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Managing Cultural Diversity

Training Program Resource Manual

Australian Multicultural Foundation and Robert Bean Consulting

Managing Cultural Diversity

Training Program Resource Manual

Contents

Publishing Information 2

Forewords: Government of Australia and Australian Multicultural Foundation 3

Training Program Resource Manual Introduction 5

Section 1: The Business Case for Managing Cultural Diversity 7

- Understanding Diversity Management 8
- Diversity Management: The Big Picture 15
- The Industry Environment: Cultural Diversity and Business Challenges 17
- The Business Case for Managing Cultural Diversity 19
- Stages of Diversity Management 32
- Developing Your Own Business Case for Managing Cultural Diversity 34

Section 2: Cross Cultural Communication 36

- Understanding Culture and Cultural Diversity in Australia 37
- The 4 Basic Elements of Cross Cultural Communication 40
- Understanding the Process of Cultural Adaptation 49
- Developing Organisational and Personal Cultural Competence 52

Section 3: Managing Culturally Diverse Teams 54

- Competencies for Managing Culturally Diverse Teams 55
- Managing Culturally Diverse Teams 56
- Skills for Building Trust and Communication 64

Section 4: Factoring Cultural Diversity into Business Planning 67

- An Integrated Framework for Diversity Management 68
- Diversity Analysis Checklist Exercise: Project Analysis 70
- Developing a Cultural Diversity Management Action Plan 81

Section 5: Cultural Diversity Management Resources and Support 88

- Introduction, Resource and Support 89
- Glossary of Key Terms 95
- Review and Evaluation 98

Section 6: Managing Cultural Diversity Training Facilitation Guide 102

- Introduction to the Facilitation Guide 103
- Introduction to Cultural Diversity Management Training 105
- Training Workshop Preparation Guide 109
- Training Workshop Facilitation Guide 115

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Preamble

This Manual has been produced by the Australian Multicultural Foundation and Robert Bean Consulting. This project is funded by the Australian Government Department of Immigration and Citizenship through the Diverse Australia Program. For more information visit www.harmony.gov.au.

The Program aims to address issues of cultural, racial and religious intolerance by promoting respect, fairness, inclusion and a sense of belonging for everyone.

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This Manual is intended for use in small and medium enterprises in support of business diversity management practices and related training and development programs.

The Australian Government Department of Immigration and Citizenship, the Australian Multicultural Foundation and Robert Bean Consulting cannot be held responsible in any way for the efficacy or appropriateness of these materials when applied within enterprises.

Foreword: AMF Managing Cultural Diversity Training Program

It is my great pleasure to introduce you to the Australian Multicultural Foundation's *Managing Cultural Diversity Training Program.*

This training program has been developed by the Australian Multicultural Foundation (AMF), in association with Robert Bean Consulting, as a resource for business owners and managers in Australia, to support them in recognising and encouraging cultural diversity in their workplaces.

Australia's diversity is a source of national strength and an asset to Australian industries. It is important that Australian businesses acknowledge the economic and social contribution of a culturally diverse workforce, and make the most of the extensive skills, perspectives and networks of today's multicultural Australia. Resources such as this *Managing Cultural Diversity Training Program* assist Australian industry and businesses to take advantage of our diversity to improve customer service and competitiveness both here and overseas.

As Australians, we have a tradition of acknowledging and celebrating differences of culture, ethnicity, language and faith within an overall shared sense of identity and purpose. Workplaces are critical in this process. It leads to happier and more productive workplaces and benefits the whole community.

As the Parliamentary Secretary for Multicultural Affairs and Settlement Services, I am proud to offer my support for this *Managing Cultural Diversity Training Program*. This publication continues the long line of energetic and often visionary work of the AMF in contributing to Australia's success as a multicultural society. I congratulate the AMF on its latest contribution and on embracing this opportunity to help shape the future of Australian business.

Laurie Ferguson
Parliamentary Secretary for Multicultural Affairs and Settlement Services

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Foreword: Australian Multicultural Foundation

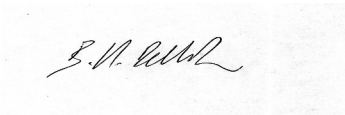
The *Managing Cultural Diversity Training Program* has been developed by the Australian Multicultural Foundation and Robert Bean Consulting for Australian business enterprises. This project is proudly supported by the Australian government through the Diverse Australia Program. For more information, visit www.harmony.gov.au.

Australian enterprises face numerous challenges which are characterised and influenced by cultural diversity. Not only must they meet their compliance obligations under a range of anti-discrimination laws, they must also compete for talent, overcome skills shortages, and retain talent by meeting increased employee expectations regarding conditions and opportunities. Enterprises must constantly adapt to the realities of increased workforce and customer diversity so that they can compete in culturally diverse domestic and international business environments.

We are pleased to have been able to produce a manual that can assist your business to address these business challenges and to capitalise on the benefits of managing cultural diversity in the workplace. The program was also developed to ensure that the message of the Scanlon Foundation's 'Taste of Harmony' campaign is translated into ongoing action at the enterprise level.

The manual includes all the materials needed to design and conduct training for managers and team leaders that will help them to develop the skills needed to factor cultural diversity into business planning, organisational development and customer service.

The Australian Multicultural Foundation would like to thank Robert Bean for the design and development of this training program and the Australian Government for its initiative to support such a vital program. We would also like to thank all the people from the numerous business enterprises in Melbourne and Adelaide who were involved in the pilot program workshops for their contribution to the development, research and evaluation of the manual.



Dr. B Hass Dellal OAM
Executive Director
Australian Multicultural Foundation

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Training Program Resource Manual Introduction

Objectives

The aim of this training program is to enable small and medium enterprises to better understand cultural diversity and how to manage it effectively to improve workplace performance. This includes relationships, teamwork, productivity, market knowledge, community relationships, customer service and competitiveness. Larger enterprises can also benefit from using this training program.

The main training objectives are to enable participants to:

Learn about cultural diversity in the workforce and the business case for managing cultural diversity

Identify and consider for their enterprises the actual and potential impacts and benefits of cultural diversity

Increase their understanding of culture and cross-cultural interactions

Develop their cultural awareness and cross-cultural communication skills

Conduct a diversity analysis of their business strategies and operations

Develop an action plan for managing cultural diversity in their businesses

Learn about available resources and support services

Training Program Resource Manual Contents

This Resource Manual comprises four sections which present detailed notes and discussions of the training program content as well as the participant exercises which are presented as worksheets in the separate Training Program Workbook which accompanies this resource manual.

These four sections can be provided as the training workshop workbook, accompanied by a handout of the presentation slides, as an alternative to the Workbook provided in this package. However, the more detailed notes and discussions included in these sections are provided for training program designers and facilitators to give them a

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more comprehensive understanding of the concepts, frameworks and processes of managing workforce and customer cultural diversity.

The fifth section of this Manual provides a description of several resources and the contact details of numerous agencies that may be able to provide support for enterprises wishing to undertake cultural diversity training and development.

The sixth section is the Training Facilitators Guide. This is aimed at people who have experience in facilitating workplace training and is designed to help them become familiar with the program content and to prepare and conduct training for their own enterprises. It contains an introduction to the field of diversity management and cross-cultural communication training and detailed advice and instructions on how to design and facilitate a one-day training workshop. These instructions can also be applied to other training configurations.

Training Program Options

In addition to conducting the one-day training workshop described in the Facilitators Guide, the material can also be modified to other configurations such as two half-day workshops with workplace analysis activities between workshops, or workshops that focus on the cross-cultural communication or team building components.

As the majority of small and medium enterprises do not have training facilities or experienced trainers, another training option is for business and industry associations or regional business development agencies to conduct public workshops. Where a workshop is conducted for a specific industry, the materials can be modified to reflect the industry's context and critical issues.

The materials are relevant to both domestic and international business contexts.

The materials may also be used for individual study, though this will not include the interactive exercises described provided in the Manual and Workbook. For individual study, it is recommended that business owners and managers read through the Manual and complete the relevant worksheets for their own enterprise.

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Section 1

The Business Case for Managing Cultural Diversity

"One of the five key challenges for senior managers over the next ten years is the requirement to work well with new sorts of colleagues and to manage diversity in the workforce."

***Enterprising Nation: Renewing Australia's Managers to Meet the Challenges of the Asia-Pacific Century*, Commonwealth of Australia,1995**

'The whole societal trend is towards being more accepting of diversity, valuing diversity, and that has a major impact. There is no doubt that it influences the leaders in this company to behave in a more sophisticated way around diversity issues. 'We value diversity' is in our charter. It wouldn't have been 5 years ago."

Diversity Leadership, A.Sinclair & V.Britton Wilson
Melbourne Business School, 2000

Contents

- Understanding Diversity Management 8
- Diversity Management: The Big Picture 15
- The Industry Environment:

  Cultural Diversity and Business Challenges 17
- The Business Case for Managing Cultural Diversity 19
  - Organisational Factors
  - Compliance Factors
  - Market Factors
- Stages of Diversity Management Development 32
- Developing Your Own Business Case for Managing

  Cultural Diversity 34

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Understanding Diversity Management

Can managing cultural diversity in your workforce contribute to a sustainable competitive advantage for your enterprise?

A sustainable competitive advantage is something that your business does that:

- Is better than that of your competitors
- Is valuable to your customers
- Is rare in your industry
- Is difficult to acquire or imitate

One in four Australian workers were born overseas, so simply having a culturally diverse workforce isn't necessarily a source of true competitive advantage.

The key is to understand cultural diversity well and to manage it effectively.

What is Diversity?

In the context of managing employees and serving customers, the term 'diversity' means all of the significant differences between people, including perceptions of differences, that need to be considered in particular situations and circumstances. Often the most significant differences are the least obvious, such as our thinking styles or beliefs and values.

There are multiple dimensions of diversity which may be more or less significant in different business functions and relationships:

- Gender
- Culture
- Regional culture
- Mental and physical abilities
- Religion
- Literacy
- Functional role and status
- Family status
- Geographic location
- Communication style
- Thinking style
- Personality
- Profession
- Organisational culture
- Age
- Ethnicity
- Sexual orientation
- Education
- Language
- Work experience
- Economic status
- Carer roles
- Work style
- Learning style
- Management style
- Ideology
- Industry

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Identifying Your Workforce and Customer Cultural Diversity

As a starting point for managing cultural diversity, identify and list below the cultural backgrounds of your workforce and your customer base.

Workforce Cultural Backgrounds	Customer Cultural Backgrounds

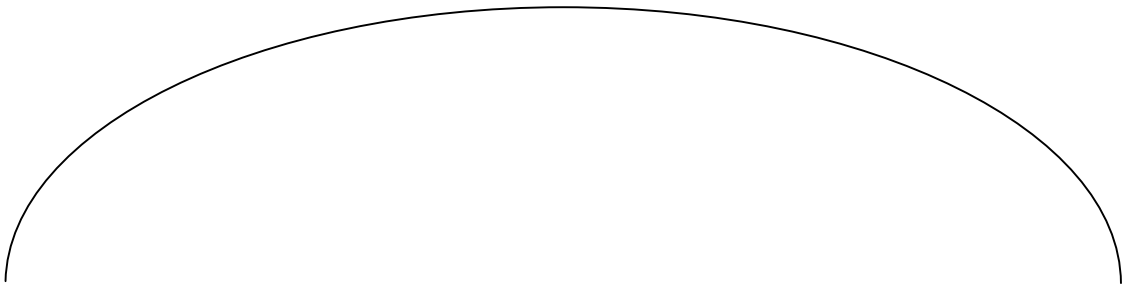
Identifying Your Future Workforce and Customer Cultural Diversity

If you are planning to hire new employees or to begin offering products and services to new customers, in Australia or overseas, list their actual or probable cultural backgrounds below.

Future Workforce Cultural Backgrounds	Future Customer Cultural Backgrounds

Plotting Workforce and Customer Cultures

One technique for studying cultures is to plot them along an arc representing some general characteristics, which will be explained during the workshop. To begin this process, we will plot all of the cultural backgrounds listed by the group on an arc. Then you can plot your own listed cultures on the arc below.



High Context Cultures

Low Context Cultures

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What is Diversity Management?

There are several definitions of diversity management. The following 'working definition' encapsulates most of their features.

"Diversity Management" is the ongoing process of incorporating the recognition of workforce and customer differences into all core business management functions, communications, processes and services to create a fair, harmonious, inclusive, creative and effective organisation.

Managing Diversity in the Workplace

- Encourages inclusion, participation and the full contribution of all staff to the goals of the enterprise
- Actively looks for and capitalises on the benefits of having a diverse workforce
- Ensures compliance with legal obligations such as safety and equal employment opportunities

Managing Diversity in the Marketplace

- Recognises and accommodates the diversity of customers, clients and suppliers in the marketing and provision of goods and services
- Develops and enhances the reputation of the enterprise among diverse groups in the community and in international markets

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The Evolution of Diversity Management

The concepts and practices of diversity management have evolved over the last 30 years in Australia and in other developed economies with large immigrant populations.

Mid 1970s – Mid 1990s

- First laws against racial and sexual discrimination. Legislation on equal opportunity, occupational healthy and safety, human rights and the rights of the disabled.

- The main business imperative was ensure compliance to reduce risks of costly legal action and penalties, injuries, damage to reputation, low morale and other negative effects on productivity. This remains the case today.

- Managers were responsible for fairness and tolerance through compliance policies, control systems and staff training.

Mid 1990s – Present

- Increased workforce diversity, increased competition for talented staff in a globalised knowledge economy, higher employee expectations about work/life balance, career and learning opportunities, flexibility, respect, consultation and recognition. Laws against racial vilification and age discrimination.

- The business imperative is shifting to a benefits and competitiveness model that maintains compliance to reduce risks, while responding to social and economic changes to ensure organisational effectiveness and viability.

- Managers are increasingly responsible for minimising the disadvantages and maximising the advantages of workforce diversity to ensure social cohesion and inclusiveness as an essential component of organisational effectiveness.

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How can Cultural Diversity be 'Managed'?

The aims of managing diversity all sound perfectly sensible and beneficial – but how are they achieved? There are several key points for consideration:

- **Managing and working with diversity is a generic skill.**

  It is fair to say that managers in most Australian organisations have always managed diversity in one way or another. Most business owners and managers deal with situations involving cultural differences as they arise or simply avoid or ignore them. But those that actively manage cultural diversity are the ones most likely to be more competitive.

- **Understanding what motivates and satisfies employees, whatever their backgrounds or circumstances, is an important component of good management.**

  Cultural background is one of the most complex of all the many dimensions of diversity that influence a person's motivations and expectations, along with age, gender, physical and mental ability, education and so on. The presence of people from many different cultures living and working in Australia certainly adds to this complexity.

  Essentially, we humans are more alike than we are different. Our differences come from our upbringing, our learned ways of seeing the world and ways of doing things. The most important of these differences are often the least visible, the ones expressed in our values and attitudes.

- **Diversity management strategies must be linked to organisational and individual performance.**

  An old management saying states that; "*The quality of your performance depends on the quality of your thinking –which depends on the quality of your information."*

  When we lack important information about each other, misperceptions, mistakes and miscommunications can happen.

  Knowing how differences will affect relationships, decisions and actions in complex workplace and social environments helps managers to improve individual and team performance.

- **Diversity management requires organisations and individuals to acquire new knowledge and skills and to develop cultural competence.**

  Effectively managing and serving people from different cultures requires a combination of knowledge and skills that can be learned in order to develop 'Cultural Competence'. Cultural competence is simply defined as the awareness, knowledge, skills, practices and processes needed to function

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effectively and appropriately in culturally diverse situations in general and in particular interactions with people from different cultures.

Firstly, we need to understand the nature of culture and cultural diversity very well.

Secondly, we need to acquire and work with broad concepts and frameworks that will help us to analyse and manage cultural diversity in practical ways.

Without the understanding and concepts that help us make sense of cultural diversity, we would be constantly working with details and dealing with complex situations on a case by case basis.

- **Working with and managing diversity raises many complex issues.**

  In the natural desire of groups of individuals to cooperate and work harmoniously, without conflict, it is common to avoid recognising or discussing differences among group members.

  There is a job to do and we must all negotiate and compromise to ensure that our differences don't get in the way.

  However, diversity management requires an examination and discussion of differences, their impacts and ways of working with them.

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Diversity and Equity Issues: Agree/Disagree Exercise

Business owners, managers and staff must deal with many issues arising from the complexities of human diversity on a daily basis.

Instructions:

First. In Column 1, please indicate whether you **strongly agree (SA), agree (A), disagree (D) or strongly disagree (SD)** with the following statements. You have 90 seconds.

Second. Compare your answers with another person. You must reach agreement on each question. Write your agreed answers (A, D etc) in Column 2. You have 5 minutes.

Third. With the other person, discuss your answers to the questions with two other people, again trying to reach a consensus answer to the questions. Record your Agree or Disagree answers in column 3. You have 5 minutes.

	1	2	3
1. Because cultural diversity is just a fact of life, calling attention to cultural differences is unnecessary and potentially divisive.			
2. The laws against discrimination, racism and harassment have been in place for so long now that most employees know what must or must not be done in any given workplace or customer service situation.			
3. When communication problems happen between people from different cultural and social backgrounds, cultural and social differences are less important than personality differences.			
4. The responsibility of a manager is to plan, organise and measure the work of all staff in the same way regardless of their individual differences.			
5. Managers may need to treat people differently to ensure fairness, but in reality, employees should not expect different treatment because they have all been hired on their ability to perform their duties and have all agreed to the terms of standard job specifications and contracts.			
6. Customers should not expect to be treated differently because of their cultural differences.			

Discussion:

Which statements generated most difference of opinion? Why?

What lessons regarding workplace communications can be drawn from this exercise?

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Managing Cultural Diversity: The Big Picture

In 1998-99 the Organisation for Economic Development and Cooperation (OECD) conducted a global study of business and government organisations that identified three key characteristics of excellent, effective organisations. (Bengtsonn, 1999)

Organisational Excellence and Effectiveness
Depends on

Knowledge Management (Brain Power) | *Social Cohesion* (Unity and Trust) | Innovation (Good Ideas)

The last two decades have also seen the emergence of the concept of "The Triple Bottom Line", which holds that effective organisations need to attend to more than just the financial results.

Organisational Responsibility
Involves attending to

Economic Results (The Bottom Line) | *Social Wellbeing* (Good Corporate Citizenship) | Environmental Impacts (Being Green)

Cultural diversity in the workplace and the community will obviously influence the social cohesion of the business and its contribution to social wellbeing.

Achieving Social Cohesion and Contributing to Social Wellbeing
Depends on an organisational culture which practices

Diversity Management
Which involves addressing

Compliance Factors | **Organisational Factors** | **Market Factors**

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Situation Analysis: Cultural Diversity and Your Business Environment

The Macro Environment

How might cultural diversity influence your business environment?

Every business operates within a broad macro environment, which is commonly analysed in terms of trends and situations in four categories: political, economic, social and technological. These trends are beyond the control of individual enterprises.

In your group, discuss and list below any trends in each category that impact on your enterprises and in which workforce or customer cultural diversity is or could be influential.

For example, in the "Political" category, changes in visa requirements could lead to changes in the cultural makeup of your workforce. In the "Social/Cultural" category, population ageing could necessitate changes in your service or product offerings to accommodate increasing numbers of aged people from different cultural backgrounds.

