%) were micro SMEs employing less than 10 persons. Within the non-financial business sector, SMEs play a particularly important role in the accommodation and food services, business services and construction sectors, in each of which they accounted for more than 80% of EU-28 employment in 2016. The annual report, prepared on a yearly basis, provides a synopsis of the size, structure and importance of SMEs to the European economy as a whole, provides country comparisons and an overview of the past and forecasted performance of SMEs from 2008 to 2018.

⁶ For further information and data to be specifically presented during the training program for the five participant countries of the MIGRAID project: https://ec.europa.eu/growth/smes/business-friendly-environment/performance-review_en

Another important source of information is the **Observatory of European SMEs**, established by the European Commission in December 1992. The latest Observatory survey was carried out at the end of 2006 and altogether included 16,339 SMEs (17,283 enterprises in total) that were interviewed. The main results showed that particularly because of the lack of knowledge and foreign markets, fewer than 1 in 10 EU SMEs reported turnover from exports (8%). From these, only 5% of EU SMEs reported to have subsidiaries or joint ventures abroad. These foreign business partnerships, nevertheless, seem to have a positive direct impact on employment in the home countries of EU SMEs: 49% of the involved SMEs confirmed that their partnership does not affect employment in their home country, while 18% reported that it increases and 3% that it decreases their respective employment in the home country. Although, many respondents signalled that competition in their respective sectors have increased, innovation to produce and commercialized new products is a challenge particularly because of the lack of skilled labour. Some of these issues are also faced by larger companies, however, these have the resources to attract and retain the best staff and foster innovation, SMEs usually do not. In this way an agenda focused on Diversity could offer SMEs a more effective approach to attract talents also from minority groups increasing market competitiveness through skills and greater innovation. A diversity agenda can also broaden the potential customer base, expanding the ability of SMEs to sell more products to more customers – a significant contribution when the workforce is too small to allow a diversity of employees (**Diversity for Talent and Competitiveness Report, 2007-2013**).

Thus, some of the main benefits of implementing a Diversity approach in SMEs are: 1. Attracting, recruiting and retaining talent, especially from immigrants and minority groups; 2. Reducing absenteeism/employee turnover by creating a more emphatic work environment; 3. Increasing creativity/innovation; 4. Increasing client loyalty; 5. Improving business agreements with suppliers; 6. Increasing brand value; 7. Providing visibility/stakeholder trust; 8. Increase company profits; and 9. Accessing to new markets; 10. Supporting the compliance with national and European regulations on anti-discrimination issues; and 11. Conflicts' prevention in the workplace.

Some SMEs suggest also that a diversity policy can help staff to feel that they belong within the company and thus increase the sense of loyalty and dedication to their job. Others point out that when employees with many years of experience work alongside new employees they can share their knowledge and skills and help young staff to develop more quickly. Those few SMEs that are internationally active can also better relate to and understand the greater diversity of clients, having the opportunity to access new markets. Overall, diversity has been recognised as helping to create a respectable and socially responsible brand also for SMEs.

On the other hand, nevertheless, there are a series of very particular conditions that characterize SMEs and that are perceived as difficulties to implement diversity management strategies and organizational changes in general, thus:

- They employ small workforces (6.8 staff members on average), often including family members;
- They usually have limited or no Human Resource Management processes, means, and time to implement efficient and integrated diversity policies;
- They have more urgent operational concerns and usually fear to commit to diversity because they deem diversity management policies too onerous and also too logistically and strategically demanding;
- They are often characterized by economic insecurity, meaning that they have more urgent operational or even survival concerns than a diversified workforce;

- They often feel discouraged by the size of the challenge. Diversity management is deemed as too intellectually and logistically demanding by SMEs.

The small size of SMEs may seem a barrier to become more culturally diverse, however, it is this small size the one that allows them to have more flexibility and shorter times to implement a particular change or new process. Moreover, nowadays it is possible to receive training from different social partners such as European agencies, trade unions, business associations, academic institutions and to further access to public and private calls to get further funds that may encourage their diversity project. Finally, multinational corporations and large companies are definitely ahead on the experience of diversity but usually they willing to share their experiences, lessons learned and best practices with proactive SMEs.

4.3 HOW TO BUILD A STRATEGY ON ETHNIC DIVERSITY FOR SMEs

Just after the last Observatory survey, in 2008 the European Commission funded a study to find out what 'Diversity' means to SMEs. This study covered all 27 EU Member States at that time and consisted of questionnaires and interviews with SME owner/managers from all sectors and sizes. Some of the main results indicated that most SME employers do not recognise the language used by government organisations to describe the idea of Diversity; however, they do a great deal of things related to the actual idea of Diversity, such as flexibility around working hours to promote productivity.

In order to give some order to the initiatives that are already ongoing and to promote the creation and implementation of new ones, some fundamental guidelines were delivered specifically for SMEs through the "Diversity at work. A guide for SMEs"⁷:

1. Look at your Business: Take time to consider the strengths, threats, weaknesses and opportunities facing your business. Do this in relation to: • Workforce • Recruitment • Training • Communication • Management style • Customers • Worker Regulations and the Law. Set some goals about it (e.g. improving customer feedback) and define the steps to follow. You don't need to start with big and complex strategies but also with small initiatives.

2. Recruit from a more diverse pool of talent: One of the key concerns for SMEs is recruitment: either, not being able to get someone or employing not the more suitable person. This is because owners mostly use 'word of mouth' and make recruitment decisions based on whether they "like" the person (gut-instinct).

3. Get new customers and access new markets: To reach a diverse customer base requires employee diversity or at least an understanding of how diverse customers can be. This could be in terms of age, gender, faith, ethnicity, sexual orientation or ability, and an understanding of the changing motivations and lifestyles of the market place.

4. Plan the business based on demand: This means essentially putting customer needs at the forefront of any business planning.

5. Improve communication with employees: Research shows that whilst most SMEs, and particularly micro business, do benefit from an informal and flexible approach towards how employees are managed, this informal atmosphere can also be a problem for some staff who might not be able to get involved (for various reasons) and therefore become excluded.

⁷ For further information check also: "Turning Diversity Into Talent and Competitiveness for SMEs". *European Community Programme for Employment and Social Solidarity (2007-2013)*.

6. Get a better image and reputation: Use your commitment to “Diversity” (better employer, customer sensitive) as a business tool in terms of reputation and winning business (particularly from larger and public sector firms).

7. Evaluate what you have done: As with anything you do that affects the business it is important to think about what impact it has had and for what cost (time, effort, resources).

8. Get help and support: For trusted advice most owners tend to refer to their accountant, financial advisor, solicitor or a close relation. However, there are many other public and private institutions that offer professional help; mostly for no cost or a minimal fee if you want personal support such as Municipalities, trade organisations, chambers of commerce, business owner networks, unions and professional associations.

4.4 THE ROLE OF SOCIAL PARTNERS IN PROMOTING ETHNIC DIVERSITY MANAGEMENT AND MIGRANTS’ INTEGRATION

It is at this point where the role of social partners such as trade unions, employers’ organizations, professional networks and civic associations, among others, becomes fundamental as an external support for SMEs in the promotion of diversity practices, the combat against discrimination, and the facilitation of the integration of immigrants in the labor market. The responses of these partners may vary from legal assistance in particular for (regular and irregular) immigrants to training in different business areas.

