

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 (**EQUALITY**³) but taking into consideration also their particularities (**EQUITY**⁴), 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 DAY5.

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>