Category	*List any relevant trends in each category in which cultural diversity is or might become influential.*
Political	*e.g. immigration policy, changes in source countries, numbers and categories of immigrants, foreign trade agreements*
Economic	*e.g. interest rates, exchange rates, personal disposable income, wage rates, recession, boom, globalisation, industry trends*
Social/Cultural	*e.g. ageing population, multicultural communities, increased job mobility, increasing workforce diversity*
Technological	*e.g. IT, robotics, nanotechnology, communications, materials*

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The Industry Environment: Cultural Diversity and Business Challenges

Research shows that Australian businesses in all industries face a number of common challenges in which cultural diversity already is or could be a significant factor.

- Complying with equal opportunity, safety and anti-discrimination regulations
- Competing for talent and overcoming skills shortages
- Adapting to the realities of increased workforce and labour market diversity
- Managing and developing knowledge and innovativeness
- Managing workplace and customer relationships
- Developing and maintaining good community relations
- Meeting increased workforce expectations of conditions and opportunities
- Marketing to and serving culturally diverse domestic and overseas customers
- Competing in a culturally diverse international business environment
- Ensuring ethical conduct, due diligence and social responsibility

Economic and Social Drivers for Managing Cultural Diversity

Identify and list the economic and social drivers for your industry and enterprise to managing cultural diversity in the workforce and for addressing cultural diversity in marketplaces. Bear in mind that many of them are closely related. Then rank the importance to your own business of all the drivers your group has identified.

1 = Low Importance 2 = Important 3 = Very important

Economic Drivers *e.g. improving profitability, attracting quality staff*	*Rank*	**Social Drivers** *e.g. good community relations, workplace harmony,*	*Rank*

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Workplace and Customer Service Cross-Cultural Experiences

Group Discussion:

What have you experienced? Have cultural or linguistic differences ever affected your interactions with staff or customers? What happened? Were any problems caused? How did you deal with them?

In your group, briefly describe your experiences or situations, noting the key points on the left side of a chart. On the right, list the main issues involved in the situation.

The Experiences	The Issues
Example: Client on the telephone with a very strong accent got angry when a staff member was unable to understand them. Supervisor was called, spent several minutes calming the client down before being able to determine what the client wanted.	Poor communication Inability to respond appropriately Reduced service effectiveness and efficiency Customer dissatisfaction

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The Business Case for Managing Cultural Diversity

What is the business case for managing cultural diversity? What is in it for enterprises? An old formula for productivity states:

Actual Productivity = Potential Productivity – Faulty Process

In most enterprises, the majority of process faults are human in origin, rather than technical. Effective management of diversity - including cultural diversity - involves identifying and addressing the human factors relevant to your general business and specific project processes in three categories:

Compliance Factors	Organisational Factors	Market Factors
Equal Opportunity	Organisational Development	Industry Relations
Access & Equity	People Management	Government Relations
Discrimination	Knowledge Management	Community Relations
Harassment	Product & Services Development	Domestic Marketing
Health & Safety	Customer Service Systems	International Marketing

Benefits of Managing Cultural Diversity: What's In It For Me?

There is research and case evidence that applying diversity management principles and practices to each of the above factors is beneficial for business viability success.

In 2002, for example, the Standard and Poors (S&P) 500 top companies delivered an average return on investment (ROI) of 5.7% over the previous four years. But the top 100 S&P companies for diversity management, measured in terms of retention, morale, equal pay and career opportunities for minorities, delivered a ROI of 10.7% (Watson, 2002). Since then, an increasing number of the major US companies compete annually to be listed in the Top 50 Companies for Diversity awards (Diversity Inc, 2009).

There are many documented benefits for organisations that factor diversity into decision-making, planning and operations. Some benefits are achievable and measurable in the short to medium term, such as reductions in complaints and employee turnover. The main benefits are those that become part of the organisational culture and endure over time to enhance inclusion, cohesion and productivity.

Taking an integrated diversity management approach that builds the compliance, market and organisational development factors into your business operations can deliver many benefits resulting in lower costs and higher profitability.

The business case for diversity management is simple. However in order to identify enterprise-specific issues, aims and objectives, it is necessary to assess the business case for action and investment in detail. The following sections describe the business case in each factor category in more detail.

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The Business Case for Managing Cultural Diversity:

Organisational Factors

Organisational factors are at the heart of the business case for managing cultural diversity. Establishing an organisational culture and management system that recognises, respects and utilises cultural diversity increases the effectiveness and productivity of your workforce and underpins the management of the compliance factors and the market factors.

The main organisational factors are:

- Organisational Development
- People Management/ Human Resource Management
- Knowledge Management
- Products and Services Development
- Customer Service

Organisational Development

The business case for including the management of cultural diversity in the Organisational Development process is that it is the central business function for making strategic and business plans work. Competitive enterprises factor diversity into organisational development strategies because diversity – including cultural diversity – has been proven to strengthen strategic planning and contribute to competitive advantage.

> *"If we want to transform our companies into all-inclusive, globally competitive organisations, we have to manage diversity. Hiring is only the first step in building a diverse organisation.... We have to make sure diversity is an intentional part of every recruiting decision, every team assembled, every educational opportunity, every promotion and every compensation decision. Every company that says it is dedicated to diversity needs to ask themselves a few hard questions: Does our corporate culture really accept the differences it invites? Do we really embrace the different perspectives that come from... recruiting minorities, or do we secretly think that it's all just the 'politically correct' way to act?"*
>
> Barry Salzberg, CEO, Deloitte LLP, Diversity Inc, April 2009

Sustainable competitive advantage is derived from resources – including human resources – that are difficult to replicate and which add value to services and products.

Key Organisational Development Business Case Points

- Improved long term planning accounting for demographic trends
- Improved performance in management and team functions
- Improved acquisition and management of human resources
- Enhanced flexibility in response to market changes
- Inclusive human resource management policies and practices
- Reduced costs of faulty processes
- Improved problem solving and decision making
- Increased capacity for innovation

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People Management

Organisations that manage workforce cultural diversity effectively and develop cultural competence gain a number of advantages in attraction and retention, teams and teamwork and international people management - making them more competitive in the labour market.

Attraction and Retention

- Enterprises that use diversity management strategies to address the concerns of minority employees reduce annual workforce turnover, saving money, retaining skills and enhancing their reputation in their industry.
- Enterprises with a reputation for fairness, equal opportunity and respect for minorities gain employer-of-choice reputations.
- Talented individuals are attracted to organisations with a reputation for social cohesion and active diversity management.
- Positive workplace relations and an inclusive workplace culture result in reduced absenteeism and labour turnover.

Teams and Teamwork

- Reduced presence of in-groups and out-groups improves morale, flexibility and productivity.
- Increased team leader and team member awareness of cultural factors within teams improves capacity of all members of the team to contribute.
- Increased social cohesion of the workforce reduces the negative effects of diversity on teams and facilitates more mobility between teams and sections.

International Human Resource Management

- Using cultural and linguistic diversity of the workforce to better understand and communicate with overseas markets.
- Wider choice of potential overseas markets resulting from increased cultural competence.
- Increased effectiveness in recruiting, inducting and retaining overseas qualified employees.
- Greater flexibility in modes of entering overseas markets, such as joint ventures, mergers, acquisitions, exporting and franchises.
- Increased effectiveness and cultural adaptability of expatriate managers, professionals and technicians.
- Reduced failure rates of overseas assignments (Average: 20%).

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Knowledge Management

Sustainable competitive advantage is also derived from the knowledge held within the workforce that is difficult for competitors to replicate or acquire in the labour market.

> *"The unit of production as we move into the 21st Century is knowledge…and knowledge is diverse. It comes in very diverse packages, so leaders in successful organisations will have to make a fundamental mind-shift from an industrialised, engineering type knowledge base to a strategic, knowledge-based culture. Diversity is not a problem – the knowledge just happens to come in different packages."*
>
> Diversity Leadership, A.Sinclair, V.Britton Wilson, Melbourne Business School 2000

Knowledge management is the range of practices involved in identifying, creating, continuously expanding, improving and sharing the knowledge, experiences and insights of members of the organisation. The learning organisation or knowledge organisation is one which finds the most efficient ways of sharing knowledge among workers to build its knowledge as a strategic capability.

Businesses around the world are realising that informational and cognitive diversity can directly contribute to competitive advantages.

Learning and Development

Learning, professional development, and training all contribute to these processes.

- Managing cultural diversity creates a workplace environment in which all employees have learning and development opportunities
- Employees are more able to share knowledge and experience
- Providing learning opportunities for continuous professional and personal development, increased staff loyalty and willingness to share knowledge
- Recognising and valuing employees' diverse backgrounds releases deeper levels of knowledge and unique perspectives on problems and tasks

Training

Training all staff in working with cultural diversity, both within the workforce and with customers, contributes to an enterprise's knowledge and effectiveness.

- Cross-cultural training improves workplace relationships and team effectiveness
- Cross-cultural training improves customer service and customer relationships
- Tailoring training to make it culturally inclusive and culturally appropriate increases learning

In two recent Australian national studies, employers rated the importance of staff being able to work with culturally diverse co-workers and customers at 4.3 out of 5, or 86%. Three quarters predicted increased demand for cultural diversity training. Of nearly 800 employees who had completed cross-cultural training, 89% believed it should be

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mandatory for all employees in customer contact and 77% said it should be mandatory for the whole organisation. These research figures send a clear message that cultural diversity has become a significant business issue for Australian enterprises and their employees (*The Effectiveness of Cross-Cultural Training*, SCIMA 2006, *Cross-Cultural Training and Workplace Performance*, NCVER 2008).

Recent researchers are discovering that people from different cultures not only see situations differently but also learn differently. ("Using linguistically, culturally and situationally appropriate scenarios to support real-world remembering", W. Thalheimer, SAI Global, 2009).

Innovation

The aim of innovation in business is to generate a competitive advantage. Managing cultural diversity as part of a knowledge management strategy encourages greater input from employees from diverse backgrounds.

- Groups with diverse sets of experiences, mental models, thinking styles and interpretations produce more options and more creative solutions to problems and challenges than homogeneous groups.

- Diverse groups that use diversity management and cross-cultural communication strategies experience more 'creative abrasion' and avoid stressful and unproductive conflict or withdrawal.

Product and Services Development

- Diverse enterprises can draw on the knowledge and perceptions of culturally diverse employees in the design and re-design of products and services.

- Employees who feel included and respected contribute more suggestions than those who do not feel included.

Customer Service Systems

Enterprises that recognise the diversity of their customer bases and potential markets are more competitive in their ability to align their products and services with the needs and perceptions of customer and market segments.

- Employees from diverse backgrounds can identify customer needs in niche markets and among non-traditional customer groups.

- Customer service systems that are sensitive to the ways in which cultural background influences customer perceptions and expectations are more effective, efficient and responsive, generating high levels of customer satisfaction.

- Understanding customer cultural backgrounds and stages of cultural adaptation enhances customer relationships and reduces stress levels among customer service staff.

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The Business Case for Managing Cultural Diversity:

Compliance Factors

All business owners and managers are responsible for ensuring compliance with the laws regarding the fair, just and safe treatment of employees and customers.

The business case for doing so is very clear.

- Compliance contributes to organisational cohesion, harmony and productivity.
- Non-compliance damages business productivity, reputation and social cohesion.

"People don't get along because they fear each other. People fear each other because they don't know each other. They don't know each other because they have not properly communicated with each other."

Dr Martin Luther King, 1929-1968

One of the most significant social problems facing Australian society and enterprises is the existence of racist attitudes and behaviours among a minority of residents and employees. The damage to individuals who suffer racist comments and discriminatory actions is also damaging to the whole community. Racism in the workplace is particularly damaging for all concerned and for the enterprise as a whole.

Racism is mainly a product of ignorance and fear, often transmitted across generations and among peers. Tackling racism in the workplace begins with ensuring compliance with the legal framework but it must also include direct actions to reduce ignorance and fear by enabling all employees to, as Martin Luther King says, properly communicate with each other.

> *"Many migrants who come to Australia for economic reasons expect discrimination and prejudice – and find it. But the fact is that I am better off than if I had stayed in my home country, so I don't speak up. The discrimination does have a negative impact, but I put up with it. Sure, things would be much better, and I could contribute more, if I didn't feel that I was being held back all the time."*
>
> *Diversity Management: Benefits, Challenges and Strategies,* B.D'Netto, D.Smith, C. DaGama Pinto, Commonwealth of Australia, 2000

Ensuring compliance is a good business investment. Failing to comply incurs both the direct financial costs and a wide range of indirect costs. For example, the NSW Discrimination Board calculated the financial cost of resolving a “relatively serious or complex discrimination or harassment grievance” at $35,000 - and that was 10 years ago (Lawlink, 1999).

On top of this can be the added costs of lost productivity, possible need to replace staff, loss of other employees who may choose to leave because of the incident, damage to reputation as an employer and a responsible community member, and possible loss of customers.

The business case for addressing compliance factors is therefore undeniable, both as a risk management strategy, but also as a social cohesion strategy that can deliver a wide range of direct and indirect benefits.

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Key Compliance Factors Business Case Points

- Reduced discrimination and harassment
- Reduced conflict, complaints and grievances
- Improved opportunities for all employees
- Increased diversity in leadership and teams
- Happier, less stressed employees
- Reduced staff turnover
- Increased productivity
- Better reputation and public image
- Increased access and equity in service provision
- More customers and diverse markets
- Less sickness, accidents and absenteeism
- Lower costs, increased profits

Overview: The Legal Obligations of Organisations and Individuals

The main factors to consider are;

- Equal Opportunity
- Access and Equity
- Discrimination
- Harassment
- Occupational Health and Safety
- Other laws and codes relevant to the enterprise
    - Industrial Relations
    - Awards
    - Enterprise agreement

Equal Opportunity Act

While each state and territory has Equal Opportunity Acts which differ in some respects, these acts make it unlawful for anyone to be treated unfairly on the basis of their:

Age	Sex
Marital Status	Pregnancy
Sexuality	Physical or Intellectual Impairment
Race	

In some states it is also unlawful for anyone to be treated unfairly on the basis of their:

Religion	Appearance
Criminal Record	Political Persuasion

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The acts prohibit discrimination on these grounds in the areas of:

Employment	Provision of Goods & Services
Accommodation	Clubs & Associations
Advertising	Conferral of Qualifications
Disposal of Land	

The acts also prohibit:

Sexual Harassment: Unwanted or uninvited sexual behaviour which is offensive, embarrassing, intimidating or humiliating; and

Victimisation: Treating someone unfairly because they have acted upon their legal rights under Equal Opportunity laws

The Equal Employment Opportunity Act provides detailed provisions regarding the recruitment, selection and fair treatment of employees.

Access and Equity Requirements

While the concepts of Access and Equity are primarily applied to public sector organisations, the principles underlying them also apply to the operations of private sector enterprises.

"Access" refers to the process of ensuring that all members, customers and clients of an organisation are equally able to obtain the services and resources needed to ensure their physical, social, cultural and economic wellbeing.

"Equity" refers to the quality of being fair, impartial and just. It is about ensuring that everyone in the workplace and all customers receive a fair go.

Anti Discrimination and Harassment Acts

Business owners and managers also need to be aware of the range of other laws that apply to workplace and customer relations management.

- Racial Discrimination Act 1975
- Sexual Discrimination Act 1984
- Equal Opportunity Act 1984
- Affirmative Action (Equal Employment Opportunity for Women) Act 1986
- Human Rights and Equal Opportunity Commission Act 1986
- Disability Discrimination Act 1992
- Racial Hatred Act 1995
- Workplace Relations Act 1996
- Racial Vilification Act 1996

The purpose and intent of these laws is to prevent the damage to society and individuals that results from the age-old tendencies of human beings to see their own groups as central and superior and form stereotypical views of outsiders. Stereotypes are rigid, exaggerated and irrational beliefs about groups of people which often lead to prejudice, which is a way of viewing people who are different as deficient.

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No one grows up without developing some degrees of stereotyping and prejudice as a result of upbringing, culture, religion, media messages and life experiences. In life, as in managing people, the starting point is to acknowledge our biases.

> *"We are instantly better served when we begin with the conscious assumption that the biases in each of us may affect those around us in ways we don't see. Then, we can practice paying attention to ourselves rather than simply denying what is true."* Daniel Holden, The Diversity Factor, 2006

Occupational Health and Safety Act 1986

Most business owners and managers are well-aware of the requirements of the Occupational Health and Safety Act 1985 and the business case for preventing injuries. However, managing health and safety in a culturally diverse workforce requires attention to language and cultural factors.

Workers from non-English speaking backgrounds cannot be assumed to have fully understood safety instructions and safety inductions. Even those with good speaking skills may not understand jargon or technical terms and may not read well.

There is a strong business case for developing an OHS communication and training system for new and existing workers from culturally diverse backgrounds that ensures their safety and the safety of others.

Key Compliance Factor Definitions

It is important for business owners, managers and team leaders to understand the commonly accepted meanings of 'prejudice', 'racism' and 'discrimination' because they are 'loaded' words that are associated with, and elicit, strong opinions and feelings. The following definitions are taken from the Macquarie Dictionary. The descriptions of the types of discrimination appear in the equal opportunity and human rights literature.

Prejudice: n.

- An unfavourable opinion or feeling formed beforehand or without knowledge, thought or reason
- Any preconceived opinion or feeling, favourable or unfavourable
- Disadvantage resulting from some judgement or action of another

Race

Most dictionaries define 'race' as "a group of people of common ancestry with distinguishing physical features, such as skin colour or build", and also as "human beings collectively; the human race" (Collins Essential English Dictionary 2006), or as "a category of humankind that shares certain distinctive physical traits" (Merriam-Webster Dictionary, 2007). In these definitions, race is a categorisation of people based on the way they look.

The term 'race' is no longer used by anthropologists or other social scientists, as the concept is deemed to be a social and political construct with little or no basis in scientific fact. All human groups belong to the species Homosapiens and share 99.9% of genetic material.

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Racism: n.

- The belief that there are human races which have distinctive characteristics that determine their respective cultures, usually involving the idea that one's own race is superior and has the right to rule or dominate others.
- Offensive or aggressive behaviour to members of other perceived races stemming from such a belief.

Discrimination: n.

- To make a distinction in favour or against a person or thing.

Types of Discrimination

- **Direct Discrimination:** Treating someone in an unfair or unequal way because of attributes such as sex, colour, ethnicity, age or sexual preference. Direct racial discrimination happens when someone is treated less fairly because of his or her perceived race, colour, descent, national origin or ethnic origin. **Example:** *It would be discrimination if a real estate agent would not rent you a house because you are an Indigenous person.*

- **Indirect Discrimination:** A rule or requirement that is the same for everyone but which has the effect or result of disadvantaging a group sharing the same attributes. Indirect racial discrimination happens when there is an unfair effect on more people of a particular perceived race, colour, descent, national or ethnic origin than on others. Unlike direct discrimination, indirect discrimination may be justified if the policy or rule is reasonable and relevant to the particular circumstances. **Example:** *A policy that says you have to be a particular height or weight to be employed in the defence forces may be discriminatory unless the requirements can be justified.*

- **Institutionalised Discrimination:** Covert or hidden discrimination against particular groups (often unconscious) built into the seemingly neutral practices and policies of an institution or organisation. **Example:** *A company mainly recruits by asking employees to recommend people they know. As people are most likely to recommend those within their circles, this practice unintentionally and probably unconsciously discriminates against the hiring of people from backgrounds that are not represented or are under-represented in the company.*

Ethnic / Ethnicity

- Ethnic (adjective) "1. pertaining to or peculiar to a population, especially to a speech group, loosely also to a race. 2. referring to the origin, classification, characteristics etc of such groups. 3. recognisable as coming from an identifiable culture" (Macquarie Dictionary).
- Ethnicity (noun), is described as a sense of belonging to and sharing the characteristics of a population including similarities of territory, place of origin, language, dialect, physical characteristics, religion and customs.