For example, during the study **“The Business Case for Diversity: Good Practices in the Workplace” (2005)** commissioned by the European Commission, it was signaled that the role of these intermediaries on promoting diversity in SMEs is mostly related to the provision of information and support on how to recruit the right person for a particular job position for example or other Human Resources Management issues. Another kind of support is by providing guidebooks, brochures, and other information materials in terms of labor legislation; diversity issues; mediation and negotiation mainly with immigrant workers; networking opportunities; and to a lesser extent, financial support for implementing diversity strategies and diversity awards.

However, more specifically, the responses of these social partners are very different in different countries, as it was showed by the empirical research undertaken by the project MIGRAID, where the responses in countries such as Denmark and France clearly showed to be very different to those in Cyprus and Greece e.g.

In Denmark in particular, trade unions, employers’ organizations and local public authorities are all well involved in the design of the integration path for immigrants and refugees; this is done through meetings where representatives from all branches try to identify the obstacles and define solutions for facilitating the process. They also promote diversity in the workplace, stating that cultural diversity can help to create a better, more dynamic and more attractive workplace.

In France for example, the four main Confederations of Trade Unions are committed promoting solidarity with foreign workers both at the legal level with the defense of acquired rights and at the social level trying to combat exclusion and exploitation. The associations create partnerships with public employment services, adult education organizations and companies. They carry out actions in the direction of the partners identified, exchanges between reference people of projects and professionals via technical committees, raising awareness of the actors, providing interpreters, training in French immigrants and refugees for example in terms of support for employment: assessment, construction of a professional plan, job research techniques, preparation of interviews,

meetings with employers, etc. There are also language and/or vocational training centers providing training and orientation courses. Lastly, they have developed a support on the workplace: accompanying migrants throughout the contract, liaison with the employer. Moreover, the network of companies and organization grouped through the Charte de la Diversité are among the most active ones in the promotion of diversity practices within the workplace.

Different, nevertheless, is the case of Greece and in particular of Cyprus; in both countries, trade unions in particular show to be involved in the promotion of diversity, the integration of immigrants and the combat towards discrimination. Specially in Greece, the educational and counselling programs of social partners are the most consistent effort in empowering working migrant populations. At the level of advocacy and policy making, social partners are involved in institutions such as the Economic and Social Committee (OKE) and the National Human Rights Commission (EEDA). Their involvement has actually contributed to the creation of a climate of social dialogue and have stated a clear condemnation of racism and discrimination in the workplace towards immigrants and, more recently, refugees, by a clear reference to the most recent general collective labor agreements.

In Cyprus the climate is even harsher, it does not exist a National Action Plan in terms of immigrants' integration, the resources in this topic are limited, and the role of trade unions and civic organizations becomes one of merely consulting without the support of employees and local/national authorities. In terms of the promotion of diversity within SMEs, the interference of social partners could be still seriously improved. The Report on the European Platform of Diversity Charters (that will be explained in the next subtitle) indicates for example a lack of interest of Cypriot companies and organizations to join the Platform. This gap of interest is not irrelevant with the prevailing migration system in the country as well as the lack of political will to combat discrimination and racism. It seems that diversity management in companies and organizations in Greece is not a priority as well, although some large companies have adopted diversity charters on their own initiative. The economic crisis hit hard both countries, Cyprus and Greece, and as a consequence during the recent years such situation not only fostered the rise of nationalist and racist, far right movements but also pushed to the background the regulation of social issues, diversity issues and diversity management.

4.5 DIVERSITY CHARTERS

Continuing the topic of where to get support outside of the own company/organization, it is necessary to mention one of the more important European initiatives to consider when speaking about Diversity. Thus, the **Diversity Charters**, that are voluntary initiatives that help companies and public institutions to unlock the potential of diversity in terms of race, ethnicity, sexual orientation, gender, age, disability and / or religion. Signing a Diversity Charter is a valuable starting point for companies wishing to start their journey in the field of diversity and provides a basis for developing pre-existing policies; this is because one of the main goals of these Charters is to promote the constant research and diffusion of the conscience of the problems linked to diversity, as well as to offer training and consultancy services.

Since 2005, seven Diversity Charters have been established in Europe, supporting and promoting best practices in managing diversity across thousands of multinationals, SMEs and public organizations. These Diversity Charters are based on the principle that Diversity Management, implemented through the respect and recognition of the diversity of workers, is a strategic indicator of good performance. Operating nationwide and financially sponsored by a number of public and private government organizations, the Diversity Charters also provide a "trademark" that indicates commitment to the issues of Diversity Management, and that may be very relevant for the company's reputation.

In 2010 the Diversity Charters across Europe joined together to create a platform funded by the European Commission for the project "*Support for voluntary initiatives for the promotion of diversity management at work in the EU*"⁸. Getting to know better the Diversity Charters present in the own country may become an important source of information for the initiatives of the participants, as well as a productive way to be part of a networking that is seriously interested in promoting diversity as a business strategy:

Denmark

The Danish Charter for Diversity is the unifying body of several regional and local charters in Denmark. The Copenhagen Diversity Charter was launched in 2011 and reached 500 signatories in less than two years. In 2014 the experience from Copenhagen was passed on to the second and third city of Denmark, Aarhus and Odense, which set up diversity charters of their own with 640 signatories between them. For further information: www.mangfoldighedscharter.dk/

France

The French Charter of Diversity, launched on 22 October 2004, was the first document of its kind to be signed in Europe, paving the way for many other initiatives of the same kind. The Charter has been supported by large organizations, corporate networks and government agencies, and focuses on raising awareness among SMEs and micro-enterprises. The creators of the Charter were Claude Bébéar, AXA Managing Director and President of the Montaigne Institute and Yazid Sabeg, Chairman of the SSII Board of Directors. For further information: www.charte-diversite.com

Italy

The Charter for Equal Opportunities and Equality at Work was launched on 5 October 2009 after the initiative of the Sodalitas Foundation with the active support of the National Equal Council and the National Equality Council. The Steering Committee unites other ethical guidelines for Family/AIDAF, Women/AIDDA, Christians/UCID and Cooperatives/Imprint Ethics. The initiative was supported by the Minister of Labour and Social Policies, Maurizio Sacconi, and the Minister of Equal Opportunities, Mara Carfagna, at that time. For further information: www.cartapariopportunita.it

4.6 SUCCESSFUL CASES OF ETHNIC DIVERSITY PROMOTION IN SMEs AND OTHER SOCIAL PARTNERS

Successful cases of Ethnic Diversity (and other manifestations of Diversity) Management have been widely observed among big corporations and large companies. The implementation of such initiatives are favored by several particular characteristics of these companies such as the size itself, the amount of transnational activities and international exchanges, the variety of the markets in which they have activities as well as the variety of products and services offered, the complexity of their Human Resources Department (that in many cases comprises also a Global Mobility Department), the amount of human and economic resources that may be invested in diversity related activities, among others.

