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 <u>negatively</u> 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. **_ENCHANCING 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 <u>partially</u> 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 if 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 involves 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 abler 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 Commission[9] 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:

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[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.