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The Business Case for Managing Cultural Diversity:

Market Factors

A wide range of benefits result from applying diversity management principles and practices to developing the most effective marketing strategies to the various markets of an enterprise. There are cultural diversity aspects in each of the following factors.

- Industry Relations
- Government Relations
- Community Relations
- Domestic Marketing
- International Marketing

Key Market Factors Business Case Points

- Better relationships with multicultural market segments
- Better knowledge and understanding of culturally diverse market segments
- More effective communications and marketing
- Enhanced ability to serve a culturally diverse range of clients through staff language skills and cultural knowledge
- Improved customer satisfaction and increased referrals
- Enhanced reputation with culturally diverse communities
- Enhanced reputation as an employer in domestic and international labour markets

Industry Relations

- Improved communications and relationships with suppliers from diverse cultural backgrounds, in Australia and overseas (approximately one third of Australian businesses are owned and operated by people from non-English speaking countries)

- Improved communications and relationships with industry buyers and suppliers from diverse cultural backgrounds in Australia and overseas

- Increased scope and effectiveness of business networking in Australia and overseas

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Government Relations

- Improved ability to meet government contract requirements for access and equity in product design and service delivery
- Enhanced reputation for ability to serve customers and clients regardless of their background
- Stronger proposals to federal, state and local government agencies through demonstrated cultural competence
- Stronger export market development grant submissions through demonstrated knowledge of target market cultures and cultural competence in international business operations

Community Relations

- Better reputation among diverse communities derived from culturally and linguistically relevant publicity, promotion and public relations
- Expanded pool of diverse sales force and customer service staff

Domestic Marketing

- More effective marketing planning resulting from accurate market demographic data and local knowledge
- Better communication through use of cultural and language knowledge, use of ethnic media, translations and interpreters
- Enhanced market research and understanding of consumer behaviour

International Marketing

- Increased target market knowledge, including national consumer behaviours and understanding of informal institutions and communication channels
- More effective marketing design and testing for cultural and linguistic accuracy
- Reduced risk of marketing errors
- Establishment of durable and effective relationships and partnerships with overseas agents, representatives and marketing agencies

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Summary: The Business Case for Managing Cultural Diversity

ORGANISATIONAL FACTORS

- Improved long term planning accounting for demographic trends
- Inclusive human resource management policies and practices
- Improved work team interactions and relationships
- Improved productivity and morale
- Improved retention and development of employees
- Improved performance in management and team functions
- Improved acquisition and management of human resources
- Enhanced flexibility in response to market changes
- Reduced costs of faulty processes
- Improved problem solving and decision making
- Wider range of skills and perspectives available
- Enhanced innovation and creativity

COMPLIANCE FACTORS

- Increased access and equity in service provision
- Reduced discrimination and harassment
- Reduced conflict, complaints and grievances
- Improved opportunities for all employees
- Increased diversity in leadership and teams
- Happier, less stressed employees
- Reduced staff turnover
- Better reputation and public image
- More customers and diverse markets
- Less sickness, accidents and absenteeism
- Lower costs, increased productivity, increased profits

MARKET FACTORS

- Better relationships with multicultural market segments
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- Enhanced reputation with culturally diverse communities
- Enhanced reputation as an employer in domestic and international labour markets

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Stages of Diversity Management Development

"The challenge [of managing diversity] is to develop a new way of thinking about the social world, a new way of treating 'difference', a frame of mind which sees the potential, the excitement of working with people who are different."
Enterprising Nation (The Karpin Report) 1995

Key Management Questions Regarding Cultural Diversity

Most business owners and managers deal with situations involving cultural differences as they arise, or simply avoid or ignore them. But those that actively manage cultural diversity are the ones most likely to be more competitive.

An important management skill is the ability to minimise the disadvantages and maximise the advantages of workforce or customer diversity. To do this, a number of key questions need to be asked:

- Which aspects of workforce and customer cultural diversity need to be taken into account when planning and delivering services?
- Which aspects of workforce and customer cultural diversity affect planning services, assigning tasks, delivering and monitoring services?
- How much does workforce or customer diversity impact on the performance of managers and teams?
- Are there any misunderstandings or communication problems due to cultural and language differences among employees or customers?
- Have we identified the perceptions, problems and concerns which employees have about cultural diversity?
- Do we have a workplace climate in which people feel free to voice concerns about cultural diversity issues?
- Do we have an organisational culture which values and rewards diverse perspectives and styles?
- What skills and attributes do managers and team leaders need to work with and to manage cultural diversity effectively?
- At what stage of diversity management development is our enterprise?

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Stages of Diversity Management Development

Organisations go through distinctive stages in their development of the capacity to manage diversity productively. At which stage is your organisation on this Diversity Maturity Continuum*?

Stage 3	**Acclaimed** **Accomplished**	Strategic approach to diversity Differences respected and valued Diversity integrated into business planning Management measures established Flexible practices the norm Management support for diversity highly visible Little or no evidence of discrimination, harassment, poor language or intimidation
Stage 2	**Achieving** **Adopting** **Acceptance**	Diversity programs developed Difference acknowledged Management measures defined Work/Life balance viewed as important Diversity support for managers and staff Discrimination/harassment unacceptable Awareness of expectations, language, cultural differences Harassment, discrimination, bullying dealt with decisively
Stage 1	**Aware** **Asleep**	Little support for diversity Conformity encouraged Managers not accountable for diversity Work/Life conflict considered normal Formal complaints of harassment/discrimination Unacceptable language, intimidation, bullying evident Employees feel powerless to deal with issues

*Adapted from Taylor Cox, Diversity in Organisations, 1990

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Developing Your Own Business Case for Managing Cultural Diversity

To start developing a business case for investing time, effort and resources in the processes of managing cultural diversity, you need to identify critical areas impacting on your business operations and establish what benefits you will aim to derive from your investment of time, money and other resources.

Back in your business, you will need to establish the business case to the satisfaction of your partners, managers and staff if your cultural diversity management efforts are to succeed and be sustainable over time.

On the next page, select the factors for which you will need to address workforce or customer cultural diversity, using the integrated diversity management framework structure below.

Some examples:

In the People Management factor of attraction and retention, if attraction and retention of culturally diverse technicians or professionals is critical to your business, tick the appropriate box and rank it highly. If you are not recruiting from your customer base, write n/a (not applicable) and don't rank that factor.

In the Compliance factor of Equal Opportunity, businesses have obligations in the area of Equal Employment Opportunity and also have obligations to the public in the broader area of Equal Opportunity. Here you might determine that ensuring equal employment opportunity is quite important for your business and needs attention. On the other hand, you have an approach to customer service that is already fair and equitable. So, if it still an important factor you would tick that box, but rank it fairly low on the scale of importance to your business.

In the Marketing factor of International Marketing, if you are not marketing or planning to market internationally, you wouldn't tick either the workforce or customer columns. But if you were planning to market to an overseas target market, you would tick workforce cultural diversity and rank it fairly highly because current or potential employees from your target market would be valuable assets in this area. You might also have customers within Australia who are from your target market and who would valuable sources of consumer information.

1 = Low Importance 2 = Important 3 = Very important

Diversity Management Factor	Workforce Cultural Diversity	Rank	Customer Cultural Diversity	Rank
People Management: Attraction & Retention	√	3		
Compliance: Equal Opportunity	√	2	√	1
Marketing: International Marketing	√	2	√	3

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Business Case Development Exercise:
Identify and Prioritise Relevant Factors

1 = Low Importance 2 = Important 3 = Very important

Diversity Management Factor	Workforce Cultural Diversity	Rank	Customer Cultural Diversity	Rank
Organisational Factors				
Organisational Development				
People Management: Attraction & Retention				
People Management: Teams & Teamwork				
People Management: International				
Knowledge Management				
Product and Service Development				
Customer Service				
Other				
Compliance Factors				
Equal Opportunity				
Access & Equity				
Discrimination				
Harassment				
Occupational Health and Safety				
Other				
Market Factors				
Industry relations				
Government relations				
Community relations				
Domestic marketing				
International marketing				

Notes/Questions:

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Section 2

Cross Cultural Communication

Contents

- Understanding Culture and Cultural Diversity in Australia 37
- The 4 Basic Elements of Cross Cultural Communication 40
- Understanding the Process of Cultural Adaptation 49
- Developing Organisational and Personal Cultural Competence 52

"Hierarchy is so much stronger in France and Britain than it is here. I am used to having to use quite formal language.... Here there is great openness and more opportunities to network across levels of the organisation. People are seen more on the same level as human beings rather than as holders of titles or positions."

"Disagreements occur in Australia without people becoming offended.... People in India tend to be much more sensitive. I had to get used to the fact that here you can disagree with someone's idea but still be friends with them at the end of the day."

"I am a very direct person – even in Brazil people thought that – and I have to tone it down a lot here. In conflict situations, people want you to stick to the facts.... In my culture, we want to engage! I would much prefer to be told to go to hell than to hear nothing from somebody. But I've learned that you have to let people cool off here, the ice stage, and then you can address it later in a soft, indirect kind of way."

Quotes from *G'Day Boss! Australian Culture and the Workplace*,
Barbara A. West and Frances T. Murphy, Tribus Lingua, 2007

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Understanding Culture and Cultural Diversity in Australia

If the quality of your performance depends on the quality of your thinking, which depends on the quality of your information, the lack of information about cultural differences and how they affect interactions can be a great disadvantage – in life and in business.

What are the effects of cultural differences on team dynamics, communication, relationships, problem-solving, innovation and cooperation?

For organisations, managers and individual employees to understand and anticipate the effects of cultural differences on employees and on customers, they need to develop 'cultural competence'. The starting point for developing cross-cultural communication skills is to understand the nature of culture.

What is culture?

The term 'culture' has several definitions, from the biological to the artistic. The sociological or anthropological definition describes culture as "the sum total of ways of living built up by a group of human beings, which is transmitted from one generation to the next" (Macquarie Dictionary). It is also defined as a group's shared system of beliefs, values and rules of conduct. Culture is an abstract concept. Culture is constantly changing and includes diverse sub-cultures.

> "**Communication is culture and culture is communication**. People cannot act or interact at all in any meaningful way except through the medium of culture."
> Edward T. Hall, 1966
>
> "Culture is the **collective programming of the mind** which distinguishes the members of one category of people from another." Geert Hofstede, 1984
>
> "Culture is a deep phenomenon, merely manifested in a variety of behaviours. Culture is the pattern of **automatic assumptions, unconsciously held and taken for granted."**
> Edgar Schein, 1985
>
> "Culture hides much more than it reveals, and strangely enough, what it hides, it hides most effectively from its participants." Edward T. Hall, 1966

A culture is the way a group of people have learned to solve problems and resolve dilemmas. It is 'the way we do things around here'. The key question for understanding cultures is "Why?"

Culture Operates at Several Levels

- National Cultures
- Regional Cultures
- Occupational Cultures
- Organisational Cultures
- Team and Group Cultures

Culture Also Operates at Several Personal Levels

- Cultural upbringing
- Personality type
- Ideological framework

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Generalising versus Stereotyping

In order to understand culture and compare cultures, we need to generalise, while being very clear about the differences between generalising and stereotyping.

Generalising

Generalising is the grouping of elements to form logical categories to make sense of a complex world. We simply cannot respond to all of the isolated and disparate elements we encounter or observe in our interactions with different groups and types of people so we group information into categories.

When observing different cultures we can make general observations based on our knowledge and experience. For example, we can generalise that:

- 'Western' societies tend to be individualistic
- Germans tend to value efficiency and formality
- U.S. Americans readily praise personal achievement
- Japanese society values discretion and politeness.

Stereotyping

But when we take these categorisations of general observation and apply them to whole groups of people, ignoring individual differences, we stereotype everyone in those groups. The stereotypical views of the above generalisations could be:

- Australians are selfish
- Germans are uptight
- Americans are show-offs
- Japanese never say what they really think

The key differences between generalising and stereotyping are:

Generalisations	**Stereotypes**
Retained consciously	Retained unconsciously
Descriptive, not judgemental	Judgemental, not descriptive
Modified by subsequent experience	Not modified by experience

In considering the diversity within workforces and among customers and clients, we do and must generalise as a starting point for understanding, being open to modify our perceptions as new information about groups comes to us. At the same time, we must recognise and challenge our own and others' stereotypical views if we are to understand and effectively work with and manage diversity.

Adapted from *Culture from the Inside Out,* Alan Cornes (1998)

Cultural Diversity Demographic Data

An essential aspect of managing workforce diversity and delivering public services is knowing the demographic make-up of the team you manage and the community you serve and keeping up to date with population trends and changes.

Cultural Diversity Quiz*

Sources: ABS 2006 Census

1. In 2006, 4.4 million Australian residents (24% of the population) were overseas born. Approximately what proportion of these were born in a non-English speaking country?
   One half **Two thirds** **One quarter** **One third**

2. What percentage of Australians were born overseas or have at least one parent who was born overseas?
   16% **27%** **31%** **44%**

3. What percentage of Australian citizens were born in an Asian country?
   2% **6%** **13%** **21%**

4. What percentage of Australians are Indigenous Australians?
   2.4% **3.3%** **5.9%** **12.7%**

5. What percentage of Australians are Muslims?
   1.7% **0.7%** **3.9%** **9.1%**

6. What percentage of Australians are Christians?
   32.1% **63.9%** **43.9%** **89.1%**

Discussion:

- How did you score?
- What statistics provided the biggest surprises?
- How important is demographic data for you in your job?
- What is the demographic makeup of your workforce and customer base?
- What percentage of your employees were born in a non-English speaking country?
- What percentage of your customers were born in a non-English speaking country?

Getting the Facts:

Detailed information on cultural diversity nationally and in each state and territory is available free of charge from the Australian Bureau of Statistics Website at http://www.abs.gov.au. A good starting point is the 11-page "Cultural Diversity Overview", which can be downloaded from the site.

* Quiz answers are provided in Section 6: Facilitation Guide, p.124

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The 4 Basic Elements of Cross-Cultural Communication

Cross-cultural communication is complex, but if we analyse contacts, behaviours and situations, four elements are usually present, though one or two may stand out.

1. Verbal behaviour: What we say and how we say it.

This includes accents, tone of voice, volume, rate of speech and slang.

2. Non-verbal behaviour: What we say when we're not talking.

This includes 'body language' such as eye contact and ways of showing respect, 'object language' such as dress codes and ornaments and 'environmental language' such as house and office design.

3. Communication style: How we prefer to express ourselves.

This includes ways of getting our point across, assumptions about ways of speaking and interacting with each other.

4. Values, attitudes and prejudices: What we believe is right.

This element is the most complex and includes our deep beliefs and feelings about our own identity, about the world and how we judge other people.

Highlight these key words.

- Verbal
- Non-Verbal
- Style
- Values

Using these terms as a sort of short-hand memory device can help you to remember what you have learned about each element to help you to analyse and understand any cross-cultural encounter.

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1. Verbal Behaviour

What we say and how we say it.

- **Accent**
  "I love your accent!" Why do we tend to like some accents and dislike others? How much do we judge each other by our accents?

- **Tone of Voice**
  "Don't take that tone of voice with me!" How does tone affect us? Vocal expression varies greatly in different languages, high or low pitched, fast or slow, rhythmic or clipped, hard or soft.

- **Volume**
  "Why do they have to talk so loudly?" Loudness or softness of speech is culturally influenced. The softly-spoken may appear weak in a high-volume country. Loudly-spoken people may appear pushy or rude where the majority are quietly-spoken.

- **Rates of Speech**
  "Slow down! You're not in the city anymore." Just as country and city people differ in their rates of speech in most cultures, so do people of different cultures. Often, we judge people's intelligence or emotional state by their rates of speech.

- **Jargon and Slang**
  "Wait til we get some runs on the board." Each occupation and sector has its own jargon such as "downsizing", "consultative mechanisms" Slang is non-standard language such as "You little ripper!", "ain't", "nope", "bludger" and many more.

- **Idioms and Metaphors**
  "Don't beat around the bush." Idioms are expressions peculiar to a language such as "Keep your fingers crossed" and "Pull your socks up". Metaphors are figures of speech such as "a blanket of snow" or "a sea of troubles".

- **Proverbs**
  "Too many cooks spoil the broth" and other popular sayings, long in use, carry a culture's core values. "A stitch in time saves nine" is not just about sewing!

DISCUSSION:

In the cross-cultural workplace and customer service experiences you discussed earlier, what were the most significant verbal aspects of communication?

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2. Non-Verbal Behaviour

What we say without talking. What we say with our dress, our objects, our buildings, our gestures, eyes and faces.

- Body Language
- Object Language
- Environment Language

Body Language

Movement	Gestures	Posture
Distancing	Gaze / Eye Contact	Touch
Facial Expression	Politeness	Hygiene

Some Examples:

Distancing: The comfortable distance between people talking varies between cultures. In different cultures, there are different views and conventions regarding:

Intruding	Noise	Privacy
Use of space	Neighbour relationships	Public places

Gaze: The degree to which people give eye contact or look at other people varies.

Gestures: While most human gestures are easily read across cultures, important variations include ways of pointing, beckoning, shaking hands, kissing or bowing. Descriptive, praising or insulting gestures such as those for complicated, good, expensive, crazy or stupid can vary widely.

Touching: The degrees to which people touch each other in social interactions varies across cultures and levels of relationship.

Touch Cultures:	Middle East Spain	Italy Portugal	Greece Russia
Non-Touch Cultures:	Japan England	United States Australia	Canada Scandinavia
"Middle Ground"	France India	China	Ireland

Source: Roger Axtell Gestures: The do's & taboos of body language around the world

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OBJECT LANGUAGE

Objects can carry different meanings in different cultures. For example, a sign of wealth in one culture can be interpreted as a sign of vulgarity in another.

Some Other Examples:

Signs: Symbols, crucifixes, swastikas, signs of power, class, occupation

Artefacts: Religious objects, gifts, utensils, heritage items, tools, technology

Adornments: hair styles, beards, make-up, jewellery, tattoos, shaven heads

Designs: tattoos, designs of signage, language of signage,

Clothing: Ties, suits, "Business casual", hijab, beards, modesty, fashion

Accessories: Watches, handbags, Akubra hats, uniforms, gold chains, piercings

ENVIRONMENTAL LANGUAGE

The look and feel of the social environment in different countries and cultures and within countries sends a wide range of non-verbal messages. For example, solid barriers of counters and windows between customers and staff in a government services office can be seen as appropriate demarcations or as signs of inaccessibility and bureaucratic intimidation.

Some Other Examples:

Colours: "Institutional green", "Royal yellow", khaki, house colours

Architecture: skyscraper, villa, police station, hotel, house design, open or closed frontages, privacy, proximity to other structures.

Natural surrounds: topiary hedges, garden design, parks, tree and landscapes, feng shui

Lighting: spotlights or candlelight, fluoro or natural light, direct or indirect

Use of Space: Office or factory layout, open or closed office doors, privacy, seating arrangements

Direction: Signage, positioning of walls and fences, design of public places, focus of attention

DISCUSSION:

Were there any non-verbal aspects of communication in the customer service and training experiences we discussed earlier?

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3. Communication Style

How we prefer to communicate and express ourselves.