Although it would be difficult for SMEs to reply strategies or even single initiatives similar to the one of these business realities, undoubtedly they offer good examples, fruitful information and in many cases direct support for the small companies that are interested in developing a multiple steps-path towards Diversity Management. Some case studies from big companies may be found in Cocozza & Cimaglia (2010):

⁸ For further information on the platform: https://ec.europa.eu/info/policies/justice-and-fundamental-rights/combating-discrimination/tackling-discrimination/diversity-management/eu-platform-diversity-charters_en

- **Kodak Corporate** has promoted an e-learning program on the broad theme of diversity and specifically on the prevention of harassment for all employees: <https://www.kodak.com/IT/it/corp/aboutus/careers/diversity/default.htm>
- **Deutsche Bank** has activated the program "Intercultural Diversity Program: a concrete support for the insertion of foreigners arrived in Italy from various countries in which the Deutsche Bank Group is based: <https://www.db.com/cr/en/our-people/diversity--management.htm>
- **Ikea** has devised a path to enhance diversity in order to stimulate reflection on the obstacles that may arise in the management and implementation of Diversity Management policies. With the project "Pluralità" (Sesto Fiorentino, Italy) the company has decided to enhance the heterogeneity of the workforce as a fulcrum on which to trigger change dynamics and stimulate the creativity of its employees. In pursuing this, the managerial levels have oriented the company policies towards a system of human resource management based on the creation of a representative body of the population in the area where the Store is located, thus activating intercultural integration processes between natives and foreign employees: https://www.ikea.com/ms/it_IT/this-is-ikea/working-at-the-ikea-group/index.html and <https://www.tesionline.it/default/tesi.asp?id=9103>
- **Accenture** has developed a complete strategy on Diversity Management. Notably, the company created a program called "Great Place to Work for Women", which aims to promote, recognize and enhance the female approach to work and the "gender difference" in terms of culture, skills, leadership style and how resource to generate real added value for individual individuals and organizations. Furthermore, it created a program designed to mentor minority college students called "Commitment to Empower Successful Students". Moreover, the company is very much committed with the training of its employees, many Accenture people have attended core training courses at the Q Center, outside of Chicago, Illinois, or at one of the regional training centers near London, England and Kuala Lumpur, Malaysia. At these locations, employees from around the world have the opportunity to gather and learn from each other, collaborate, and build professional collaborations. Such training, nevertheless, continues online with over 20,000 online courses, virtual classroom courses, and other learning resources to meet almost any business need: <https://www.accenture.com/us-en/company-diversity>

However, it is also possible to find successful example of Diversity Management practices within Employers' Organizations, Trade Unions and other kind of social partners, for example:

AHEAD, Accompanying handicraft entrepreneurs against discrimination. Confartigianato. Roma, Italy: Together with various other actors and involving direct beneficiaries (immigrants), this very ambitious initiative focused on supplying SMEs with proper instruments to promote a cultural change so to avoid the arising of discriminatory attitudes or behaviour. Through an integrated strategy, the Development Partnership carried out the following activities: 1. Direct interviews with a sample of immigrant employees; 2. Training program for employees on the needs and wishes of immigrants who are already tied to the labour market and of those who wish to start their own business; 3. Information campaign with the spreading of multilingual materials on the opportunities for the immigrants who intend to become entrepreneurs; 4. Drafting of business codes of behaviour; 5. Creation of an information desk within Confartigianato and UniCredit for the development of immigrant entrepreneurialism; 6. Publicity activities including opening and closing conferences, anti-discrimination and best practices manual; and 7. Training activities for 42 managers and employees. For further information: <http://www.immigrazione.confartigianato.it>

Forum "Égalité des chances". Confédération Générale des Petites et Moyennes Entreprises – CGPME, France: This campaign employed media, public events and training in the enterprises to promote diversity awareness, fighting stereotypes and rising employability. The initiative "Egalité de chances" formed part of the "Tour de France de la Diversité" and it brought together enterprises in

contact with people from areas with high unemployment and who face enormous difficulties in entering the labour market/finding their first employment. One of the main objectives was to animate a debate including regarding the advantages for a company to take the diversity as one of its organization pillars. <http://www.annemasse.fr/Economie/Emploi-et-egalite-des-chances/Forums-de-l-Emploi/FORUM-DE-L-EMPLOI-ET-DE-L-EGALITE-DES-CHANCES-DU-MERCREDI-25-AVRIL-2018>

Proexport: Association of Producers and Exporters of Fruit and Vegetables in the Murcia region of Spain: The partners decided to support and recognise the efforts of its workers of 104 different nationalities through the production and publication of an international recipe book entitled: “Sowing flavours”. In collaboration with NGOs and the Torre Pacheco Town Council, the process of compiling the workers’ recipes was organised to reflect the cultural diversity of the Murcia countryside and to provide readers of the text with the best tips for turning our kitchen into a melting pot of cultures. For further info: www.proexport.es

Different examples can be also found among SMEs or among companies that have started as SMEs: **Agromartín, Huelva Spain:** This agricultural company was born in the 70s as an SME and it is a good example of the way in which diversity management has improved the diversity of its workforce and the capacity to reach different foreign markets. With a part of its workforce made up of foreign workers, this company has done something as simple as being concerned on the characteristics of their workers, knowing about them, their personal situation, celebrating good news, birthdays, parties, etc., i.e. generating a good environment in the workplace, makes up for the loneliness that many workers far from their family and home feel. What a positive work environment produces are a more committed workforce and increased productivity. For further info: www.agromartin.com/

Convers Télémarketing, Nice France: It is a French call centre employing about 160 people. Convers Télémarketing has several specificities as a call centre. Firstly, it is specialised in a high added-value niche market (which is B2B telemarketing campaigns). Secondly, its workforce is unusually diverse and stabilised (with low turnover). Attracting and retaining employees with a strong intellectual profile independently of their ethnic origin and an atypical working hours-schedule and heavy responsibilities outside work was made possible by several of Convers Télémarketing’s specificities. The first specificity is that Convers Télémarketing offers à la carte working hours. Flexitime is a new type of work arrangement under which employees can choose when they work, subject to achieving total daily, weekly or monthly hours and subject to the necessary work being done. At Convers Télémarketing, according to their needs, preferences and wishes, employees can choose between 20, 25, 30 or 35 weekly hours. <https://www.societe.com/societe/convers-telemarketing-420018178.html>

4.7 TEAMS WORK TOGETHER TOWARDS A COMMON DIVERSITY MANAGEMENT PROPOSAL

During the last part of **DAY 4** and following the work that they have developed during **Day 2** and particularly during **Day 3** with their own teams, participants will be asked to perfectly identify the **benefits and the difficulties** to implement their Diversity Management proposals in the organizational context that they have previously chosen. Furthermore, they will identify the most efficient ways to **involve different relevant social partners** that may work together to successfully implement their proposal, and will develop a brief **communication strategy** in order to promote the active participation of such stakeholders.

During this day participants will complement the analysis of their own case study and will enrich their proposals with concrete initiatives according to the guidelines proposed in the “**Diversity at work. A guide for SMEs**” (pages 44 and 45 of this Training Curriculum). Finally, they will be asked to filled in the **Diversity Checklist** as a further reference point (see the Manual “Turning Diversity into Talent and Competitiveness in SMEs” (pages 55 and 56, that can be downloaded from the website of the European Commission: <http://ec.europa.eu/social/BlobServlet?docId=1703&langId=en>); and will work on the format of the **Final Presentation** of their proposals for the last training day.

DAY 5. CONFLICT RESOLUTION IN THE WORKPLACE – PRAXIS

5.1 PRESENTATION OF DAY 5 AND EXPECTED LEARNING OUTCOMES

During this final day, participants will get acquainted with a very important topic within Diversity Management, i.e. Conflict Resolution in the workplace. During **Day 2**, some of the negative outcomes of diversity such as stereotypes and discrimination were described together with the European and national legal frameworks that have been elaborated to rule the relationships between employers and employees. However, there is also a series of “negative” outcomes that can be experienced on a daily basis in the workplace such as misunderstandings, disagreements, encountered interests, etc., that need to be understood and managed for a better daily experience of diversity. Thus, participants will learn some of the main approaches and skills/capacities that may be useful to solve diversity related conflicts at the workplace. Furthermore, participants will receive fundamental training to become trainers themselves about the contents that they have learnt during the week in their own organizations. To conclude this day, participant teams will present their respective proposals on diversity management.