Different Cultural Assumptions

We have different assumptions about what is appropriate, who takes which role, how much 'give and take' is expected in a communication, how much silence is appropriate. When does "Yes" mean "Yes"? What is or isn't funny?

Different Ways of Making a Point

We have different views of how to sound logical, whether to use direct or indirect language. Discussion moves from the general to the particular, or vice versa. Emotion may be stronger than logic.

Different Ways of Speaking

We speak differently (our verbal behaviour) and have different conventions about such things as turn-taking, politeness formulas, facial expressions and gestures (our non-verbal behaviours). Even when we're not conscious of the differences between our own and others' communication styles they can still affect us deeply.

Communication Style

There are many elements of style in communication that differ across cultures. Have you observed any of these in your interactions with different cultures"

- **Taking turns in conversation**

  In Anglo-Celtic cultures, two or more speakers will often overlap each other, coming in just before the other person has finished. In Latin cultures, there is often a much higher level of overlap, with seemingly two or three conversations going on at once. In Asian cultures, it is considered polite to let the other person finish and not to speak immediately, but to pause briefly, considering what has been said and what they will say in reply.

- **Tolerance of silence**

  Many Australians dislike silence in conversation - it's uncomfortable.
  Other cultures value silences as showing thoughtfulness and respect.

- **Use of humour and irony**

  Humour often does not 'travel' well. Australian humour tends to rely on forms of criticism, 'stirring' and irony, which can sometimes puzzle or offend newcomers.

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- **Speech rules**

  Expressing politeness in English relies heavily on formulas such as ‘please’, ‘excuse me’ or ‘would you mind’. Other languages do not use such politeness formulas, instead relying on honorifics or titles showing respect.

- **Rules of politeness**

  The rules that say who can speak to whom; who initiates conversation.
  In Australia, there are few restrictions on who speaks first. In many cultures, particularly older ones, there are firm rules, such as not speaking first to someone older or a superior.

- **Different meanings of Yes and No**

  When does Yes mean No, Maybe or Yes?
  In English convention, we are expected to mean 'yes' or 'no'. In other cultures, 'Yes' may only mean 'I hear what you say' and people may be reluctant to give a direct 'No' for fear of offending.

- **Structuring information**

  Direct versus indirect methods of making a point.
  Australians generally believe one should 'get to the point' quickly. Some cultures may believe it is better to lead up to the point. See below.

- **Rules of stating your case: linear or circular**

  While Western cultures tend to be linear - going from A to B in a direct line, members of other cultures prefer to circle around and spiral in to the point of stating their case.

- **Views of what is logical**

  In stating cases or seeking solutions to problems, people from different cultures may think it is more important to express the emotional side than the factual side.

DISCUSSION:

What aspects of communication style differences were present in the customer service and training experiences we discussed earlier?

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4. Values, Attitudes and Prejudices

What we believe is right. How we feel about the world. How we judge other people.

The values, attitudes and prejudices held by a culture embody the way a group of people sees the world. The comparisons presented in this section are generalisations that are useful in understanding the complex and hidden dimensions of cultures.

In this exercise, tick the value statement in each box that you think the majority of people from your culture would agree with. If you personally would choose the other statement in the pair, circle the box beside it.

1. "I need to know quite a lot about someone before I will deal commercially with them. Then, I trust them and their word is enough for me."

2. "I don't need to know a lot about someone before I deal commercially with them. Instead of trusting them completely, I make sure we have a legal contract."

3. "In my world, the things that matter most are myself and my immediate family."

4. "In my world, the group is far more important than the individual."

5. "It is acceptable that people who have far more wealth and status than others should have greater privileges and more power over other people and should deserve automatic respect."

6. "Having more power and wealth should not entitle any member of society to put themselves above other people. They are no better than other people and must earn respect like everyone else."

7. "Personal achievement and success are my most important goals."

8. "Caring for others and improving the quality of life for everyone are my most important goals."

9. "I dislike it when people try to bend the company rules."

10. "Sometimes a rule should be bent or broken if doing so is in the best interests of the organisation."

Discussion: Compare your choices with other group members. Are differences of choice based on cultural values or personal values and preferences?

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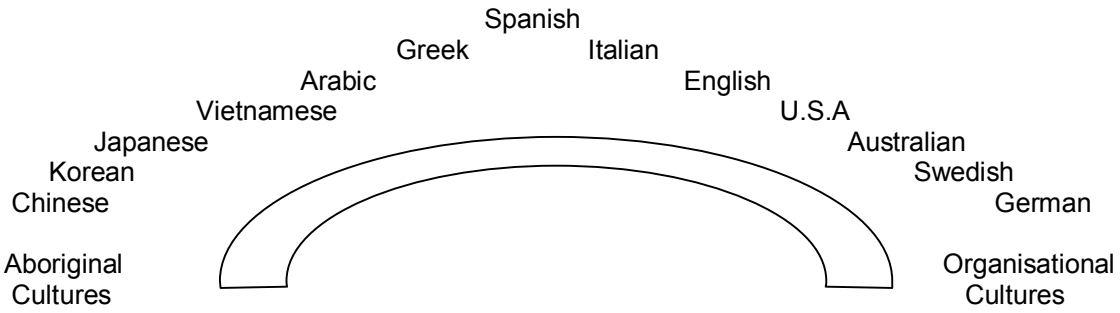
Values, Attitudes and Prejudices

The values, attitudes and prejudices held by a culture embody the way a group of people sees the world. The comparisons presented in this section are generalisations that are useful in understanding the complex and hidden dimensions of cultures.

Because cultural values cannot readily be seen until they are manifested in particular behaviours, and because they have the greatest influence on people's attitudes and behaviours, it is critical when managing culturally diverse teams to understand the dimensions of cultural values in order to be able to take them into account when approaching or analysing situations.

It is also important to recognise that these dimensions and values operate on sliding scales between and within cultures, influenced by personality, circumstances and the diversity within cultures. We cannot make 'black and white' distinctions or 'blanket statements' about cultural differences but we can increase our understanding of them.

Returning to the cultural diversity arc that we drew up earlier, we can begin to consider several broad differences between cultures which have been identified and described by numerous researchers over the last fifty years.



HIGH CONTEXT CULTURES	LOW CONTEXT CULTURES
In a "High Context Culture", the members share and require a deep, complex body of "understood" values and experiences. Many aspects of living are assumed. These cultures tend to be the older, more traditional societies such as China, Japan, Africa and the Middle East. The highest context cultures are the oldest, the oldest being indigenous cultures such as Aboriginal and Torres Strait Islander cultures.	In a "Low Context Culture" members have and require less shared knowledge to cooperate. They rely more on defined roles and written codes than assumptions. These cultures tend to be younger societies such as Western Europe, Canada, USA and Australia. The lowest context cultures are the youngest, including those of organisations such as corporations and departments.

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The Dimensions of Culture	
HIGH CONTEXT CULTURES	**LOW CONTEXT CULTURES**
Collectivist The group comes first. Strong ties and expectation of unquestioning group loyalty in return for support and protection.	**Individualist** The individual comes first. Loose ties and expectation of looking after oneself and immediate family.
Being/ Inner Direction Who you are. People influenced by external forces or destiny.	**Doing/ Outer Direction** What you do. People believe they are masters of/responsible for own destiny.
Particularist Decisions depend on the particular situation.	**Universalist** Decisions based on established rules of law.
Hierarchy/ High Power Distance Respect power holders. Accept and defer to status differences based on power.	**Equality/Low Power Distance** Everyone is, or should be, equal. Reject status differences based on power.
Long Term Orientation Time is circular or eternal. Tradition respected. Long planning cycles.	**Short Term Orientation** Time is linear or limited. Modernity valued. Short planning cycles.
Ascribed Status Judged on connections or who you know. Family, class, age, school or company.	**Achieved Status** Judged on merits or what you know. Personal achievements or credibility.
Oral Agreements Trust-based relationships basis of transactions. Handshake.	**Written Agreements** Trust assured through formal instruments of agreement. Contract.
Formality Protocol and clear distinctions according to status. Formal titles.	**Informality** Manners important but relaxed about status distinctions. First names.
Higher Avoidance of Uncertainty Uncomfortable with ambiguity. Tighter structures, rules or fewer risks.	**Lower Avoidance of Uncertainty** More comfortable with ambiguity. Willing to take risks, change rules and structures.
Masculinity Rate achievement and success more highly than caring for others.	**Femininity** Rate caring for others and quality of life more highly than achievement.

Sources: *The Silent Language,* Edward Hall, 1959, *Cultures & Organisations,* Geert Hofstede 1991**,** *Basic Principles of Intercultural Communication,* R.Porter & L.Samovar 1991

DISCUSSION:

What cultural value differences were present in the workplace or customer service experiences we discussed earlier?

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Understanding the Process of Cultural Adaptation

"In a different cultural setting, the cultural framework one brings to the situation is wrong until proven otherwise."

Fredric Swierczek, "Culture and Training", ASTD Journal, Nov, 1998

Another important dimension of working with and managing cultural diversity is to understand the emotional states that occur when people cross borders.

Common Intercultural Communication Fears

When communicating with strangers, both at home and abroad, most of us worry about:

- Making a fool of ourselves
- Being ridiculed or embarrassed
- Embarrassing someone (a guest or business associate)
- Offending someone or being offended
- Giving or getting the wrong information
- Making or forming a bad impression
- Becoming or appearing confused

The stress of dealing with these fears on a regular basis can create great discomfort which is sometimes referred to as 'Culture Shock'. The intensity of this experience depends on a number of factors.

The Immigrant and Refugee Experience: Change by Choice or by Chance

Because immigrants choose to move, they have time to prepare themselves financially, physically, socially and psychologically for the big change. For refugees, the change was forced upon them by external circumstances and was not something they planned or had time to prepare themselves for.

In both cases, to varying degrees of intensity, the new environment presents people with challenges and even threats to their sense of meaning in life, which is carried by their cultural framework.

Different climate	Different housing	Separation
Homesickness	No friends	New friends
Different humour	New foods	Language
Money worries	Unfamiliar jobs	Prejudice
Shyness	New ways of eating	Slang and idioms
New body language	Different values	New freedoms
Unspoken do's & don'ts	More responsibility	Different laws

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What is 'Culture Shock'?

“Culture Shock” is the psychological disorientation most people experience when they have extended contact with a different culture to their own. The reason this disorientation can have such a profound effect on people is that many of the cultural differences we experience threaten, or appear to threaten, our sense of meaning in life.

Our sense of meaning in life is made up of these essential components;

- Identity
- Self-Worth
- Competence
- Security
- Belonging

When contact with unfamiliar ways of doing things and unfamiliar social signals undermines any of these components, we can experience:

- Anxiety
- Fatigue of constantly adapting
- Negative emotions such as loss, rejection (of and by the host culture)
- Discomfort
- Incompetence
- Confusion of values and identity

‘Culture Shock’ is not the result of one event or series of events. It builds up over time. It comes from the whole experience of discovering different ways of seeing the world, thinking and acting.

Experiencing the Stages of Culture Shock

Compare your responses to change and fears about going into unfamiliar cultures with the stages of culture shock as described on the following page.

In multicultural workplaces, everyone is either directly experiencing the emotions and displaying the behaviours described on the next page or is affected by colleagues or customers who are adapting to the new culture. To a certain extent, this also includes Australian-born employees who are new to the organisational culture.

Being able to recognise that some perceptions, emotions, behaviours and interpretations are the result of adapting to new cultures is an important skill for all managers to have.

Understanding the psychological states of individuals and groups in the workforce helps in understanding the reasons for behaviours, such as being critical or staying in ethnic and racial groups.

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The Stages of Cultural Adaptation

Stage 1: Contact/Honeymoon

Perceptions	Emotions	Behaviours	Interpretations
Differences are intriguing. Perceptions screened.	Excitement Stimulation Euphoria Discovery	Curiosity Assured High energy Laughter	Person insulated by own culture. Observations confirm identity.

Stage 2: Disintegration/Disorientation

Perceptions	Emotions	Behaviours	Interpretations
Differences are impactful. Contrasts can't be screened out.	Confusion Disorientation Apathy Isolation Inadequacy	Depression Withdrawal	Differences begin to intrude. Loss of self-esteem. Loss of cultural support ties. Misreads new culture cues.

Stage 3: Reintegration/Irritation and Hostility

Perceptions	Emotions	Behaviours	Interpretations
Differences are rejected.	Anger Rage Nervousness Anxiety Frustration	Rebellion Suspicion Hostility Rejection Exclusion Opinionated	Rejection of new culture causes preoccupation with like and dislikes. Negative behaviours a form of self-assertion and growing self-esteem.

Stage 4: Autonomy/ Adjustment and Integration

Perceptions	Emotions	Behaviours	Interpretations
Differences and similarities are legitimised.	Self-assured Relaxed Warmth Empathy	Assured Controlled Independent "Old hand" Confident	Socially and linguistically capable of negotiating most new situations. Assured of ability to to survive new experiences.

Stage 5: Independence/ Biculturality

Perceptions	Emotions	Behaviours	Interpretations
Differences and similarities are valued and significant.	Trust Humour Love	Expressive Creative Actualising Full range of previous emotions	Social, psychological and cultural differences are accepted and enjoyed. Capable of choice and responsibility. Able to create meaning for situations.

Adapted from *Training for the Crosscultural Mind,* Pierre Casse, 1990

Discussion: At what stages of cultural adaptation were any of the people involved in the workplace or customer service experiences discussed earlier?

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Developing Organisational and Personal Cultural Competence

'Cultural Competence' is simply defined as the awareness, knowledge, skills, practices and processes needed to function effectively and appropriately in culturally diverse situations in general and in particular interactions with people from different cultures.

Developing cultural competence is a lifelong learning process that includes personal and organisational experience of working across cultures, learning languages, studying other cultures and cross-cultural training.

It can be a great disadvantage to operate without knowledge about cultural differences, awareness of how they affect interactions and the skills to manage them.

Cultural competence is needed at four levels:

- **Systemic cultural competence** requires effective policies and procedures, monitoring mechanisms and sufficient resources to foster culturally competent behaviour and practice at all levels.
- **Organisational cultural competence** requires skills and resources to meet client diversity and an organisational culture which values, supports and evaluates cultural competency as integral to core business.
- **Professional cultural competence** depends on education and professional development and requires cultural competence standards to guide the working lives of individuals.
- **Individual cultural competence** requires the maximisation of knowledge, attitudes and behaviours within an organisation that supports individuals to work with diverse colleagues and customers.

At the individual and team level, achieving cultural competence is an ongoing process of learning about cultures, cultural adaptation and cross-cultural communication. To ensure that we are 'culturally competent' we need to:

- **Be prepared**. Learn about cross-cultural communication and other cultures.
- **Be aware** of your own cultural values, assumptions and expectations.
- **Explain** key differences when necessary. The most important ones are often invisible.
- **Help** newcomers to participate in the community; involve them in the communication process; work with ethnic communities.

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Benefits of Cultural Competence

Research and experience demonstrate several benefits from developing cultural competence through cross-cultural training and experience:

- **Cultural Self-Awareness:** Greater consciousness of our own ways of seeing the world and how we acquired them. Increased understanding of our own culture and our ability to explain it to others.

- **Confidence:** Increased sense of control and competence in cross-cultural encounters. Less stress and uncertainty in complex situations.

- **Trust and Openness:** Improved mutual understanding leads to higher levels of trust among people. Increased awareness of cultural complexities leads to greater openness to other perspectives and more creative problem-solving.

- **Interpersonal Skills**: Better listening and communication ability. Improved ability to build bridges between people from different cultures, develop and foster good relationships and collaborations.

- **Functional Fitness:** Learning, Effective communication, Compatibility

- **Psychological Health**: Less stress & defensiveness. Coping with change

- **Intercultural Identity:** Finding the 'third culture'.When both parties to an intercultural encounter learn and apply the skills of cross-cultural communication and, neither culture is dominant - we meet as equals in a 'third culture'.

While there are clearly aspects of the various dimensions of diversity we have studied that we can fairly safely generalise about, human beings are ultimately too complex to fit neatly into any particular categories.

We need to improve our information and understanding, but we also need to accept that when working with or managing diversity, we are dealing with individuals rather than categories.

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Section 3

Managing Culturally Diverse Teams

Contents

- Competencies for Managing Culturally Diverse Teams 55
- Managing Culturally Diverse Teams 56
    - Selecting and Structuring Teams
    - Working with Existing Diverse Teams
    - Resourcing Teams
    - Measuring Team Performance
- Skills for Building Trust and Inclusion 64

"Education in China is based on rote learning.... Here, people want you to express your own opinions.... People are open to different individuals' ideas and then they pick and choose the best ones."

"To the company, I am just another employee, while in Pakistan I was a member of the organisation."

"I find that there is more emphasis on teamwork here.... In my opinion, Australia's convict beginnings have contributed to more of an 'all for one and one for all' attitude than you'd find in the USA or Britain."

Quotes from *G'Day Boss! Australian Culture and the Workplace*, Barbara A. West and Frances T. Murphy, Tribus Lingua, 2007

Competencies for Managing Culturally Diverse Teams

Translating the old formula for productivity into a formula for team effectiveness gives us the following formula;

Team Effectiveness = Potential Team Effectiveness – Faulty Process

Knowing that the majority of process faults are human in origin, effective managers focus on the human factors.

There is ample research evidence confirming that employees are most strongly motivated and rewarded by the following top three factors:

- Meaningful work, sense of accomplishment
- Good workplace relationships, feeling valued and involved
- Continuous learning and career development

Identifying Key Management and Team Leader Competencies

Ensuring that these essential motivations are addressed for all employees in a culturally diverse workforce, effective managers of cultural diversity need to have a number of abilities and strategies for managing and working with diverse staff and customers;

- Have broad perspective and experience of working with differences
- Are aware of their own attitudes, prejudices and values
- Can articulate the relationship between managing diversity and achieving business outcomes
- Know the diversity dimensions of their legal and organisational frameworks
- Can identify the negative and positive impacts of diversity on business functions
- Can communicate effectively across cultures
- Respond effectively to diversity issues by seeking the views and input of all team members
- Identify management competencies they need to develop and the competencies staff need to work together effectively
- Understand the process of designing and implementing a diversity strategy
- Use the diversity of their teams to enhance creativity and innovation
- Demonstrate flexibility and openness to learning from different people
- Demonstrate openness to learning from different people

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Managing Culturally Diverse Teams*

Research and experience show that workplace teams in Australian enterprises are increasingly diverse. Several dimensions of diversity figure prominently in most teams, including gender, generations and cultural background.

Because of the differences between micro, small, medium and large enterprises, managers need to consider each of these action areas and recommended actions in terms of their relevance to the enterprise and the industry it operates in.

In managing diverse teams, there are four key action areas to consider.

Selecting and Structuring Teams

Step 1: Determine Workforce Diversity

Step 2: Consider Desired Work Outcomes

Step 3: Select Team Members

Step 4: Inform Team Members of the Business Case for Team Diversity

Working With Existing Diverse Teams

Step 1: Identify and Analyse Team Diversity

Step 2: Assess Team Processes

Resourcing Teams

Step 1: Assess Team Needs

Step 2: Provide Required Training

Step 3: Develop Team Identity

Step 4: Give the Team Time

Measuring Team Performance

Step 1: Clarify a Team Vision

Step 2: Set Goals That Encourage Diversity Skills

Step 3: Reward Teams

* Material in this section is adapted from *Effective Management of Diverse Teams: A toolkit for diversity management,* Melbourne Centre for International Business, Department of Immigration and Citizenship, 2002, used with the permission of MCIB.

Selecting and Structuring Teams

Step 1: Determine Workforce Diversity

Purpose: To understand the diversity of the whole workforce and to seek more representative work teams to improve team performance.

Review the workforce cultural diversity profile you described . earlier in Section 1.

Consider the following aspects of your organisational culture:

- Do all employees feel included and respected?
- Are there equal development and career opportunities for all employees?
- Do team leaders ask for and respond to the ideas of all members?
- Are there communication problems among employees of diverse backgrounds?
- Can employees talk openly about concerns regarding workforce diversity?
- Does the workforce represent the diversity of the community?

Step 2: Consider Desired Work Outcomes

Purpose: To match team capabilities to goals and to identify the potential benefits of team diversity in achieving the goals.

Review the economic and social drivers for addressing cultural diversity management that you listed on pages 12-13. Select a major goal. Consider the following aspects of team effectiveness* that are required to achieve that specific goal:

Team Effectiveness

- Performance: ability of team members to produce required output measured by quality, quantity, timeliness, efficiency and innovation
- Member Satisfaction: levels of trust, commitment and inclusion in teams
- Team Learning: how well members can acquire new skills and perspectives
- Outsider Satisfaction: how well team members can meet stakeholder needs

Team Operations

- Internal Team Processes: how well members interact with and include each other
- Boundary Management: how accurately members define their boundaries and identify and interact with external stakeholders

Context

- Organisational Culture: values and assumptions about teamwork
- Team Design: usual ways of assembling teams
- Rewards: formal and informal rewards influencing team interactions

* Source: D. Ancona et al (1998), *Organizational Behaviour and Processes,* South Western College Publishing, Cincinnati USA

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Step 3: Select Team Members

Purpose: To ensure team diversity and draw on the widest pool of candidates, skill sets and expertise.

Consider ;

- Do potential members have the required skills or expertise?
- Are potential members able to work in culturally diverse groups?
- Do team members need cultural diversity training?
- Does the potential team leader have diversity management and conflict resolution skills?

Step 4: Inform Team Members of the Business Case for Team Diversity

Purpose: To ensure understanding of the desired team dynamic required to deliver the benefits of team diversity and to reduce potential animosity, suspicion or conflict.

Review your key business case points and tailor the business case to the objectives of the team.

- Explain the business case, presenting information supporting the value of diversity to the team's ability to achieve its goals
- Explain the organisation's diversity management strategy
- Encourage discussion of the challenges to interpersonal communications
- Explain the value to individual team members of developing abilities to work in culturally diverse teams

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Working with Existing Diverse Teams

The criteria for team effectiveness and the necessity to explain the business case for managing cultural diversity also apply to existing teams. When there are already diverse teams, it is important to ensure that they are operating effectively.

Step 1: Identify and Analyse Team Diversity

Purpose: To assess the diversity and status of the existing team and to ensure that diversity is linked to team goals.

Review the workforce cultural diversity profile you described earlier.

- Assess the diversity profile of the existing team and identify any patterns of under-representation

Step 2: Assess Team Processes

Purpose: To match team capabilities to goals and to identify the potential benefits of team diversity in achieving the goals.

Review the economic and social drivers for addressing cultural diversity management that you identified earlier. Select a major goal. Consider the aspects of team effectiveness* described above that are required to achieve that specific goal:

- Team Effectiveness
- Team Operations
- Organisational Context

Also consider the following:

- Assess the diversity climate within the team and in the organisation
- Evaluate the direct impact of diversity on desired outcomes
- Identify scope and strategies for improvement of team processes

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Resourcing Teams

For teams to function effectively they need support and resources to equip them with the necessary skills and attributes. Team members need to understand that conflict and communication problems are normal and can be managed in order to gain the benefits of diversity.

Step 1: Assess Team Needs

Purpose: To take stock of existing competencies and prioritise resourcing.

- Map existing competencies against required skills and competencies
- Identify gaps and consult with team members on ways to address them
- Prioritise actions

Step 2: Provide Communication Training

Purpose: To reduce communication problems and improve communication to harness the benefits of diverse perspectives, mental models and interpretations.

- Discuss general communication techniques and styles in use, or available
- Provide options for communicating ideas, making suggestions, offering criticism and managing conflict
- Discuss the value of recognising and respecting diverse perspectives and encouraging inclusive team environments

Step 3: Develop Team Identity

Purpose: To establish common goals and reduce the tendency toward in-group/out-group behaviour.

- Work together to develop and agree on team goals to increase commitment
- Identify individual members' roles and goals in relation to team goals
- Ensure that the four measures of team effectiveness are incorporated into the development of goals, performance, member satisfaction, team learning, stakeholder satisfaction
- Encourage group social activities and allocate time and funds for them
- Avoid activities or aspects of activities that may exclude some team members
- Encourage team members to take turns choosing social activities
- Highlight and discuss cliques and other status divisions

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Step 4: Give the Team Time

Purpose: To recognise the life cycle of the team and allow time for the appropriate team culture to develop, accepting potential 'teething problems'

- Set realistic time frames and goals
- Explain time frames and goals to the team and other stakeholders
- Learn from other teams
- Recognise that diverse teams take longer to establish trust and member interdependence but that over time, diverse teams have been consistently shown to outperform homogeneous teams
- Innovation and creativity are enhanced when time pressure is lower
- Provide flexible short term deadlines for reaching team process-related goals
- Allocate additional time prior to performance measurement
- Reward teams for improved functioning in the short-term outputs, rather than focussing only on longer term outputs

Measuring Team Performance

Step 1: Clarify a Team Vision

Purpose: To establish clear and common goals and recognise the challenges and opportunities of working with diversity.

- Ensure all team members clearly understand team goals and their own roles, taking into account the four main measurements of team effectiveness: performance, member satisfaction, team learning and stakeholder satisfaction
- Clearly state that the organisation values the diversity of team member perspectives and input, and that difference and disagreement can be constructive
- Establish guidelines for team operation and ensure all members understand the ground rules at the start of a project and at appropriate intervals
- Establish as a central ground rule that every member has the right to speak and to object to or challenge the statements of others and that all members are obliged to hear them out before stating their own agreement or disagreement
- Ensure conflict does not become personal but is focussed on the task
- Draw on and review lessons learned from cross-cultural communication and conflict resolution training

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Step 2: Set Goals That Encourage Diversity Skills

Purpose: To incorporate diversity competencies into team processes and outcomes and develop on-going skills within the organisation.

- Identify required diversity competencies for team leaders and team members and assess for each member
- Identify and recognise members' previous experiences of working in culturally diverse environments, in Australia and overseas
- Ensure members have received appropriate diversity training
- Link cultural diversity competencies to goals, e.g. languages, market knowledge
- Draw up individual team member and whole team plans to achieve goals. Plans should include:
    - Skills to be utilised and competencies that are important
    - Processes and important actions
    - Timeframes for reaching goals
    - Importance of team goals for organisational strategy

Step 3: Reward Teams

Purpose: To consolidate team identification and to match goals to rewards.

- Examine existing reward practices and types of incentives the existing system provides and how they are distributed
- Consider rewards in terms of the goals of the team and what behaviours the rewards should encourage in the team
- Include diversity goals such as: team member satisfaction, individual learning, sense of inclusion and belonging by all team members, utilisation of diverse skills and perspectives
- Link rewards to performance, member satisfaction, team learning and stakeholder satisfaction

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Team Building Action Planning Checklist

If you are planning to establish a new project team or you wish to review the effectiveness of an existing team, which of the following actions will require attention and action in your workplace?

☐ **Establishing New Team/s**

☐ **Reviewing Existing Team/s**

Selecting and Structuring Teams

Step 1: Determine Workforce Diversity ☐

Step 2: Consider Desired Work Outcomes ☐

Step 3: Select Team Members ☐

Step 4: Inform Team Members of the Business Case for Team Diversity ☐

Working With Existing Diverse Teams

Step 1: Identify and Analyse Team Diversity ☐

Step 2: Assess Team Processes ☐

Resourcing Teams

Step 1: Assess Team Needs ☐

Step 2: Provide Required Training ☐

Step 3: Develop Team Identity ☐

Step 4: Give the Team Time ☐

Measuring Team Performance

Step 1: Clarify a Team Vision ☐

Step 2: Set Goals That Encourage Diversity Skills ☐

Step 3: Reward Teams

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Skills for Building Trust and Inclusion

Adapted from *Diversity: A Way of Life,* DIMIA 2003

Everyone has "Emotional Intelligence" in varying degrees. It is the ability to monitor and understand your own and other people's emotions and feelings. In the workplace, we can best use our Emotional Intelligence through three key skills.

1. Building Mutual Respect

Each person has their own unique perspective, ideas and approaches, which are developed out of experience, culture, access to information and contacts. Recognising and acknowledging individual differences, including our own, is the basis for building mutual respect. This requires a person to:

- Be sensitive to differences and how they might have developed
- Acknowledge these differences without devaluing them
- Build the confidence of people to share their ideas and approaches
- Explore the other person's ideas and approaches
- See differences as an opportunity to learn and expand your own thinking

2. Expressing Empathy

Empathy is 'seeing through the eyes of others' and being able to understand the other person's feelings without losing one's own identity. Empathy is our 'social radar'. It enables us to sense others' feelings even though they might not express them and to take an active interest in their concerns. Expressing empathy is recognising the emotional side of others and is the foundation of building trust. It does not mean you have to agree with the person. It means you acknowledge their feelings. The skills to help us express empathy are:

- Listening for feelings, either expressed or unexpressed
- Avoiding judgement
- Acknowledging the others' feelings and their causes
- Paraphrasing what they say to show you heard them
- Putting aside your own emotional agendas

3. Promoting Inclusion

Building mutual respect and expressing empathy set the climate for getting people involved. Diversity in the workplace will not contribute to productivity and innovation if inclusion is not consistently promoted. A culture that assumes everyone will 'blend in' does not reap the benefits of diverse perspectives.

Inclusion is not assimilation. It does not mean that everyone is doing what they want but inclusion values the sharing of diverse perspectives and insights and encourages all people to participate in the group process in ways that are comfortable for them.

Inclusion can be encouraged in all conversations by:

- Using open-ended rather than closed questions to explore thoughts and ideas
- Expressing your willingness to hear different viewpoints
- Seeking ideas before telling your own

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Inclusion Guidelines Planner

Being inclusive in our conversations and discussions takes more than good intentions. We need to develop skills and techniques that demonstrate that we respect and value others and that we are trying to understand their situation or position. We also need to get results that are inclusive.

Use this planner to review any problematic situation and to prepare approaches for dealing with it through the three key relationship skills.

Step 1: Define the Situation • Explain or identify what is to be discussed and why it is important
Step 2: Explore Facts, Feelings and Needs • Seek the other person's perspectives and needs first • Share your perspectives and needs • Be open to what you can learn • Confirm/check understanding before moving on
Step 3: Generate Ideas • Seek and explore the other person's ideas first • Build on their ideas and share your suggestions • Ask 'what if' questions • Summarise and agree on the best ideas
Step 4: Clarify Next Steps Forward • Identify who will do what and when • Check for questions and concerns once again • Support the outcomes

Inclusion Guidelines Case Study:

John, the manager of a small high tech manufacturing company, has received complaints from the Australian members of the design team that Wei, a technician recently arrived from China never says much in meetings and never contributes ideas or suggestions. They feel that he isn't 'pulling his weight' and isn't interested in being an active team member.

Step 1: Define the Situation John: Wei, I've noticed that you hardly ever say anything in our team meetings and I'm a bit concerned that you might be feeling left out and also that we might not be getting the benefit of your ideas or experience. Some of the other team members have also commented to me about this. Wei: I'm sorry to be a problem....
Step 2: Explore Facts, Feelings and Needs

John: It's not a major problem and I'm very happy with your work. I'd just like to make sure all team members feel part of the team and able to have a say. How do you feel about team meetings?

Wei: Well, I find it hard to say anything because I can't seem to find a chance to talk and it's not my style to jump in and cut other people off like some people do. It's not polite.

John: Yeah, our meetings can be pretty lively. Hard to get a word in!

Wei: After the first couple of meetings I decided it was best to be quiet and go along with the others. After all, I'm the newcomer.

John: But you're still a member of the team. Are there any other problems from your perspective? Is English a problem?

Wei: Well, Aussie English is sometimes hard to understand, all the slang and jokes. But the main problem is that I'm the newcomer and I'm just a junior employee. A lot of the team have many more years experience than I do, and in China we don't like to put ourselves forward or question our leaders.

Step 3: Generate Ideas

John: Well I'd really like to encourage you to join in, to speak up. What can I do to help you do that?

Wei: I'm more comfortable speaking if I'm asked to speak.

John: So would you like me to just ask you what you think or if you've got anything to say?

Wei: That would be good; now and then, though. Not every 5 minutes.

John: But what if you wanted to say something and I've forgotten to ask you?

Wei: Maybe we could have a signal.

John: A lot of people make signals in meetings, like leaning forward a bit, or raising their pens, or making eye contact with the person running the meeting.

Wei: I could do that.

Step 4: Clarify Next Steps Forward

John: Okay, let's do it that way. I'll try to make sure I ask you what you think and any other time, you just signal me with your pen if you want to speak. Okay?

Wei: Okay, but I'm still new to this style of meeting so give me time to get used to it.

John: I will. No worries. And just let me know how it's working for you. And you can always talk to me outside the meetings. But it's best for you and the other team members if you pitch in during the meetings.

Wei: Pitch in?

John:That's Aussie for having your say, helping out.

Wei: No worries!

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Section 4

Factoring Cultural Diversity Into Business Planning

Contents

- An Integrated Framework for Diversity Management 68
- Diversity Analysis Exercise 70
- Developing a Cultural Diversity Management Action Plan 81

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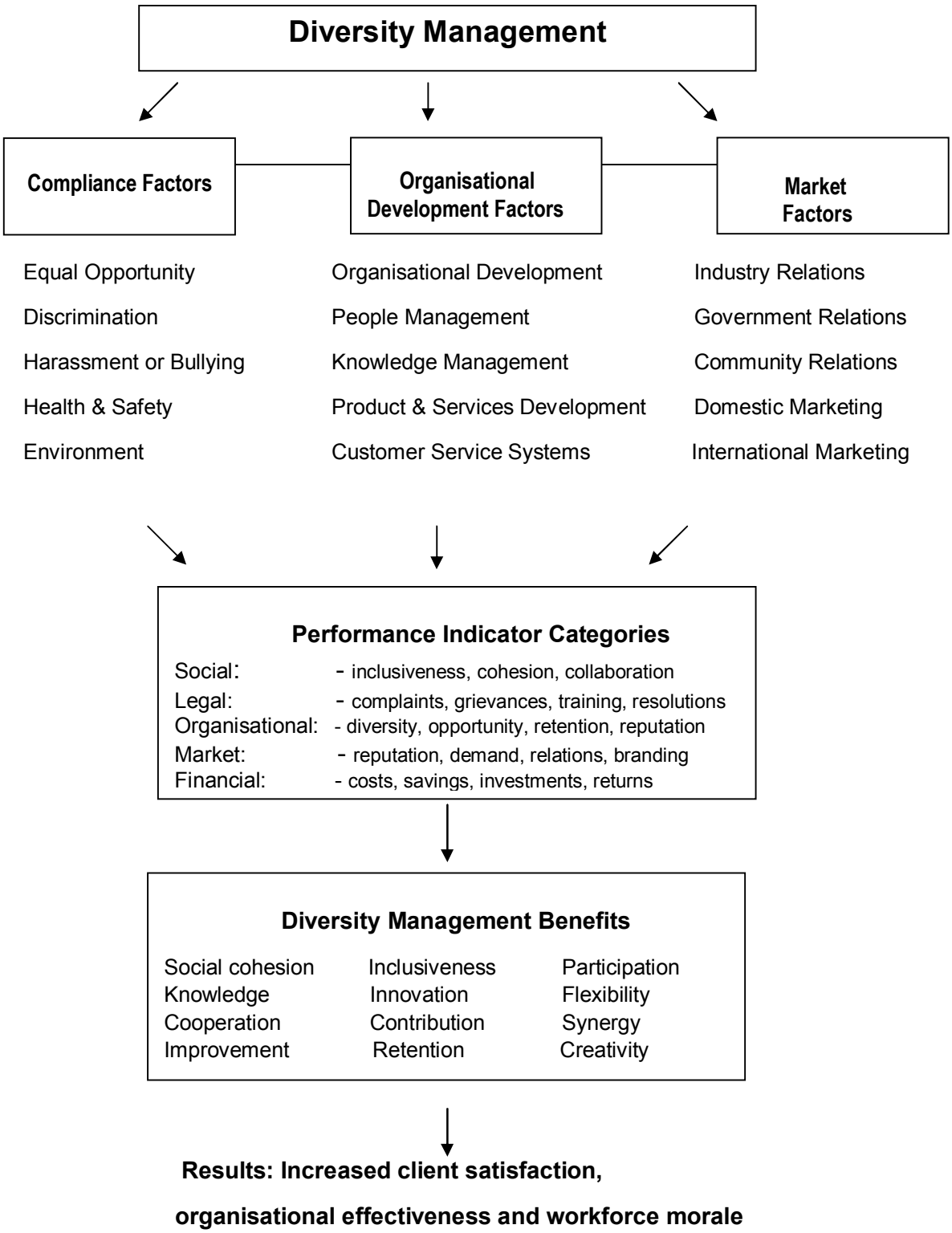
An Integrated Framework for Diversity Management

Integrating the three factor categories of diversity management in a single framework enables managers to plan, organise and evaluate operations without losing sight of any of the dimensions of workforce and customer diversity that could have negative or positive impacts on performance and outcomes.



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Positioning the Diversity Analysis Framework

The Diversity Analysis Framework is positioned within the normal progression of planning at the strategic, business or project levels. After the situation has been analysed, needs identified and goals established, use the framework to identify any diversity aspects of the situation.

This analysis helps to prevent oversights during the planning stages of a project that may result in mistakes that unintentionally exclude, disadvantage or offend others. The analysis also helps enterprises to anticipate problems and to benefit from diverse talents and perspectives.

Analyse the Situation

↓

Identify the Need

↓

Set Goals

↓

Conduct a Diversity Analysis

↓

Select a Strategy

↓

Prepare to Implement Strategy

↓

Implement Strategy

↓

Evaluate Strategy

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Diversity Analysis Exercise

The Diversity Analysis Checklist is designed to enable organisations to consider a wide range of dimensions and aspects of workforce and customer diversity in their planning and development processes. Some items on the checklist may be more applicable to the particular project or process being analysed. For example, if the project or process you are analysing is entirely focused on workforce issues, sections or items covering customer cultural diversity may be irrelevant.

Diversity Analysis Sections

The checklist comprises nine sections:

1. Diversity Management Factors

2. Customer Diversity Dimensions

3. Cultural Diversity Impacts on Customer Service

4. Workforce Diversity Dimensions

5. Cultural Diversity Impacts on Core Business Functions

6. Cultural Diversity Impacts on Teams and Team Effectiveness

7. Cultural Diversity Impacts on Stakeholders

8. Other Support and Resources

9. Action Planning Options and Recommendations

For this cultural diversity analysis exercise, select an actual, specific project or process for which you or your group are responsible. It may be a workforce management project or process or a client service project or process, in Australia or overseas.