The main expected learning outcomes are: 1. Becoming familiar with the main concepts and reference framework of the “Conflicts Resolution” topic. 2. Developing an active listening orientation toward different people and a more empathetic attitude to understand others’ problems; 3. Favoring the employment of pro-active ways to search for shared solutions that may increase employers and employees’ productivity and, therefore, business competitiveness; and 4. Acquiring the fundamental tools to develop a one day-training on “Diversity Management” in their own institutions.

5.2 CONFLICT RESOLUTION IN THE WORKPLACE

According to the Cambridge dictionary, a very basic definition of CONFLICT is: an active disagreement between people with opposing opinions or principles. Conflicts such as disagreements may occur at any moment, being a normal part of human interactions. The type of conflict and its severity may vary both in content and degree of seriousness; however, it is impossible to completely avoid it. Actually, conflict in itself is not necessarily a negative thing. When handled constructively it can help people to stand up for themselves and others, to evolve and learn how to work together to achieve a mutually satisfactory solution. But if conflict is handled poorly it can cause anger, hurt, divisiveness and more serious problems.

If it is impossible to completely avoid conflict as it was said, the possibilities to experience it are usually higher particularly in complex social contexts in which important diversities are at stake. Specially because of this reason, speaking about conflict resolution becomes fundamental in ethnically diverse and multicultural work environments, in which not only “regular” work disagreements may occur but in which also different languages, worldviews, lifestyles and ultimately value differences may diverge.

CONFLICT RESOLUTION is the process by which two or more parties engaged in a disagreement, dispute or debate reach an agreement resolving it. It involves a series of stages, involved actors, models and approaches that may depend on the kind of confrontation at stake and the surrounded social and cultural context. However, there are some general actions and personal skills that may be very useful when facing a conflict to solve (independently of its nature), e.g. an open minded orientation able to analyze the different point of views and perspectives involved, as well as an ability to empathize, carefully listen and clearly communicate with all the parts involved.

Sources of conflict may be so many, depending on the particular situation and the specific context, but some of the most common include:

- Personal differences such as values, ethics, personalities, age, education, gender, socioeconomic status, cultural background, temperament, health, religion, political beliefs, etc. Thus, almost any social category that serves to differentiate people may be an object of conflict when it does negatively diverge with people who do not share it.
- Clashes of ideas, choices or actions. Conflict occurs when people does not share common goals, or common ways to reach a particular objective (e.g. different work styles). Conflict occurs also when there is direct or indirect competition between people or when someone may feel excluded from a particular activity or by some people within the company.
- Lack of communication or poor communication are also significant reasons to start a conflict, to misunderstand a particular situation and to create potentially explosive interactions.

5.3 FUNDAMENTAL STRATEGIES FOR CONFLICT RESOLUTION

Although different conflicts may require different ways to handle them, this is a list of fundamental strategies that may be implemented when handling a conflictive situation:

1. **REACHING AGREEMENT ON RULES AND PROCEDURES**

Establishing ground rules may include the following actions:

- a. Determining a site for the meeting;
- b. Setting a formal agenda;
- c. Determining who attends;
- d. Setting time limits;
- e. Setting procedural rules;
- f. Following specific do(s) and don't(s).

2. **REDUCING TENSION AND SYNCHRONIZING THE DE-ESCALATION OF HOSTILITY**

In highly emotional situations when people feel angry, upset, frustrated, it is important to implement the following actions:

- a. Separating the involved parties;
- b. Managing tensions – jokes as an instrument to give the opportunity for catharsis;
- c. Acknowledging others' feelings – actively listening to others;
- d. De-escalation by public statements by parties – about the concession, the commitments of the parties.

3. **IMPROVING THE ACCURACY OF COMMUNICATION, PARTICULARLY IMPROVING EACH PARTY'S UNDERSTANDING OF THE OTHER'S PERCEPTION**

- a. Accurate understanding of the other's position;
- b. Role reversal, trying to adopt the other's position (empathetic attitudes);
- c. Imaging – describing how they see themselves, how the other parties appears to them, how they think the other parties will describe them and how the others see themselves.

4. **CONTROLLING THE NUMBER AND SIZE OF ISSUES IN THE DISCUSSION**

- a. Fractionate the negotiation – a method that divides a large conflict into smaller parts:
 1. Reduce the number of parties on each side;
 2. Control the number of substantive issues;
 3. Search for different ways to divide big issues.

5. **ESTABLISHING COMMON GROUND WHERE PARTIES CAN FIND A BASIS FOR AGREEMENT**

- a. Establishing common goals or superordinate goals;

- b. Establishing common enemies;
- c. Identifying common expectations;
- d. Managing time constraints and deadlines;
- e. Reframing the parties' view of each other;
- f. Build trust through the negotiation process.

6. ENHANCING THE DESIRABILITY OF THE OPTIONS AND ALTERNATIVES THAT EACH PARTY PRESENTS TO THE OTHER

- a. Giving the other party a 'yeasable' proposal;
- b. Asking for a different decision;
- c. Sweeten the other rather than intensifying the threat;
- d. Elaborating objective or legitimate criteria to evaluate all possible solutions.

5.4 CONFLICT RESOLUTION APPROACHES

A conflict is a common phenomenon in the workplace; as it was said before, it can occur because of the most different grounds of diversity and under very different circumstances. However, it is usually a matter of interests, needs, priorities, goals or values interfering with each other; and, often, a result of different perceptions more than actual differences. Conflicts may involve team members, departments, projects, organization and client, boss and subordinate, organization needs vs. personal needs, and they are usually immersed in complex relations of power that need to be understood and interpreted in order to define the more tailored way to manage the conflict. There are, nevertheless, some main approaches that may be applied when trying to solve a conflict that may lead to very different outcomes to be valued according to the particular situation and the available negotiation resources:

FORCING: When one of the conflict's parts firmly pursues his or her own concerns despite the resistance of the other(s). This may involve pushing one viewpoint at the expense of another or maintaining firm resistance to the counterpart's actions; it is also commonly known as "competing".

Forcing may be appropriate when all other, less forceful methods, don't work or are ineffective; when someone needs to stand up for his/her own rights (or the represented group/organization's rights), resist aggression and pressure. It may be also considered a suitable option when a quick resolution is required and using force is justified (e.g. in a life-threatening situation, to stop an aggression), and as a very last resort to resolve a long-lasting conflict.

However, forcing may also negatively affect the relationship with the opponent in the long run; may intensified the conflict if the opponent decides to react in the same way (even if it was not the original intention); it doesn't allow to take advantage in a productive way of the other side's position and, last but not least, taking this approach may require a lot of energy and be exhausting to some individuals.

WIN-WIN / COLLABORATING: Collaboration involves an attempt to work with the other part involved in the conflict to find a win-win solution to the problem in hand, or at least to find a solution that most satisfies the concerns of both parties. The win-win approach sees conflict resolution as an opportunity to come to a mutually beneficial result; and it includes identifying the underlying concerns of the opponents and finding an alternative which meets each party's concerns. From that point of view, it is the most desirable outcome when trying to solve a problem for all partners.

Collaborating may be the best solution when consensus and commitment of other parties is important; when the conflict occurs in a collaborative, trustworthy environment and when it is required to address the interests of multiple stakeholders. But more specially, it is the most desirable

outcome when a long-term relationship is important so that people can continue to collaborate together in a productive way; collaborating it is in few words, sharing responsibilities and mutual commitment. For parties involved, the outcome of the conflict resolution is less stressful; however, the process of finding and establishing a win-win solution may be longer and should be very involving. It may require more effort and more time than some other methods; for the same reason, collaborating may not be practical when timing is crucial and a quick solution or fast response is required.