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Project Diversity Analysis Exercise

Step 1: Describe the Project or Process

For example, your enterprise may be thinking of purchasing new manufacturing equipment or information technology. Or you may be planning to export to a new market, or expand an offshore operation. You may be hiring a person from overseas who will require induction to the new job and orientation to working in Australia. Or you may be developing a new marketing campaign aimed at expanding your domestic or international customer base (other examples are given on worksheet one in the workbook. Training facilitators please note further examples and an additional step are including on worksheet one in the workbook).

Step 2: Describe the Desired Outcomes of the Project or Process

The desired outcomes for the above examples can be simply stated: correct purchasing and effective installation, successful overseas market entry or expansion, effective employee orientation and early productivity or increased sales from marketing effort.

Project, Program or Process Description

Example: Redesign of Occupational Health and Safety Induction and Training

Desired Outcomes of the Project, Program or Process

Example: Improved safety awareness and practice, reduced accidents, improved morale and productivity.

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Step 3: Apply the Diversity Analysis Checklist to the Project or Process

When planning or reviewing projects, programs or processes, using the following checklist can help to ensure that all aspects of customer and workforce diversity are taken into account.

In this exercise, the focus is on cultural diversity. Using the checklist can help to provide answers for a range of important questions.

- What compliance, organisational development and market factors must be considered in planning this project or process?
- Which dimensions of cultural diversity will be most significant for this project?
- What must be done to ensure that the plan accounts for cultural diversity to avoid problems and maximise the prospects for success?
- Who will be responsible for addressing cultural diversity factors in this project?
- What human and other resources are required and available?
- Who are the external stakeholders and how will they affect or be affected by your decisions regarding the management of diversity in this project or process?

The project analysis should be conducted with the results of your previous situation analysis in mind. It should also be closely related to your enterprise's business case for managing cultural diversity.

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1. Diversity Management Factors

Identify the diversity management areas for attention/consideration in this project or process. For example, if you are not hiring or promoting anyone, you won't need to consider equal employment opportunity factors.

A. Compliance Factors

Which Acts, policies and principles pertaining to diversity may influence or be present in this project?

- ☐ Equal Opportunity
- ☐ Harassment
- ☐ Discrimination
- ☐ Health and Safety
- ☐ Other laws or policies

B. Organisational Factors

Which aspects of organisational practice and procedure pertaining to diversity may influence or be present in this project?

- ☐ Organisational Development
- ☐ People Management
- ☐ Knowledge Management
- ☐ Customer Service
- ☐ Other organisational factors

C. Market Factors

Which aspects of the organisation's markets pertaining to diversity may influence or be present in this project?

- ☐ Corporate Citizenship, e.g. environmental sustainability,
- ☐ Community Relations
- ☐ Industry Relations
- ☐ Government Relations
- ☐ Domestic Marketing
- ☐ International Marketing
- ☐ Other

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2. Customer/Client Diversity Dimensions

Select and rank the dimensions of customer or client diversity that influence or could influence the success of your project, program or process. Use the Notes column to comment on the significance of the selected dimension and any related challenges or opportunities.

1 = Low Importance 2 = Important 3 = Very important

Significant Dimensions of Customer/Client Diversity		
Diversity Dimension	**Notes: Significance, impacts**	**Ranking**
Gender		
Age		
Ethnicity		
Culture		
Sexual Orientation		
Mental and Physical Ability		
Education level		
Religion		
Language		
Literacy		
Work experience		
Functional role and status		
Economic status		
Family status		
Carer roles		
Geographic location		
Work style		
Communication style		
Learning style		
Thinking style		
Views of authority		
Negotiation style		
Other		

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3. Cultural Diversity Impacts on Customer Service

Tick the areas for attention in the customer service aspects of the project or process you are analysing.

1. Know your customers and your business

□ Identify and gather information on cultural backgrounds of our customers

2. Demonstrate customer priority

□ Identify how cultural backgrounds influence customers' expectations of us

□ Identify ways of delighting our customers by showing we understand their cultures

3. Identify and meet customer needs

□ Identify aspects of cultural background that may influence customer behaviours and concerns

□ Identify ways in which cultural backgrounds may influence customers' perceptions of their needs

4. Develop customer relationships

□ Identify ways in which cultural backgrounds influence customers' expectations of their relationship with us

□ Consider ways in which different stages of cultural adaptation may affect customer relationships

5. Develop plans to achieve and maintain excellent customer service

□ Include recognition of and respect for cultural diversity in our customer service standards

□ Ensure that our customer feedback systems are culturally appropriate

Generic Customer Service Evaluation Components

Will cultural differences among our customers need to be taken into account in any of these areas?

□ Physical Environment

□ Products and Services

□ Service Efficiency

□ Service Delivery

□ Staff Competence

□ Staff Presentation

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4. Workforce Diversity Dimensions

Select and rank the dimensions of workforce diversity that influence or could influence the success of your project, program or process. Use the Notes column to comment on the significance of the selected dimension and any related challenges or opportunities.

1 = Low Importance 2 = Important 3 = Very important

Significant Dimensions of Workforce Cultural Diversity		
Diversity Dimension	**Notes: Significance/ Challenges/Opportunities**	**Ranking**
Gender		
Age		
Ethnicity		
Culture		
Sexual Orientation		
Mental and Physical Ability		
Education level		
Religion		
Language		
Literacy		
Work experience		
Functional role and status		
Economic status		
Family status		
Carer roles		
Geographic location		
Work style		
Communication style		
Learning style		
Thinking style		
Views of authority		
Negotiation style		
Other		

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5. Diversity Impacts on Core Business Functions

All organisations must carry out similar core business functions.

- How does the cultural diversity of the workforce or the labour market impact on the business functions that are involved in the project or process being analysed?
- What challenges do the significant differences present to the project?
- What opportunities do the significant differences offer to the project?

Core Business Function	Cultural Diversity Impacts
Recruitment and selection	
Learning and development	
Performance management	
Promotion	
Retention	
Employment conditions	
Organisational Mission and Values	
Knowledge management	

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6. Cultural Diversity Impacts on Teams and Team Effectiveness

What is the cultural diversity profile of your current or planned project team?

Review the list of current and future workforce cultural backgrounds you made earlier, in Section 1.

For the project or process you are analysing in this exercise, identify and list below the cultural backgrounds of your project team.

Team Cultural Backgrounds	Number of Team Members

How could the team's cultural diversity contribute to the success of the project?

- ☐ Personal perspectives: age, gender , ethnicity, etc.
- ☐ Previous related experience
- ☐ Specialist knowledge
- ☐ Cultural knowledge
- ☐ Language skills
- ☐ Working styles
- ☐ Communication styles
- ☐ Networks
- ☐ Other

Which of the following key action areas for managing culturally diverse teams need to be addressed to ensure the success of the project or process? (Refer to pp 51-58 for detailed steps in each action area).

- ☐ Selecting and Structuring Teams
- ☐ Working With Existing Diverse Teams
- ☐ Resourcing Teams
- ☐ Measuring Team Performance

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7. Other Stakeholders Diversity

- Who are the other key stakeholders in this project or process? For example, suppliers, buyers, government or communities.

- Which dimensions of diversity among the other stakeholders are significant for this project? For example, language proficiency, cultural background, religious or political persuasion.

8. Other Support and Resources

Organisations, Agencies and People
Which internal or external organisations, agencies and individuals could support us in ensuring the success of this project or program?

- ☐ Diversity managers/officers
- ☐ Human resources consultants
- ☐ Complaints and grievances officers/counsellors
- ☐ Statisticians
- ☐ Training officers/training programs
- ☐ Diversity subject specialists/consultants
- ☐ Community groups and associations
- ☐ Language specialists, interpreters and translators
- ☐ Volunteers
- ☐ Other

Other Resources
What other resources, publications and materials are available to assist with this project or process? (See Section 5).

- ☐ Demographic data and profile reports
- ☐ Reports
- ☐ Manuals
- ☐ Training materials
- ☐ Translated documents
- ☐ Audio-visual materials
- ☐ Websites
- ☐ Other

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9. Action Planning Options and Recommendations

As a result of this project/process diversity analysis, what strategies or specific actions will you recommend to ensure the success of the project or process?

Some Possible Strategies and Actions

Select any of the strategies and actions from the following list that are relevant to your project analysis and add others as appropriate.

- ☐ Develop or modify organisational policy
- ☐ Increase knowledge and understanding of culturally diverse employees
- ☐ Increase knowledge and understanding of culturally diverse customers
- ☐ Increase engagement with culturally diverse clients and their communities
- ☐ Form partnerships with other enterprises or agencies
- ☐ Establish performance measurements for customer services to culturally diverse groups
- ☐ Review specific service areas for cultural competence levels
- ☐ Increase recruitment of culturally diverse staff
- ☐ Increase cultural diversity of boards and advisory bodies
- ☐ Acquire or develop cross-cultural communication and management resources
- ☐ Provide training in cultural diversity management and cultural competence
- ☐ Modify information management systems to include diversity data
- ☐ Develop and use culturally and linguistically appropriate feedback approaches
- ☐ Others
  - ▪
  - ▪
  - ▪

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Developing a Cultural Diversity Management Action Plan

The process of developing a practical Cultural Diversity Management Strategy and action plan for your enterprise is similar to the processes followed in this workshop.

The key questions for developing a diversity management strategy are the same as for any strategy development:

- Where are we now with regard to workforce and customer cultural diversity?
- Where do we want to be?
- How do we get there?

A process for taking action in your enterprise would involve the following steps:

Step 1. Analyse the cultural diversity factors in your business environment

Step 2. Establish the business case for actively managing cultural diversity

Step 3. Conduct diversity analyses of key projects and processes

Step 4. Formulate a detailed action plan to address diversity factors

Step 5. Develop the cultural competence of managers and team leaders needed to manage cultural diversity and implement the action plan

Step 6. Implement and Evaluate the Action Plan

Your action planning will be driven by the diversity analysis of your strategic and business plans and operations.

Use the action planning template below to begin the process of identifying strategies and the actions you will need to take to achieve them.

Two case study examples are provided below. In these case studies, it is assumed that the enterprises have already conducted a diversity analysis of the operations affected by language and cultural factors.

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Cultural Diversity Management Action Planning Guide

Action Planning Example: Occupational Health and Safety

Managing health and safety in a culturally diverse workforce often requires attention to language and cultural factors.

> *Case Study:*
> *A supervisor in a door manufacturing plant needed to check a machine operation. He switched off the machine, made an adjustment and called out to the operator who was out of sight on the other side of the machine, "Stand clear, okay?". "Okay," replied the operator, who was from a non-English speaking country. The supervisor switched on the machine, which trapped the operator's arm, causing severe injury. Later investigation revealed that the operator had understood "Stand clear" to mean, "Stand there. Is that clear?"*
>
> *In another incident, a process worker who was a refugee from a war-torn South East Asian country was paired off with another worker for a task that involved frequent lifting of solid doors onto workbenches. He had sustained a serious combat injury to one arm during the war and found the task quite painful. He did not report this until the pain had become so severe that he could no longer perform most of his duties. He had delayed telling his supervisor, a friendly and approachable man, because, as he explained, he and the other employees from the same country had already "made trouble" by asking for better fitting, smaller dust masks.*

Workers with less proficient English cannot be assumed to have fully understood safety instructions and safety inductions. Even those with good English speaking skills may not understand jargon or technical terms and may not read well. Culturally-based values regarding such things as risk and fate and previous attitudes to personal safety may also prevent effective communication of the need for following safety practices.

A diversity analysis of the current Occupational Health and Safety process has established that there is a strong business case for developing an appropriate Occupational Health and Safety communication and training system for new and existing workers from culturally diverse backgrounds and for whom English is not their first language. An action plan to improve safety in a culturally diverse workforce would involve the following steps:

- Develop an OHS Communication Plan that lists procedures for providing OHS information to culturally diverse employees
- Conduct a survey of employees to determine language proficiency and understanding of safety systems
- Provide information and training in Plain English and appropriate languages
- Use qualified interpreters if required
- Evaluate signs, notices and instructions for clarity and change if necessary
- Provide English language and literacy training
- Provide cross-cultural communication training for team leaders and members

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Action Planning Example: Occupational Health and Safety

Strategy	Anticipated Result	Action	Who is Responsible	Who else is involved	Resources Required	Time frame
Redesign Occupational Health & Safety induction and training to address language and cultural factors	Improved OHS practice and communication Reduced accidents Reduced costs Improved staff morale and performance	Survey / interview staff to determine language proficiency and understanding of OHS information	Safety Officer	Team leaders	Questionnaire	2-4 weeks
		Translate OHS induction information into main workforce languages identified in survey	Safety Officer Human Resource Manager	Translators and Staff from each language group to check accuracy	Professional Translation Agency Est. $150/ per language + printing	4-6 weeks
		Assess signage and instructions for readability. Change to Plain English as required	Safety Officer	Literacy and Plain English expert	National Safety Council or Work Cover Possible need for external Plain English expert	2-3 weeks
Other Strategies and Actions See list above						

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Action Planning Example: Implementing a Cross-Cultural Training Program

Case Study:
A company that already has several employees who are recently arrived immigrants has recently been employing new professional and technical staff from overseas. There have been a few minor incidents of interpersonal conflict and several incidents of poor communication that have resulted in production faults and delays. Complaints have come to management from team leaders and individual staff that the newcomers are not 'fitting in'. The company decides to engage a training provider to conduct cross-cultural communication training across the organisation.

A diversity analysis of the current workplace communication climate has established that there is a strong business case for developing greater cultural competence across the enterprise. An action plan to establish the need for cross-cultural training and to design and implement the training would involve the following steps:

Step 1: Define the Organisational Context and Training Objectives

- Establish the relationship of cultural competence to the organisational, legal and people management contexts.
- Define the training needs and objectives.
- Ensure strong organisational support for the training program.

Step 2: Understand Cultural Competence and Cross-Cultural Training

- Get information on the nature of cultural competence and the range of training approaches available
- Contact an experienced cross-cultural trainer (See Section 5: Resources & Support).

Step 3: Promote the Value of Cross-Cultural Training to the Organisation

- Present the business case for cultural competence to the key stakeholders in your organisation.
- Identify the anticipated outcomes and benefits of the training to all stakeholders.

Step 4: Design and Conduct Cross-Cultural Training Effectively

- Select the appropriate trainers and work closely with them.
- Discuss with training providers the range of options for training and available resources that will ensure the training objectives are met.
- Organise and conduct the program for maximum effectiveness.

Step 5: Evaluate and Follow-up the Cross-Cultural Training Program

- Design and carry out a rigorous evaluation process.
- Modify further training programs according to evaluation results.
- Identify and implement strategies to ensure that learning is applied to performance and enhancing the organisation's cultural competence.

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Action Planning Example: Implementing a Cross-Cultural Training Program

Strategy	Anticipated Result	Action	Who is Responsible	Who else is involved	Resources Required	Time frame
Design a Cross-Cultural Training (CCT) Program to improve the ability of managers and staff to communicate and work with co-workers from different cultural backgrounds	Improved workplace communication Reduced costs of poor communication and team relationships Increased contribution of all staff to success of the enterprise Improved staff morale and performance	Determine the business case for CCT	Managing Director	Management team	Section 1 of Managing Cultural Diversity Manual	1 week
		Define the training needs and objectives	Training Officer	Managers and team leaders	Training needs analysis survey	2-4 weeks
		Establish and communicate enterprise's policy on and commitment to the CCT program	Managing Director	Managers and team leaders	Information notice/memo and discussion at team meetings	1-2 weeks
Conduct and evaluate the Cross-Cultural Training Program	See above					

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Cultural Diversity Management Action Planning Template

This Action Planning Template is intended for use after an enterprise has completed a diversity analysis of its operations in a particular functional area. The following sequence is recommended:

- Review your notes to confirm the enterprise context regarding cultural diversity and to establish the business case for taking action.
- Conduct a diversity analysis of the project or process to identify items in the Diversity Analysis Checklist that require attention.
- Specify in the boxes below the project or process you are addressing and its desired outcomes.
- Copy the Action Plan Template and enter the priorities for action in your enterprise in chronological sequence.

For now, practice using the template by selecting a situation or problem regarding a project or process that you wish to address in your enterprise. A review of your notes on the pages listed above might be helpful in selecting a project or process.

Project or Process Description

Desired Outcomes of the Project or Process

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Cultural Diversity Management Action Planning Template

Strategy	Anticipated Result	Action	Who is Responsible	Who else is involved	Resources Required	Time frame

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Section 5

Cultural Diversity Management

Resources and Support

- Introduction, Resources and Support 89
- Books 89
- Manuals and Guides 90
- Support Agencies and Organisations 91
- Interpreting and Translating Organisations 94
- Training and Consultancy Providers 94
- Glossary of Key Terms 95
- Review and Evaluation 98

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Introduction, Resources and Support

There are many resources and support services for enterprises interested in better understanding and managing cultural diversity in their workforce and customer base.

The list of resources and support services below is not exhaustive. The resources have been selected on the basis of their general relevance and usefulness to managers in all types of enterprises. There are many more books, training resources and products available through channels such as libraries, educational institutions, government departments and specialist publishers. An internet search based on general terms such as "cross-cultural communication", "diversity management" or the names of specific cultural groups will bring up thousands of websites.

There are numerous agencies and associations that are able to provide support in the forms of consultancy, advisory, support, referral and training services. As it is not within the scope of this manual to list every organisation in Australia, the support section lists key contacts and types of organisations and government agencies which can provide the required services or refer you to the most appropriate ones.

Books

A short annotated bibliography

All of the books mentioned in this Workbook and bibliography are available, though some are hard to find. Searching and ordering on-line is recommended.

Granrose, C.K & Oskamp, S eds (1997) *Cross-Cultural Work Groups,* Sage Publications, Thousand Oaks
Cultural group interactions in organisations. Interpersonal interactions within work groups. Management of cross-cultural groups.

Gudykunst, W.B. et al (1988) *Culture & Interpersonal Communication*, Sage Publications
Effects of cultural differences on communication. Examination of cultural differences.

Hall, Edward T (1959) *The Silent Language*, Anchor Books/Doubleday,
Definition of culture. Primary message systems of cultures. Formal, informal and technical aspects of societies. Patterns in culture.

Hall, Edward T (1966) *The Hidden Dimension*, Anchor Books/Doubleday,
Culture as communication, distance regulation, crowding and social behaviour (animals & humans). Perception of space, the language of space, the use of space in societies

Hall, Edward T (1976) *Beyond Culture,* Anchor Books/Doubleday,
Influence of cultural factors. Discussion of approaches to intercultural study.

Hofstede, Geert (1991) *Cultures & Organisations: Intercultural Cooperation and Its Importance for Survival* , Harper Collins, London
Levels and dimensions of culture, national cultures and organisational cultures. Implications for organisations and international management.

O'Sullivan, Kerry (1994) *Understanding Ways: Communicating between cultures,* Hale & Ironmonger, Sydney 1994
Cultural dimensions, elements of cross-cultural communication, skills and approaches. Cross-cultural adaptation.

Page, Scott, E (2007) *The Difference: How the Power of Diversity Creates Better Groups, Firms, Schools and Societies,* Princeton University Press, Princeton and Oxford
Examines the benefits of diverse perspectives and interpretations in problem-solving, innovation and organisational relationships.

Samovar, L & Porter, R (1991) *Intercultural Communication: A Reader* Wadsworth Publishing Co, 6th Edition
Approaches to understanding intercultural communication, cultures, living in different cultures, verbal processes and non-verbal interaction.

Trompenaars, Fons (1993) *Riding the Waves of Culture: Understanding Cultural Diversity in Business,* Nicholas Brealey Publishing, London
Examines the effects of cultural differences in business relationships, with a focus on international business, emphasising the importance of understanding one's own culture before investigating others.

West, Barbara & Murphy, Frances (2007), *G'Day Boss! Australian Culture and the Workplace*, Tribus Lingua, Sydney
Analyses cultural differences in communications and relationships between Australian and overseas organisations, based on interviews with immigrants.

Manuals and Guides

Department of Immigration and Citizenship
The Australian Government Department of Immigration and Citizenship website - www.immi.gov.au - contains many useful resources for organisations and individuals, including links to the Telephone Interpreter Service (TIS), visa and population information and settlement services information.

Migrant Settlement Information Kits
Detailed information for immigrants on all aspects of settling in Australia. Comprehensive booklets of around 60 pages, one for each state and territory, provide information and contacts on every aspect of settling and living in Australia.
Available at: www.immi.gov.au/living-in-australia/settle-in-australia/beginning-life/booklets/english.htm

Diversity a Way of Life, Department of Immigration and Citizenship, 2004
This training manual focuses on managing diversity and workplace relationships and contains training materials, facilitators guide and presentation slides.

Naming Systems of Ethnic Groups – A Guide, Centrelink, Commonwealth of Australia 2000. Provides information on naming styles and conventions in over 60 cultures.

Diversity Resources for Australian Business, Melbourne Centre for International Business, University of Melbourne, 2002
Wide range of business case papers, case studies, toolkits available at: www.managementmarketing.unimelb.edu.au/mcib/Diversity.cfm

Diversity Australia, Productive Diversity/ Diversity Works Resources, Department of Immigration and Citizenship, 2003-2007
Over 80 research papers, case studies, training resources and project reports relating to managing diversity, with an emphasis on cultural diversity. Main sections: Benefits for Business of a Diverse Workforce, Marketing: International and Domestic, Market Research and Statistics, Innovative Product and Service Development, Customer Service, Be An Employer of Choice, Workplace Training Materials, Resources for Educators, Case Studies, Access and Equity, Information Kit
Available at: http://nla.gov.au/nla.arc-34518

Questions & Answers about Aboriginal and Torres Strait Island peoples
www.humanrights.gov.au/racial_discrimination/face_facts/atsi.html

Face the Facts - Questions and Answers about Aboriginal and Torres Strait Islander People, Migrants and Refugees
www.humanrights.gov.au/racial_discrimination/face_facts/pdf/ftf.pdf

Support Agencies and Organisations

There are many agencies and organisations providing services to immigrants and those involved with immigrant settlement. As well as the numerous ethnic associations in each city, there are support services including;

- Migrant Resource Centres (MRC)
- Migrant Settlement Agencies (MSA)
- Adult Migrant English Program (AMEP)
- Migrant Health Services
- Ethnic Affairs Commissions
- Ethnic Community Associations
- Interpreting and Translating Services
- Australian Refugee Association
- Survivors of Torture & Trauma Rehabilitation & Assistance Service (STTARS)

Ethnic Affairs Commissions

The websites of state and territory government multicultural affairs commissions and offices contain information about services, population statistics, interpreting and translating information and a wealth of other material about each state's multicultural community.

Australian Capital Territory Office of Multicultural Affairs
02 6207 0555 www.dhcs.act.gov.au/matsia/multicultural

New South Wales Community Relations Commission for Multicultural NSW
02 8255 6767 www.crc.nsw.gov.au/home

Northern Territory	Multicultural Affairs, Northern Territory Government 08 8999 3859	www.multicultural.nt.gov.au
Queensland	Multicultural Affairs Queensland 13 13 14	www.multicultural.qld.gov.au
South Australia	Multicultural South Australia 08 8226 1944	www.multicultural.sa.gov.au
Victoria	Victorian Multicultural Commission 03 9651 0651	www.multicultural.vic.gov.au
Tasmania	Multicultural Tasmania 03 6233 5748	www.dpac.tas.gov.au/divisions/multitas
Western Australia	Office of Multicultural Interests (08) 9217 1600	www.omi.wa.gov.au

Equal Opportunity Commissions
The websites of state and territory commissions provide information on legislation, services and procedures.

Australian Capital Territory	Human Rights Commission, ACT 02 6205 2222	www.hrc.act.gov.au
New South Wales	Anti Discrimination Board 02 9268 5544	www.lawlink.nsw.gov.au/adb
Northern Territory	NT Anti Discrimination Commission 08 8999 1444	www.nt.gov.au/justice/adc
Queensland	Anti Discrimination Commission, Queensland 1300 130 670	www.adcq.qld.gov.au
South Australia	Equal Opportunity Commission, South Australia 08 8207 1977	www.eoc.sa.gov.au
Victoria	Victorian Equal Opportunity & Human Rights Commission 03 9281 7111	www.humanrightscommission.vic.gov.au
Tasmania	Office of the Anti Discrimination Commissioner 03 6233 4841	www.antidiscrimination.tas.gov.au
Western Australia	Equal Opportunity Commission, Western Australia 08 9216 3900	www.equalopportunity.wa.gov.au

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Multicultural and Ethnic Community Councils

There are peak councils that represent and support the many ethnic associations in their states and territories. Some also provide training and advisory services to the general public and enterprises.

Australian Capital Territory	ACT Multicultural Council Incorporated Ph 6291 9383 www.actmc.org.au
New South Wales	Ethnic Communities Council of NSW Ph 02 9319 0288 www.eccnsw.org.au
Northern Territory	Multicultural Council of the Northern Territory Ph 08 8945 9122 www.mcnt.org.au
Queensland:	Ethnic Communities Council of Queensland Ph 07 3844 9166 www.eccq.com.au
South Australia:	Multicultural Communities Council of SA Inc Ph 08 8410 0300 www.multiwebsa.org.au
Victoria	Ethnic Communities Council of Victoria Ph 9349 4122 www.eccv.org.au
Tasmania	Multicultural Council of Tasmania Ph 03 6231 5067 mcot@tassie.net.au
Western Australia	Ethnic Communities Council of Western Australia Ph 08 9227 5322 eccwa@iinet.net.au

The Australian Bureau of Statistics
The ABS website provides a great deal of free demographic data, including statistics by region and postcode.
www.abs.gov.au

Human Rights and Equal Opportunity Commission
The HREOC website provides information and resources concerning human rights, which are about recognising and respecting the inherent value and dignity of people. HREOC is responsible for promoting and protecting those human rights in Australia.
www.humanrights.gov.au

Reconciliation Australia
This is an independent, not-for-profit organisation established as the peak national organisation building and promoting reconciliation between Indigenous and non-Indigenous Australians for the wellbeing of the nation.
www.reconciliation.org.au/i-cms.isp

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Interpreting and Translating Organisations

Translating and Interpreting Service (TIS) provides 24-hour telephone interpreting services. Phone: 13 1450 Email: tis@immi.gov.au Website: www.immi.gov.au/tis
For on-site interpreting bookings call: 1300 655 082

National Accreditation Authority for Translators and Interpreters Ltd

NAATI is responsible for assessing and registering professional translators and interpreters. There are NAATI offices in each state.
Contact National Hotline: 1300 557 470. Website: www.naati.com.au

Private Interpreting and Translating Providers

Private providers can be found in local telephone directories.

Cultural Diversity Management and Cross-Cultural Communication Consultancy and Training Providers

There are several educational institutions and private companies that provide consulting, training, research and development services in the areas of diversity management and cross-cultural communication.

While it is not within the scope of this resource section to list them all, some state and territory government multicultural affairs commissions and offices, some ethnic community councils and some chambers of commerce maintain lists or registers of experienced providers.

Locating Cultural Diversity Management & Cross-Cultural Communication Trainers

Trainers can be located through the following channels:

- Registers and Preferred Provider Panels
- Professional and Industry Network Referrals
- Request for Tender/Expression of Interest
- Training Brokers
- Government departments and agencies
- Vocational Education and Training organisations
- Universities
- Non Government Organisations
- Community Organisations and Associations
- Private Registered Training Organisations
- Specialist Training and Consulting Companies
- Independent Consultants and Trainers

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Selecting Cultural Diversity and Cross-Cultural Communication Trainers

The selection of a trainer should be based on the following factors:

- Key expertise areas
- Range of services & training programs
- Qualifications
- Experience
- Training approach and philosophy
- Methodologies
- Industry credibility

Glossary of Key Terms

This glossary includes the key terms used in this Manual. The terms are defined in accordance with standard usages as they appear in dictionaries and are also explained or discussed as appropriate. Many of the expanded definitions are those provided by specialist agencies such as the Human Rights and Equal Opportunity Commission. Other definitions and discussions are derived from the range of literature concerning the terms.

Culture

The term 'culture' has several definitions, from the biological to the artistic. Sociological or anthropological definitions describes culture as "the sum total of ways of living built up by a group of human beings, which is transmitted from one generation to the next" (Macquarie Dictionary). It is also defined as a group's shared system of beliefs, values and rules of conduct. Culture is an abstract concept. Culture is constantly changing and includes diverse sub-cultures.

Cultural Competence

'Cultural Competence' is simply defined as the awareness, knowledge, skills, practices and processes needed to function effectively and appropriately in culturally diverse situations in general and in particular interactions with people from different cultures.

Culture Shock

"Culture Shock" is the psychological disorientation most people experience when they have extended contact with a different culture to their own. The reason this disorientation can have such a profound effect on people is that many of the cultural differences we experience threaten, or appear to threaten, our sense of meaning in life.

Discriminate/Discrimination

To discriminate is defined as "to make a distinction, as in favour or against a person or thing; to note or observe a difference; to differentiate; to distinguish accurately" (Macquarie Dictionary).

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Discrimination, Types of

Direct Discrimination: Treating someone in an unfair or unequal way because of attributes such as sex, colour, ethnicity, age or sexual preference. Direct racial discrimination happens when someone is treated less fairly because of his or her race, colour, descent, national origin or ethnic origin.

Indirect Discrimination: A rule or requirement that is the same for everyone but which has the effect or result of disadvantaging a group sharing the same attributes. Indirect racial discrimination happens when there is an unfair effect on more people of a particular race, colour, descent, or national or ethnic origin than on others. Unlike direct discrimination, indirect discrimination may be justified if the policy or rule is reasonable and relevant to the particular circumstances.

Institutionalised Discrimination: Covert or hidden discrimination against particular groups (often unconscious) built into the seemingly neutral practices and policies of an institution or organisation.

Source: Human Rights and Equal Opportunities Commission

Diversity

In the context of managing employees and serving customers, the term 'diversity' means all of the significant differences between people that need to be considered in particular situations and circumstances.

Diversity Management

"Diversity Management" is the ongoing process of incorporating the recognition of workforce and customer differences into all core business management functions, communications, processes and services to create a fair, harmonious, inclusive, creative and effective organisation.

Ethnic / Ethnicity

Ethnic, an adjective "1. pertaining to or peculiar to a population, especially to a speech group, loosely also to a race. 2. referring to the origin, classification, characteristics etc of such groups. 3. recognisable as coming from an identifiable culture." (Macquarie Dictionary). Ethnicity, a noun, is described as a sense of belonging to and sharing the characteristics of a population including similarities of territory, place of origin, language, dialect, physical characteristics, religion and customs.

Generalising

To generalise is "to give a general (rather than specific) character to; to infer (a general principle) from facts" (Macquarie Dictionary). Generalising is the grouping of elements to form logical categories to make sense of a complex world. We say, "In general, most people from this country, culture, community or organisation behave in certain ways." (See 'stereotyping')

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Knowledge Management

"Knowledge Management" is the range of practices involved in identifying, creating, continuously expanding, improving and sharing the knowledge, experiences and insights of members of the organisation. The learning organisation or knowledge organisation is one which finds the most efficient ways of sharing knowledge among workers to build its knowledge as a strategic capability.

Prejudice

Prejudice is defined as "an unfavourable opinion or feeling formed beforehand or without knowledge, thought or reason; any preconceived opinion or feeling, favourable or unfavourable; disadvantage resulting from some judgement or action of another" (Macquarie Dictionary)

Race

Most dictionaries define 'race' as "a group of people of common ancestry with distinguishing physical features, such as skin colour or build", and also as "human beings collectively; the human race." (Collins Essential English Dictionary 2006) or as "a category of humankind that shares certain distinctive physical traits" (Merriam-Webster Dictionary, 2007). In these definitions, race is a categorisation of people based only on the way they look.

The term ‘race’ is no longer used by anthropologists or other social scientists as the concept is deemed to be a social and political construct with little or no basis in scientific fact. All human groups belong to the species Homosapiens and share 99.9% of genetic material.

Racism

Racism is defined as "1. A belief that race is the primary determinant of human traits and capacities and that racial differences produce an inherent superiority of a particular race 2: racial prejudice or discrimination." (Merriam-Webster Dictionary, 2007) The belief that there are human races which have distinctive characteristics that determine their respective cultures usually involves the idea that one's own race is superior and has the right to rule or dominate others. Offensive, aggressive or discriminatory behaviour to members of other perceived races stemming from such a belief.

Stereotyping

A stereotype is "a set form; convention; a standardised idea or concept" (Macquarie Dictionary). Stereotyping is the application of categorisations of general observation to whole groups of people, ignoring individual differences. We say, "All people from this country, culture, community or organisation behave in certain ways."

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Review and Evaluation

"People often speak of the importance of tolerating difference. We must move beyond tolerance and toward making the world a better place. When we meet people who think differently than we do, who speak different languages, who have different experiences, training, and values, we should see opportunity and possibility. We should recognise that a talented "I" and a talented "they" can become an even more talented "we". That happy vision rests not on blind optimism or catchy mantras. It rests on logic. A logic of diversity."

Scott E. Page, *The Difference: How the power of diversity creates better groups, firms, schools and societies*, Princeton University Press, 2007

Core Concept: "Diversity Management" is the ongoing <u>process</u> of incorporating the recognition of workforce and customer differences into all core business management functions, communications, processes and services to create a fair, harmonious, inclusive, creative and effective organisation.

Strategic and Business Planning

- Diversity management has linkages to all business functions.
- Recognising cultural diversity is integral to strategic analysis and thinking in a multicultural society and a globalised economy.
- Business and project planning involves recognising and factoring in all relevant aspects of workforce and customer diversity.

Training, Professional Development and Careers

- Incorporate diversity dimensions and cultural competence into all relevant training programs.
- Recognise that diversity principles and practices are part of the underpinning skills of nearly every core competency.
- Ensure that professional and career development programs at all levels address issues of diversity, in the workplace, the community and the markets.
- Include cultural competence - the ability to work effectively in culturally diverse situations - in performance appraisals.

Organisational Excellence and Competitiveness

- Enterprises that recognise and manage workforce cultural diversity are more innovative, inclusive, socially cohesive and effective.
- Enterprises that recognise and respond to workforce and customer/client cultural diversity are more accessible and fair. They provide better customer service and contribute to social wellbeing in the community.
- Enterprises that actively manage cultural diversity to improve processes, productivity, quality and service are more competitive than those that do not.

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Review: Elements of a Strategic Approach to Managing Cultural Diversity

This workshop has presented several key concepts and tools for managing cultural diversity.

Developing and implementing a Cultural Diversity Management Strategy involves the following key steps covered in the workshop:

- Establish the business case for managing cultural diversity
- Develop cultural awareness and cross-cultural understanding
- Identify the impacts of cultural diversity on business functions
- Understand the process of cultural adaptation
- Develop competencies for managing culturally diverse teams
- Factor diversity into business planning
- Develop and implement an action plan

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Managing Cultural Diversity Training Program Evaluation

Facilitator:

Location & Date:

Your Name: (Optional)
_____

Organisation/Unit: _____

1. How do you rate this training program overall?

Lowest Ratings Highest Ratings

1	2	3	4	5	6	7	8	9	10

2. Please give one or two reasons for your rating.

3. How do you rate the relevance of this training program to your enterprise?

Lowest Ratings Highest Ratings

1	2	3	4	5	6	7	8	9	10

4. Please give one or two reasons for your rating.

5. How do you rate the design and delivery of this training program?

Lowest Ratings Highest Ratings

1	2	3	4	5	6	7	8	9	10

6. Please give one or two reasons for your rating.

7. Please suggest ways to improve this training program.

8. Would you recommend this training program to other people in similar occupations and professions to yours?

☐ Yes ☐ No ☐ Don't know

9. Please add other comments if you wish.

Thank you.

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Informal Feedback: General Discussion and Comments

In small groups, then as a whole group, discuss the relevance, value and effectiveness of this workshop.

- What was learned?
- How relevant is the training to your organisation?
- How effective was the style of the workshop?
- How useful were the handout materials?
- Will you be able to transfer this learning to your workplace?
- What further professional development do you need?
- What further professional development do others need?

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Section 6

Managing Cultural Diversity Training Facilitation Guide

Introduction to the Facilitation Guide 103

Introduction to Cultural Diversity Management Training 105

Training Workshop Preparation Guide 109

Workshop Facilitation Guide 115

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Introduction to the Facilitation Guide

Purpose and Conditions of Use

This Facilitation Guide (the Guide) is provided to assist enterprises to design and conduct training in managing cultural diversity based on the materials and approaches included in the Managing Cultural Diversity Training Manual (the Manual). While the focus is on conducting training in small to medium business enterprises, the contents and suggestions in the Guide can also be applied in larger business and not-for-profit organisations.

The Manual has been designed to provide the core content and training activities on which trainers can base workshops for managers and staff. The training should ideally be delivered by competent training facilitators who are experienced in conducting interactive adult learning programs in such areas as communication, teamwork and management, but who are not necessarily experienced in cultural diversity management or cross-cultural communication training delivery.

This facilitation guide is presented with the following assumptions:

- Prior to conducting the training, facilitators will fully familiarise themselves with the manual contents.

- Facilitators will have acquired an understanding of general and specific cultural diversity issues pertinent to their organisation and its industry.

- Facilitators will be familiar with their organisation's values, policies and processes regarding social inclusion and the business case for managing cultural diversity.

- Facilitators will be experienced in designing, organising and facilitating training programs.

- Facilitators will be able, and encouraged to, adapt the materials and workshops to their own styles and the needs of their enterprises and audiences.

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As stated at the beginning of the Manual, the publishers and designers cannot be held responsible in any way for the efficacy or appropriateness of the use of these materials or advice.

Facilitation Guide Overview

The Guide comprises the following sections:

1. Introduction to Diversity Management Training

This section presents a discussion of the principles underlying diversity management and cross-cultural communication training and the approaches and methods used in related training.

2. Workshop Preparation

This section outlines the recommended steps required to plan, design, organise, conduct and evaluate a training workshop or program of workshops. It is intended as a general checklist for facilitators.

3. Workshop Facilitation Guide

This section provides more detailed notes on the facilitation process for a one-day management workshop.

To prepare a workshop for the first time, it is recommended that facilitators become completely familiar with the training materials and these guidelines.

1. Introduction to Cultural Diversity Management Training

Cultural diversity management and cross-cultural communication training are aspects of a complex field that encompasses many types and levels of training. The most common types of such training are facilitated, interactive workshops closely aligned with the participants' situations and needs. Lecturing and conference presentation types of training are often used as introductions to the subject. Other types of training include individual or small group coaching and mentoring and external studies, including e-learning.

The common aim of cultural diversity training is to help individuals and organisations to achieve and develop their cultural competence. Cultural competence is broadly defined as the awareness, knowledge, skills, attitudes, practices and processes needed to function effectively in situations characterised by cultural diversity. It comprises cultural self-awareness, knowledge of other cultures and the ability to communicate and collaborate across cultures.