COMPROMISING: Different from the Win-Win solution, in this outcome the conflict parties find a mutually acceptable solution which partially satisfies both parties. Compromising may be an optimal solution when the goals are moderately important and not worth the use of more assertive or more involving approaches. It may be useful when reaching temporary settlement on complex issues and as a first step when the involved parties do not know each other well or haven't yet developed a high level of mutual trust. Compromising may be a faster way to solve things when time is a factor. The level of tensions can be lower as well, but the counterpart is that the result of the conflict may be less satisfactory.

If this method is not well managed, and the factor time becomes the most important one, the situation may result in both parties being not satisfied with the outcome (i.e. a lose-lose situation). Moreover, it does not contribute to building trust in the long run and it may require a closer monitoring of the kind of partially satisfactory compromises acquired.

WITHDRAWING: This technique consists on not addressing the conflict, postpone it or simply withdrawing; for that reason, it is also known as Avoiding. This outcome is suitable when the issue is trivial and not worth the effort or when more important issues are pressing, and one or both the parties do not have time to deal with it. Withdrawing may be also a strategic response when it is not the right time or place to confront the issue, when more time is needed to think and collect information before acting or when not responding may bring still some winnings for at least some of the involved parties. Moreover, withdrawing may be also employed when someone know that the other party is totally engaged with hostility and does not want (can't) to invest further unreasonable efforts.

Withdrawing may give the possibility to see things from a different perspective while gaining time and collecting further information, and specially is a low stress approach particularly when the conflict is a short time one. However, not acting may be interpreted as an agreement and therefore it may lead to weakening or losing a previously gained position with one or more parties involved. Furthermore, when using withdrawing as a strategy more time, skills and experiences together with other actions may need to be implemented.

SMOOTHING: Smoothing is accommodating the concerns of others first of all, rather than one's own concerns. This kind of strategy may be applied when the issue of the conflict is much more important for the counterparts whereas for the other is not particularly relevant. It may be also applied when someone accepts that he/she is wrong and furthermore there are no other possible options than continuing an unworthy competing-pushing situation. Just as withdrawing, smoothing may be an option to find at least a temporal solution or obtain more time and information, however, it is not an option when priority interests are at stake.

Unfortunately, there is a high risk to be abused when option for smoothing, therefore it is important to keep the right balance and don't give up one own interests and necessities. Otherwise confidence in the own ability to an aggressive opponent may be seriously damaged, together with the credibility

by the other parties involved. Needed to say that in these cases a transition to a Win-Win solution in the future becomes particularly more difficult when someone cancel his/her own position.

5.5 THE FUNDAMENTAL SKILLS AND VALUES FOR CONFLICT RESOLUTION

As it was explained before , one of the main goals of Diversity Management is that both employers and employees ultimately develop a series of skills and capacities such as Open Mindedness, Acceptance, Flexible Judgement, Perceptiveness, Transparency, among others. Such skills result to be very important when interacting with different people on a daily basis (different in terms of gender identification, age, education level, ethnic background, religion orientation, etc.), because they allow people to be curious and interested about others without necessarily feeling threatened. These kind of skills and capacities become very much important when dealing with a social reality that is increasingly complex, not only from an intellectual point of view but also from an emotional one.

In this way, learning to (truly) listen, to understand others' points of view, to effectively communicate, to be enough flexible when having to face sudden changes, and to have the ability to negotiate and take decisions in the middle of situations that may not be necessary pleasant, becomes fundamental in order to take advantage of all the benefits that result from diversity; but also –and specially- to deal with the normal conflicts and confrontations that may emerge when there are misunderstandings, conflict of interests, different worldviews or know how(s). Thus, according to several studies there is a series of skills that have been identified to be particularly important in conflict resolution, the list is not exhaustive but it is a good starting point to take further into consideration in initiatives of diversity management that may be developed in order to understand, minify and solve conflicts that may occur in the workplace and other social settings:

Interviewing and Active Listening Skills: These skills are important in order to know how to ask the “right” questions to the different parts involved in a particular conflict. Interviewing may be the very first part of the process, however, actively listening is fundamental when trying to determine the nature of the conflict in question.

Empathy: Empathy is the capacity to psychologically and emotionally connect with others, trying to understand their points of view, both positive and negative emotions, experiences and necessities. According to Wiseman (1996), empathy has four attributes that define it: 1. To be able to see the world as others see it; 2. To be nonjudgmental; To understand another person's feelings; and 4. To communicate your understanding of that person's feelings. Empathy helps to put compassion into practice and it is a necessary skill when confronting others' ideas, emotions and experiences.

Assertiveness: Is the capacity of being self-assured without being aggressive; it summarizes the ability to efficiently communicate one's point of view without the need to yell or threaten others. Being assertive becomes fundamental when it is a matter of elaborating proposals to solve a conflict, for example, when organizing a meeting between two employees who have had a dispute.

Accountability: Accountability is very much related to the previously skill described as Transparency; in order to positively solves a conflict, one needs to be trustworthy, responsible and pro-active in order to solve a confrontation, and even more importantly when having to act as a mediator in a particular conflict.

Mediation skills: Mediation skills are related to the capacity of communicate between partners, especially in situations under stress when the flow of information can be compromised by the difficulty of the situation. Mediation skills may result particularly important when someone organizes a

brainstorming session between the parts in conflict in order to discuss and negotiate a possible solution.

Creative Problem Solving: Although there are a series of conflict resolutions techniques and advice outcomes. The capacity of thinking creatively and assertively propose feasible and at the same time out-of-the-box solutions is fundamental, especially when conflict situations may become increasingly complex and unpredictable.

These skills are very much related to another fundamental trait that can be trained and improved: **Emotional Intelligence**, that may be defined as the capacity to recognize, understand and manage our own emotions on one hand; and recognize, understand and influence the emotions of others on the other.

Apart from the previously mentioned techniques and skills, the **Handbook of Conflict Resolution** indicates a list of fundamental values with which the conflict itself should be faced in a constructive and cooperative way:

Reciprocity

This is that value involved in the maxim “Do unto others as you would have others do unto you”. This value requires each party to treat the other with the fairness that it would normatively expect if in the other’s position. The fairness in behaviour, in process and in outcomes expected is normative. As defined by one’s culture, it is how the conflict partners should or should not behave toward one another, if they are at a minimum, to avoid a destructive conflict or, more positively, to promote constructive management of their conflict. The norms against violence, disrespect, deceit, and irresponsibility are widespread standards for avoiding destructive conflict.

Human Equality

This norm posits that all human beings are equally entitled to just and respect, with consideration for their needs and entitled to such basic liberties as freedom of conscience, thought and expression as well as freedom from coercion. Human equality does not imply that every people have the same status, power, needs, privileges, wealth or wealth. It does imply that there might be difference but that are not consequence of one’s violation of the other’s entitlements.

Shared Community

It is mutual recognition that are a part of broader community that members wish to preserve, a shared community has some shared values and norms. Such recognition occurs despite important differences between the partners in conflict.

Fallibility (Error-prone)

The sources of disagreement between reasonable people may be many. They may arise from sources as the nature of the evidence, the weight to be given to types of evidence and from differences in basic values and/or worldviews. However, reasonable people understand that their own judgement as well as the one of others may be fallible.

Nonviolence

Coercive tactics are not employed by you or the other to obtain agreement or consent. Such tactics include physical or psychological violence, destruction of property or other valued good, harm to one’s life chance (a potential career), and harmed to one’s loved ones, etc.

5.6 EXAMPLES OF CONFLICT RESOLUTION IN THE WORKPLACE

These are only some examples of common conflicts (and possible resolutions) that may be observed in the workplace on the ground of different expressions of diversity. However, during the training week further examples on the ground of Gender, Religion, Language, Ethnicity, Sexual Orientation and Disability will be presented and analyzed:

1. Cultural Conflicts. Richard and Mohamed work together in the warehouse of a truck transportation company in the city of Cardiff, UK. Richard is a devout Christian whereas Mohamed is a devout Muslim. There is a common area in which workers have a microwave and a table to eat, drink something and relax when having a short break. Both men try to avoid discussing religion or even politics, but they both know the other's feelings on current events and sometimes there is palpable tension. During Christmas, Richard insisted on having some Christian symbols in the common relaxing area, but some time before Mohamed asked the boss to use that space for his daily prayers during his breaks and such concession was denied. The situation has created further tension in the warehouse and more discussions for several other small things have been observed. Mohamed feels this action is alienating and hostile, and he feels as a member of an ignored and under-estimated minority. What should the boss do? Intercultural conflicts such as these could be resolved pre-emptively by having clear rules and boundaries in a previously written and communicated Manual for the employees. However, changing the rules on the way favouring one individual/group in detriment of other, can create further tensions. Considering that changes may occur, reviewing the rules once or twice a year will be particularly important, however, this needs to be done taking in consideration all the differences present in the company (diversity management) and defining specific rules on religious or political allegiances, among other things. Considering the situation, some impartial solution may be taken; thus, both people are allowed to use the common space to respectfully express their religious affiliations in an ordered way, or both of them are gently but assertively asked to keep their personal beliefs to themselves out of the workplace.

2. Integration Issues. Miriam and Elisa work in the catering section of a highly prestige franchising hotel in Venice. Miriam is Peruvian and, although having lived in Italy already for a couple of years, she doesn't perfectly speak Italian language. Nevertheless, Miriam is a very dedicated worker, she arrives early and does everything she is asked for in an accurate way. Elisa, on the other hand, has worked several years as a catering room manager, she has many years of experience in what she does but she has always worked only with native workers. Elisa thus, according to Miriam, tends to speak very fast and usually she speaks employing many words in the local venetian dialect. During the moments of high pressure when many clients are expected and the event is particularly important for the hotel the tension between these two women can increase because Elisa thinks that Miriam is not sufficiently experienced and she doesn't not understand the local language sufficiently, whereas Miriam thinks that Elisa is not particularly polite in the way she speaks, and that she doesn't explain her what she actually has to do so she can do it in a timely way. Miriam is thinking to quit the job, whereas Elisa doesn't want to waste more time going through the recruitment process once again. What can be done?

In current days, several conflicts in the workplace may be caused because of the lack of proper integration of immigrant workers; maybe it is a matter of language but it may be also a lack of proper work training since the very beginning of the work relationship. In this case the coordinator of the area could work on improving diversity management conditions by giving a language instruction training to the immigrant workers on the one hand, and by establishing an appropriate introduction/training session at the very beginning of the employee's assumption. In this case Miriam can commits herself to improve her language proficiency, which can be also very helpful for her in

other areas; whereas Elisa can commit herself to speak slower and try to explain herself better without the need of raising the voice volume. In order to not create a bigger conflict, both employees would need to express their difficulties in an open and timely way to the responsible coordinator or HR personnel.

3. Collective labor disagreements: In 2013 there was a series of collective manifestations by public employees in Denmark, particularly from the education sector, because their employees were trying to unilaterally modify their working hours. Negotiations broke down and a 25-days long national conflict started on April 1st, 2013; this was triggered by the government employers' lockout of approximately 67,000 contractual teachers on a variety of school types along the country (primary schools, youth schools, production schools, language schools and adult education centers, among others). The lockout that was caused by the collapse of the collective bargaining agreements between the Teachers Central Organization and The Municipal Negotiators resulted in approximately 557,000 primary school students receiving very limited teaching hours during the period, as only teachers who were not members of the Unions under the teachers' central organization were still working. In parallel, approx. 220,000 students were affected by the Ministry of Finance's lockout of teachers at production schools and other types of technical schools. The lockout ended on Friday, 26th when a majority in the Parliament consisting of all parties apart from the far left and the Liberal Alliance adopted a legal intervention based on a proposal the government had presented the day before. Hence, the public employers' demand was made into law. Such situation remained very problematic and it was carried over into the collective bargaining effort of 2018, when the Teachers Central Organization vowed not to yield until a bargained deal between the parties was reached, and not one dictated by law, by the government. What to do in such a complex situation in which so many individuals and so many parties are involved? For a long time, it seemed like Denmark would be again thrown into a long strike/lock-out, but in the final moments, a deal was brokered keeping unchangeable the current situation. So far, the proposed solution was to establish an external committee that will analyze the whole process, documents, possibilities and needs of all the involved parties. In this way, negotiation will take place under the strict supervision of an impartial body aiming at reaching a suitable and attainable solution for both employers and employees in the interest, moreover, of the students too.

5.7 TRAINING THE FUTURE TRAINERS

One of the main goals of this Training Curriculum on Diversity Management is to transfer knowledge, experiences, values and skills, not only to the participants of the training week but also to other members of their organizations. In this way, participants are expected to become trainers themselves implementing short training programs on Diversity Management employing these contents together with the ones of Migraid's Vocational, Educational and Training Material (VET) "Improving Social Partners Skills and Capacities on Ethnic Diversity". Some of the proposed topics for a One-Day training are related to the diverse topics that were developed during each day e.g. "Diversity Awareness", "Diversity Management Processes", "Anti-Discrimination Legal Framework", "Conflict Resolution Approaches".

The importance of Diversity Training lies first of all on giving the possibility to engage in active analysis and open discussions on the ways that ethnic background, cultural approaches, gender and other kind of differences do influence daily experiences in the workplace; on the ways that diversity can be better harnessed to optimize the actual benefits of having a diversified workforce; on the ways that a workplace can become more inclusive, more efficient, and generally speaking more "hospitable" so that both employers and specially employees may have more incentives to do and appreciate their business/job in an harmonic environment. Diversity Training is a fundamental part of the whole

process of Diversity Management to involve all potential stakeholders that may contribute to the creation of a new working culture truly oriented towards Diversity. Furthermore, through Diversity Training people will be able to better adopt the original sense of Diversity Management, i.e. complying with a series of labor rules (for example anti-discrimination hard and soft law) in a prepositive way so that the very specific needs, characteristics, opportunities and challenges of each organization can be taken into consideration. At this respect it will be very important to provide participants with familiar examples and case studies that may be creatively explained, easily understood and further identified with what they experience on a quotidian basis.

According to the “Training of Trainers on Curriculum Development” developed by Judith Rycus (2006), some of the main recommendations to release a successful training, effectively transmit the selected contents, and to promote learning and long term retention are:

- Use presentations to quickly and graphically transmit factual information (images, graphic statistics, conceptual diagrams, etc.).
- Promote active discussions to promote greater exploration of the transmitted information and to ascertain clear understanding.
- Ask questions and encourage trainees to participate in the development of each topic, in this way they will also provide the trainer with useful information that will help him/her to understand whether the information is being correctly understood.
- Organize experiential activities to develop self-awareness.
- Check if participants have prior knowledge or preconceived ideas about a particular topic/concept, and if this is the case try to implement activities that may challenge their mindsets and motivate them to reformulate their preconceived ideas.
- Provide as many as possible examples, case studies and simulations to promote the application of the contents to concrete activities, job tasks and delimited goals.
- Use activities that identify solutions to problems or potential barriers that actually do exist in the specific workplace in which the training is being developed.
- Use repetition to present the same concepts several times by using a variety of learning strategies to help different kind of people, with different learning styles, to understand and assimilate the contents.

It is important, nevertheless, to remember that a complete Diversity Training is not made only of one class. However, this can be the beginning of a medium-long term PROCESS that may help trainers and trainees (employers, employees and different types of collaborators) to raise awareness and sensitivity, to develop social skills and cultural competencies, and to understand better their roles, and the roles of others within the organization, in attaining a whole culture of diversity and inclusion. Furthermore, it is fundamental that the selected kind of training is aligned with the overall business strategy, firstly considering the mission and vision of the company, such that the idea of Diversity training may not be related only to discrimination issues or conflict resolution for example, but also to improving the diversity management that surrounds the organization such as clients, providers and external collaborators.

In the Diversity Training Manual of the European Commission⁹ it is possible to find some examples of One Day-Workshops that can be easily adapted to the needs of each organization such as this elaborated by Hans Jablonski for a number of 20 – 60 participants:

⁹ For further information: <http://idm-diversity.org/files/EU0708-TrainingManual-en.pdf>

| Time | What? | How? |
|-------|--|--|
| 10:00 | Welcome | Welcome participants and explain main goals and agenda. |
| 10:15 | Warm Up | First contact with Diversity Management. |
| 10:40 | Input, Trend and main Definitions | Definition of Diversity Management – European Situation (data and facts), Short Presentation of each Participant and initial collective discussion about the main topic. |
| 11:10 | Input Country | Looking into the local (Country/State/Province) situation and trends. |
| 11:45 | Group Work | Discussion in Small Groups: Relevance for own company – Question & Answer session. |
| 12:00 | Business Case | Local business case as answer to the trend, related to one's own Country and Company Contexts: Discussions in Small Groups. |
| 12:30 | Business Case | Presentation of group results: Plenary. |
| 12:45 | Lunch | |
| 13:45 | Understand real DM | Demographic Developments and their influence on Teamwork: Exercise. |
| 14:25 | Successful DM Input | Input: Explain and Discuss. |
| 14:45 | Networking and Support | Input and discussion in Small Groups – How to network on DM? Presentation of Company Specific Materials. |
| 15:30 | Break | |
| 15:45 | Transfer to own situation the Company. | Delegates discuss what they can and will do (as leaders) on a company level to support Diversity and next steps. |
| 16:30 | Evaluation | |
| 17:00 | Closing Remarks | |

5.8 TEAMS PRESENT THEIR FINAL DIVERSITY MANAGEMENT PROJECT PROPOSALS. CONCLUDING REMARKS

At the end of this final day, participants organized in teams will present their final proposals of Diversity Management initiatives. The presentation will include an explanation of the organization's main activities; the social context in which it is immerse; the members of the team and the way in which each person has contributed; and will link the main concepts that have been learnt during the week with the actual proposal (e.g. suitable paradigm, enhanced values, developed skills, population target, benefits and difficulties). Participants will also explain the motivations to choose such proposal, the impact that they think this could have in the organization and the degree of actual feasibility.

After the presentations there will be a join brainstorming process in which participants and trainers will have the chance to speak about their proposals, their experiences during the week; what did they learn during the training program; what did they like the most; what could be improved; which kind of topics could be complemented in a second version of the program; etc.

Finally, participants will receive a certificate of participation and will receive a package of additional information on the project MIGRAID that will include: VET Material (IO3), Guide on Ethnic Diversity (IO5), an additional list of literature references, and instructions to use the simulation platform on conflict resolution that will be elaborated for the project. With the formal evaluation of the training program by the trainers themselves and by participants, the activities of the week will be officially concluded.

REFERENCES

Articles and Books

- Alba, R. & Nee, V. (2003). *Remaking The American Mainstream: Assimilation and Contemporary Immigration*. Cambridge, MA: Harvard University Press.
- Ambrosini, A. (2012). "Migrants' Entrepreneurship in Transnational Social Fields: Research in the Italian Context", *International Review of Sociology*, 22:2, 273-292.
- Ambrosini, M., Bonizzoni, P. & Triandafyllidou, A. (2014). "Family Migration in Southern Europe: Integration Challenges and Transnational Dynamics: An Introduction", *International Review of Sociology*, 24:3, 367-373.
- Bivand Erdal, M. & Oeppen, C. (2018) "Forced to Leave? The Discursive and Analytical Significance of Describing Migration as Forced and Voluntary", *Journal of Ethnic and Migration Studies*, 44:6, 981-998.
- Boyd, W. (1963). "Genetics and the human race", *Science*. 140:3571. June. 1057-1064.
- Brazzel, M. (2003). *Historical and Theoretical Roots of Diversity Management*, in Plummer, D. Ed. *Handbook of Diversity Management: Beyond Awareness to Competency Based Learning*. Lanham, MD: University Press of America.
- Casas, J.M. (1984). *Policy, Training and Research in Counseling Psychology: The Racial/Ethnic Minority Perspective*, in Brown, S.D. & Lent, R.W. (Eds). *Handbook of Counseling Psychology*. New York, NY: John Wiley.
- Castellucci, P. et. al. (2009). *Diversity management: la diversità nella gestione aziendale*. Milano: IPSOA.
- Castles, S., Haas, H. de, & Miller, M. J. (2014). *The Age of Migration: International Population Movements in the Modern World*. Fifth edition. New York: Guilford Press.
- Cocozza, A. & Cimaglia M. C. Ed. (2010). *Il diversity management. La gestione delle differenze negli ambienti di lavoro*. Milano: Franco Angeli.
- Deutsch, M., Coleman, P. T., & Marcus, E. C. (2006). *The Handbook of Conflict Resolution: Theory and Practice*. San Francisco, CA: Jossey-Bass.
- Diversity Collegium. (2001, June). *Exploring a conceptual framework for the practice of diversity*. Paper presented for collegial review at the Diversity Symposium co-sponsored by Bentley College and the American Institute for Managing Diversity, Waltham, MA.
- Faist, T. (2013). "The Mobility Turn: A New Paradigm for the Social Sciences?", *Ethnic Racial Studies*, 36:11, 1637-1646.
- Freeman, G. (2004). "Immigrant Incorporation in Western Democracies", *International Migration Review*. Fall 38: 3, 945-969.
- Gardenswartz & Rowe. (1998). *Managing Diversity: A Complete Desk Reference and Planning Guide*. New York: McGraw-Hill.
- Gellermann, W., Frankel, M. S., & Ladenson, R. F. (1990). *The Jossey-Bass Management Series and The Jossey-Bass Social and Behavioral Science Series. Values and Ethics in Organization and*

Human Systems Development: Responding to Dilemmas in Professional Life. San Francisco, CA, US: Jossey-Bass.

Gordon, M. (1964). "The Nature of Assimilation" in *Assimilation in American Life*. Oxford: University Press.

Johnson, R. (1990). "Affirmative Action Policy in the United States: Its Impact on Women", *Policy & Politics*, 18:2, 77-90.

Joppke, C. (2007). "Beyond National Models: Civic Integration Policies for Immigrants in Western Europe", *West European Politics*, 30:1, 1-22.

Lee Bacchi, C. (1996). *The Politics of Affirmative Action: Women, Equality and Category Politics*, London: Sage Publications.

Maxwell, G., Blair, S. & McDougall, M. (2001) "Edging towards managing diversity in practice", *Employee Relations*, 23:5, 468-482.

Morgan, H. et. al. (2018). "Are SMEs with Immigrant Owners Exceptional Exporters?", *Journal of Business Venturing*, May 33:13, 241-260.

Rycus, J. (1994). Handout for "Training of Trainers on Curriculum Development". Ohio Child Welfare Training Program - December 2006.

Thomas, R. Jr. (1990). *Beyond Race and Gender: Unleashing the Power of Your Total Workforce by Managing Diversity*. New, NY: AMACON.

Trickey, T (2004). *Diversity Management Competencies and the Development Challenge: Especial Competencies, Skills and Attitudes Needed to 'Manage Through Cultures' in Mauri, L. & Visconti, L. Ed. Diversity management e società multiculturale. Teorie e prassi. Milano: FrancoAngeli.*

Turner, T. (1993). "Anthropology and Multiculturalism: What is Anthropology that Multiculturalism Should Be Mindful of It?", *Cultural Anthropology*, 8:4, 411-429.

Wihtol de Wenden, Catherine (2016). "Current Patterns of Migration Flows. The Challenge of Migration and Asylum in Europe" in Ambrosini, M. Ed. *Europe: No Migrant's Land?*. Milano: ISPI.

Wrench, J. (2007). *Diversity Management and Discrimination. Immigrants and Ethnic Minorities in the EU*. London: Routledge.

Vertovec, S. (2007). "Super-Diversity and its Implications", *Ethnic and Racial Studies*, 30:6. 1024-1054.

Online Documents and other Websites:

Accenture. Inclusion and Diversity: <https://www.accenture.com/us-en/company-diversity>

Agromartín, Huelva Spain: www.agromartin.com/

Carta per le Pari Opportunità e l'Uguaglianza sul Lavoro, Italia: <http://www.sodalitas.it/fare/lavoro-e-inclusione/carta-per-le-pari-opportunita-e-luguaglianza-sul-lavoro>

Confartigianato. Roma, Italy. AHEAD, Accompanying handicraft entrepreneurs against discrimination: <http://www.immigrazione.confartigianato.it>

Convention Relating to the Status of Refugees, 28 July 1951, United Nations, Treaty Series, vol. 189, p. 137, available at: <http://www.refworld.org/docid/3be01b964.html>

Convers Télémarketing, Nice France: <https://www.societe.com/societe/convers-telemarketing-420018178.html>

Danish Charter for Diversity: <http://www.mangfoldighedscharter.dk/>

Deutsche Bank. Diversity Management Program: <https://www.db.com/cr/en/our-people/diversity--management.htm> Deutsche Bank

EASME - Executive Agency for SMEs: <https://ec.europa.eu/easme/en>

European Commission. Directorate-General for Employment, Social Affairs and Equal Opportunities (2009). Diversity at Work. A Guide for SMEs: ec.europa.eu/social/BlobServlet?docId=3976&langId=en

European Commission. Directorate-General for Employment, Social Affairs and Equal Opportunities. (2005). European Community Action Programme to Combat Discrimination (2001-2006). The Business Case for Diversity. Good Practices in the Workplace: https://rownosc.info/media/uploads/biblioteka/publikacje/business_case_for_diversity.pdf

European Commission. Directorate-General for Justice. How to Present a Discrimination Claim: Handbook on Seeking Remedies Under the EU Non-Discrimination Directives (2011): [https://www.ab.gov.tr/files/ardb/evt/1_avrupa_birligi/1_6_raporlar/1_3_diger/European Commission on How to Present a Discrimination Claim Handbook onseeking remedies under the EU Non discrimination Directives.pdf](https://www.ab.gov.tr/files/ardb/evt/1_avrupa_birligi/1_6_raporlar/1_3_diger/European_Commission_on_How_to_Present_a_Discrimination_Claim_Handbook_onseeking_remedies_under_the_EU_Non_discrimination_Directives.pdf)

European Community Programme for Employment and Social Solidarity (2007-2013). Diversity for Talent and Competitiveness: The SME Business Case for Diversity: <http://www.iegd.org/pdf/Task%20%20-%20SMEs.pdf>

Eurostat Database on Asylum and Managed Migration, 2015-2016. Asylum Applications Data: <http://ec.europa.eu/eurostat/web/asylum-and-managed-migration>

Eurostat Database, 2017. Employment Figures: http://ec.europa.eu/eurostat/statistics-explained/index.php/Employment_statistics

EU Platform of Diversity Charters: https://ec.europa.eu/info/policies/justice-and-fundamental-rights/combating-discrimination/tackling-discrimination/diversity-management/eu-platform-diversity-charters_en

Forum "Égalité des chances". Confédération Générale des Petites et Moyennes Entreprises – CGPME: <http://www.annemasse.fr/Economie/Emploi-et-egalite-des-chances/Forums-de-l-Emploi/FORUM-DE-L-EMPLOI-ET-DE-L-EGALITE-DES-CHANCES-DU-MERCREDI-25-AVRIL-2018> and <https://www.cpme.fr/>

French Diversity Charter: <http://www.diversity-charter.com/diversity-charter-french-charter-overview.php> and <http://www.charte-diversite.com/>

Handbook on European Non-Discrimination Law (2018 Edition). Luxembourg: Publications Office of the European Union: https://www.echr.coe.int/Documents/Handbook_non_discri_law_ENG.pdf

Human Rights House Foundation. Anti-Discrimination and Diversity Training: <https://humanrightshouse.org/articles/anti-discrimination-and-diversity-training/>

Ikea. Working with the Ikea Group: https://www.ikea.com/ms/it_IT/this-is-ikea/working-at-the-ikea-group/index.html and <https://www.tesionline.it/default/tesi.asp?id=9103>

Kodak. Diversity Management Program:

<https://www.kodak.com/IT/it/corp/aboutus/careers/diversity/default.htm>

MIGRAID Project (2017). CAR Report IO1: <http://migraid.eu/wp-content/uploads/2017/01/FINAL-RESEARCH-AND-CAR-REPORT-IO1-MIGRAID.pdf>

Proexport, Murcia: www.proexport.es

Report Promoting the Economic Integration of Migrants. A Collection of European Good Practices to Inspire Application in Italy (2018) Milan. JPMorgan Chase Foundation: http://same-project.com/wp-content/uploads/2018/01/SAME_Report_online.pdf

Ricco, R. (2007). Gestione della diversità : sfida presente e futura per le imprese. Working Paper.

University of Milan:

https://air.unimi.it/retrieve/handle/2434/65955/104998/GestioneDiversità_SfidaPresente%26Futura_HRonline8_2007.pdf

SME Performance Review of the European Commission:

https://ec.europa.eu/growth/smes/business-friendly-environment/performance-review_es

Training Manual for Diversity Management (2007), Antidiscrimination and Diversity Training VT/2006/009, by Marion Keil, Badrudin Amershi, Stephen Holmes, Hans Jablonski, Erika Lüthi, Kazuma Matoba, Angelika Plett and Kailash von Unruh from the International Society for Diversity Management. For Diversity Against Discrimination. European Commission, European Community Action Programme to combat discrimination (2001-2006): <http://idm-diversity.org/files/EU0708-TrainingManual-en.pdf>