Developing cultural competence is a process of lifelong learning and continuous improvement. There is no end point at which one is deemed fully culturally competent. The levels of cultural competence required for effective functioning differ greatly depending on profession, role, situation and context.

Training is only one aspect of developing cultural competence. The process also includes life experiences, intercultural relationships, language learning and work experience. The material and workshop options in this Manual are therefore designed to equip participants with the key concepts and frameworks for managing and working with cultural diversity. The training is also designed to engage participants in discovery and discussion of workplace applications and to stimulate interest in further training and development.

In conducting cross-cultural training in the multicultural and multiethnic context of Australia, it is important to be aware of the general approach taken by experienced cross-cultural training facilitators.

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Cross-cultural training facilitators :

- Recognise the cultural diversity of the training participants and the diversity within all cultures.

- Acknowledge that the participants bring to the training a wide range of existing understanding, experience, knowledge, awareness and skills in living and working in a multicultural society.

- Recognise that in any cross-cultural interaction, we need to remember that we are dealing with unique individuals, not 'cultures'.

- Understand that participants who may hold negative, misinformed or stereotypical views of other cultures may feel anxious and threatened and will need acknowledgement and support.

- Ensure that any investigation and discussion of culture and cross-cultural communication must be interactive, non-judgmental, conversational and open.

- Understand that acquiring cultural awareness and cross-cultural skills is a lifelong learning process that begins with understanding one's own cultural mindset before attempting to understand those of people from other cultures.

"Fundamentally, intercultural trainers are concerned with human relations. Their goal is to promote more effective intercultural interaction between persons and groups by making learners aware of the impact of culture on their lives."

Paige, R.M. ed. (1993). *Education for the Intercultural Experience*, Intercultural Press, Yarmouth

"[cross-cultural trainers] are most generally called Facilitators, indicating their role is to facilitate learning, not to pose as learned scholars who present their vast knowledge in eloquent lectures. The trainer functions more in the role of coach or guide than as leader."

Kohls L.R. and Brussow, H.C. (1994). *Training Know-How for Cross-Cultural and Diversity Trainers*, Intercultural Press, Yarmouth, Maine

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In addition to the demands that facilitating any kind of 'people skills' training makes on trainers, cross-cultural trainers face some unique challenges. While all trainers need to be sensitive to the needs of learners, cross-cultural trainers must be able to deal with the intensity of emotions that dealing with cultural differences or culturally inclusive policies can sometimes arouse in participants, including frustration, defensiveness or even anger.

Participants are typically faced with information and situations which may challenge their sense of cultural identity and personal beliefs. The trainer's role is to help participants to understand and recognise other ways of seeing without sacrificing their own integrity and to function effectively in situations demanding accommodation of two or more cultural frames of reference.

This process can be confronting for some participants. If participants make negative comments or use inappropriate terms for people of different cultures, places of birth, religions or customs, the best responses are those that are non-confrontational but which address the comments in terms of the key concepts of the workshop. This might include repeating the distinction between generalising and stereotyping, or pointing out the impact such comments and words would have on the individuals referred to.

However, the majority of cross-cultural communication and diversity management training participants in Australia have become increasingly open to cultural diversity, and aware of the need to become more culturally competent in their work and lives. For example, recent research showed that 9 in 10 people who had undertaken cross-cultural training at work thought that it was so beneficial that it should be mandatory for every employee in customer contact (NCVER 2008, DIMIA 2006).

The cross-cultural trainer's aim is to enhance participants' cultural self-awareness, their knowledge of other cultural perspectives and their cross-cultural communication skills. These qualities and abilities can be most effectively built on a foundation of openness, flexibility, tolerance of ambiguity, a sense of humour and the ability to relate well to other people.

Essentially, a culturally competent person is one who recognizes the importance of acknowledging the individuals in an encounter first and foremost, before applying any generalised knowledge of possible cultural differences. A culturally competent person

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understands key cultural values but recognises the limits of their own knowledge and competence.

The facilitator must make the organisation's reasons for conducting the training very clear at the outset, tailoring the introduction to the organisational context and the business case for developing cultural competence. A culturally competent organisation is one that builds cultural competence into its operating principles and processes and supports employees to work effectively with culturally diverse co-workers, clients and customers. In this context, it should be emphasised that cross-cultural training is an important contributor to individual and organisational cultural competence.

Facilitating cross-cultural training that follows the general approach described above is a demanding task that involves a wide range of skills and attitudes. If possible, discuss the facilitation process with other trainers who are more experienced in working and training across cultures. It is also worth considering co-facilitating with a colleague. If the training includes a focus on a particular community, partnering with a presenter from that community is desirable, bearing in mind that the program may need to be adapted in some respects to include specific examples from the cultural background/s of the community.

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2. Training Workshop Preparation Guide

The following notes are guidelines for preparing for a 1-day Managing Cultural Diversity Workshop within an enterprise or for participants from a number of enterprises. The Guidelines are also applicable to preparing for other training configurations, such as half-day programs, conference seminars and formal courses.

Confirm Business Case, Objectives and Executive Support

As with any training, it is important to ensure its relevance to the enterprise and confirm senior management and business owner support. Section 1 of the Manual provides a framework for establishing the business case and should be referred to during initial planning discussions.

The specific objectives of the training workshop will be derived from the business case. It is probable that the objectives for the workshop presented in the Manual will be suitable, but if not they should be modified for the enterprise's purposes.

The support of the chief executive officer and/or business owner for the training program should be made clear to all participants. One option is to include a preface or other introductory statement in the participant handout and refer to it at the beginning of the workshop.

Confirm Training Strategy and Program

After establishing the business case and objectives, determine the training strategy, timetable and configuration. For example, some enterprises may wish to conduct a pre-training survey of participants to determine their needs, backgrounds and prior training experiences. Attendance may be made mandatory or voluntary. The program configuration may comprise two or more half-day workshops and include project or field work by the participants.

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Adapt Training Materials and Approaches to the Enterprise

Adapting the materials to the enterprise's industry, context and aims will generally not require extensive changes to the materials. The most obvious, standard changes are listed in the table below. Supplementary materials may be needed, such as demographic data for a domestic marketing program or country-specific information for an export program. The handout materials may also include the enterprise's diversity and inclusion policies or a written introduction by the senior manager.

It is important that facilitators are well informed of the industry, organisational and community contexts in which the training is being conducted. How is developing cultural diversity management skills relevant to the organisation's policies, strategies and aims? What has already been done? What lessons have been learned? What resources are available? (See the Resources section of the Manual).

The additional information in these resources is potentially very useful in tailoring the workshops to the organisation and in providing facilitators with understanding and information that will help them answer questions from training participants.

Managing Cultural Diversity Workshop Adaptation Checklist

The following checklist identifies the main items for adaptation. Organisations may wish to adapt some of the contents of the workshop to their own needs. As these materials have been provided in Word and PDF formats only to protect the original material, training facilitators wishing to make any of the changes suggested below will need to produce separate slides or other handouts.

Adaptation Points	Adaptation Options
Handout Title Page	Produce your own title page cover for handout of workshop slides. Include Enterprise name, logo, date etc
Slide 1	Organisation name, logo, date, facilitator/s name/s
Slide 15 Diversity mgmt is linked to core values	Add slide or print content to reflect organisational values, vision/mission statements
Slides 27-29 Cross-cultural experiences and issues	Provide example case study experiences for actual experiences within the enterprise
Slide 44 Sample Business Case	Provide the actual enterprise's business case for managing cultural diversity

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Slides 60-61 Key statistics for Victoria, South Australia	Provide data on your own state/territory. Provide data showing the cultural backgrounds of your workforce and your customer base. Available on ABS website or from state multicultural commissions, listed in Section 5.
Slides 129 Close. Quote	Provide other or additional quotes. Add a statement by senior executive.
Evaluation Sheet	Modify to include organisation name, workshop date/s, facilitator name/s

Workshop Invitations and Pre-Training Information

Invite or require attendance through the enterprise's normal channels, providing information on the aims and content of training program. A sample information sheet is provided below.

Managing Cultural Diversity Training Program Information

Aim: To develop understanding of cultural diversity and how to manage it effectively to improve workplace relationships, teamwork, productivity, market knowledge, community relationships, customer service and competitiveness.

Objectives

- Learn about cultural diversity in the workforce and the business case for managing cultural diversity
- Identify the actual and potential impacts and benefits of cultural diversity
- Increase your understanding of culture and cross-cultural interactions
- Develop your cultural awareness and cross-cultural communication skills
- Conduct a diversity analysis of your business strategies and operations
- Develop an action plan for managing cultural diversity in your business
- Learn about available resources and support services

Outline

- The Business Case for Managing Cultural Diversity
- Cross Cultural Communication
- Managing Culturally Diverse Teams
- Factoring Cultural Diversity into Strategy and Business Planning
- Cultural Diversity Management Resources and Support

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Other pre-training materials may include a survey of staff to determine issues, needs, levels of competence and group profiles. In some cases pre-readings can be useful. Another strategy is to require participants to conduct a situation analysis related to the business case for conducting the training.

Confirm Participant Profile and Requirements

Confirm number of participants. It is desirable to confirm the general profile of the group, including age, gender, cultural backgrounds, levels of English language proficiency, occupations and positions. Check for any specific disability or dietary requirements or preferences. If you are using an application form, it can include some or all of the above considerations.

Prepare Participant Workshop Handouts

The participant workshop materials can be provided in the form of the complete Manual, the slide presentation handout, worksheets or a combination of these. It is recommended that the detailed Manual be used as the source material for developing the participant handout, rather than being provided during the workshop.
The Manual can be provided in its entirety to participants with senior management diversity responsibilities.

Produce a cover page for the participant handout including the following;
Managing Cultural Diversity Training Participant Workbook

Organisation, Facilitator, Date, Location.

Contents

Section 1: The Business Case for Managing Cultural Diversity

Section 2: Cross Cultural Communication
Section 3: Managing Culturally Diverse Teams
Section 4: Factoring Cultural Diversity into Business Planning
Section 5: Cultural Diversity Management Resources and Support

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The PowerPoint presentation should be printed in 6-slides or 4-slides per page format. The worksheets should be printed as they appear, one per page. The Workbook, if the

slides handout is printed in 6-slides per page format, has a total of 55 pages, plus the cover. It can be printed double-sided or single-sided. The preferred binding is in a 2-ring binder with a divider between the slide handout and the worksheets handout. This enables organisations and participants to insert supplementary material.

There are two options for compiling the participant handout. One is to present the PowerPoint slide handout as the first part of the Workbook, and the Worksheets separately as the second part. This has the advantages of simplifying the production of the handout and of presenting the worksheets as a single, separate document that participants can keep referring to and building up during the workshop. The disadvantage is that participants will be alternating between two documents or sections during the workshop. However, this is outweighed by the advantage of having the participants come to the end of the workshop with their notes in the one document.

The second option is to combine the slide handout pages with the worksheet pages, inserting the worksheets after the slides that introduce them. This has the advantage of keeping all materials in a single document that participants progress through during the workshop. A disadvantage is that inserting the worksheets between the slide handout pages sometimes means that the worksheet will appear one or two slides before or after its occurrence in the workshop.

Finally, adapt and print the workshop feedback and evaluation sheet (see p.100) to be handed out separately at the end of the workshop.

Download Workshop Slide Presentation

The slide presentation for the workshop is in PDF format as mentioned above. To show as a slide presentation, click on the Full Screen View icon in the lower left corner. To exit the presentation click on Esc on your keyboard.

Prepare Workshop Activity Materials

Prepare all materials required for activities during the workshop, including flip charts and pens.

If a role play or simulation exercise demonstrating the complexities of cross-cultural communication and cultural adaptation is to be used in the workshop, prepare all

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required materials. The simulation exercise used in the pilot workshops is known as 'Barnga'. It takes approximately 45 minutes to conduct. Other common cross-cultural simulation exercises that can be used include 'Bafa Bafa' and 'Ecotonos', though they take longer to conduct. These and other simulation exercises can be purchased on line.

Logistics: Venues, Set-up and Equipment

Venue, Room Set-up and Refreshments

A standard training room or large meeting room is suitable. Conducting cross-cultural training in an open space visible or audible to passers by or other onlookers is not advisable. A pleasant and comfortable environment conducive to conversations among groups of up to a maximum of 25 people is essential.

The training venue should be large enough for seating to be arranged cafe-style, tables of 4-6 people, with ample space for movement around the room. There needs to be a large white board or enough wall space to put up three flip chart pages side by side.

Equipment and Stationery

- Data Show or Overhead Projector
- Whiteboard (large board preferred)
- Flipchart stand
- Whiteboard markers
- Flip chart paper
- Pins, clips or adhesive for attaching chart pages to walls
- Spare ballpoint pens

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3. Training Workshop Facilitation Guide

Introduction

These notes are a Guide to conducting a one-day workshop. Other options include a two-day workshop, two or more half-day workshops, or workshops focused on the content of one section of the manual, or management presentations based on the concepts and information in the manual. The guide and notes do not relate to individual study. As discussed above, the style, content and configuration of the training program is to be determined by the enterprise.

Workshop Run Sheet

This run sheet is provided as a general indicator of the sequencing and time allocation of the four main sections of the workshop.

Time	Activity	Notes
9.00	Welcome. Introduction. Objectives and Program Outline. Intro Participants: Participant Objectives.	Worksheet #1
9.15	**Section 1: Business Case** Macro Environment. Economic & Social Drivers. Business Case example. Australian research.	Worksheets #2 and #3
9.35	Group Profile. Introduce High/Low Context. Workforce & Customer Audit.	Worksheet #4
9.45	How Can CD be Managed? Agree-Disagree Exercise.	Worksheet #5
10.05	Experiences and Issues: Critical incidents.	Worksheet $6 Flip charts
10.15	Impacts. 3 Factors Framework & Benefits. Stages of Diversity Management.	
10.25	Draft Business Case Summary.	Worksheet #7
10.30	Break	15-20 minutes
10.45	**Section 2: Cross-Cultural Communication** Understanding culture: Generalising and Stereotyping. Cultural Diversity Demographics. Quiz.	Worksheet #8 Enterprise stats
11.05	The 4 Elements of Cross-Cultural Communication.	Values exercise
12.20	Discussion. Cultural Analysis of Experiences Analysis of Projects, Programs and Processes.	Refer to critical incident flipcharts

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12. 30	Lunch break	45 minutes
1.15	Understanding the Process of Cultural Adaptation. 5 Stage Cultural Adaptation Model. Simulation exercise or discussion activity. Guest speaker.	Worksheet #9
2.05	Developing personal & organisational cultural competence.	
2.10	**Section 3: Managing Culturally Diverse Teams** Management Competencies. Skills for building trust & inclusion. Team Building Checklist.	Worksheet #10
2.30	Break	15 minutes
2.45	**Section 4: Factoring Diversity into Project & Business Planning**: Introduction, Integrated Framework & Business Impacts.	Worksheet #11
3.00	Diversity Analysis Checklist Exercise & Reports. Small group exercise. 3-5 minute group reports.	Worksheets #11-21
3.45	Action Planning Intro & Case Studies. Developing Action Plan Notes.	Worksheet #22
4.20	Resources and Support Overview.	
4.25	Review. Feedback and Evaluation.	Feedback sheet
5.00	Close.	

Training Outcomes

The broad training outcomes for each section are as follows;

Section 1.
Analyse the situation and establish the business case for managing cultural diversity.

Section 2.
Develop cross-cultural understanding and apply cross-cultural concepts and frameworks to the situation analysis and business case.

Section 3.
Apply cultural diversity concepts and frameworks to team management and interpersonal communication.

Section 4.
Practise conducting a diversity analysis of a project, program or process.

Section 5:
Gain awareness of available resources and support services.

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Workshop Facilitation Process

The following notes are provided as a guide to the one-day workshop. Facilitators are encouraged to modify the comments and activities according to their own styles and preferences and to different training configurations. Appropriate changes should be made to reflect the organisational context of the workshops.

Slide/Worksheet	Facilitator Comments	Notes
1. Title slide	Welcome. Self introduction. Participants introduce themselves, if necessary.	Introduction by senior manager optional.
2. Objectives 3. Outline	Our objectives today are.... The workshop is designed in four main sections... We will briefly look at resources and support services in Section 5.	
4. Individual Objectives Worksheet #1	The reason for this workshop is that [Organisation Name] has identified a need to improve our understanding and management of cultural differences in the workplace and in customer service. List organisation needs. In order to focus the workshop content on your actual situations and objectives, let's start by defining those objectives and selecting an actual project, program or process that you are or will soon be responsible for.	Tailor comments to your organisation context and objectives. If the organisation has pre-determined the project, program or process to analyse, modify slide to describe it and ask participants to complete Worksheet #1 accordingly.
5 - 12 The Business Case for Managing Cultural Diversity	You have just identified the business reasons for managing cultural diversity in [Organisation Name]. Before we go deeper into analysing our own business situation, let's look at the big picture and how cultural diversity management fits into it.	Presentation. Slide 8: Emphasise the term 'process' and the fact that diversity management is every manager's responsibility. Slide 11. Produce a flip chart of this slide and put it up on the wall for the duration of the workshop, referring to the importance of

		diversity management to social cohesion.
13. Situation Analysis: Macro Environment Worksheet #2	Every enterprise operates in national and international environments in which trends and situations are outside their control.	Give examples relevant to the enterprise's industry.
14 & 15. Situation Analysis: Drivers Worksheet #3	Give the instructions on Worksheet #3	Give examples relevant to the enterprise's markets and operations.
16. Sustainable Competitive Advantage	Because few companies actually, actively manage cultural diversity to address macro and industry environmental trends, doing so can constitute a sustainable competitive advantage.	
17. Case Studies	Here are some examples of the benefits of diversity management.	Add examples from own industry if known.
18. Group Profile	Let's start with a cultural 'audit' of the people in this room today. Please introduce yourself and say where you were born and where your parents were born. Which cultures are you currently working with or about to work with - as colleagues or customers?	Draw as large an arc as possible, either on a big whiteboard or by putting 3-4 flip chart sheets side by side on a wall. Write participant's country of birth in black, with the youngest cultures on the right of the arc (see slide 26 as a guide) and oldest on the left. Write parents' countries of birth on the arc in blue or green. List in red ink on the arc.
19. High and Low Context Cultures	(When process complete). What we have done here is to 'map' the cultures in the room according to the concept of high and low context cultures. It is one of the keys to	

	understanding cultural differences and we will come back to it during the workshop. Briefly, the cultures on this end of spectrum are known as Low Context Cultures. They tend to need less information about each other to get along, at work or in communities. They tend to be the younger cultures. And the lowest context cultures are Organisations. The cultures towards this end of the arc are known as High Context Cultures, in which people have and need much deeper knowledge about each other. They tend to be the older cultures. And the highest context cultures are indigenous cultures, the oldest being Australian Aboriginal cultures. As I said, we will be returning to this concept repeatedly during the Workshop.	Write 'Low Context Cultures' below the right end of arc. Write "organisations" under the words 'Low Context Cultures'. Write 'High Context Cultures' below the right end of arc. Write 'Aboriginal' below the left end of the arc.
20. Workforce and Customer Cultural Diversity Worksheet #4	Now complete Worksheet #4 to list the cultural backgrounds of your workforce and customers.	Add any newly identified workforce cultures in another colour. Add any newly identified customer cultures in red.
21-23. How can cultural diversity be 'managed'?	Present from slides. See Manual for more detailed notes. Working with and managing diversity raises many complex issues...	Ask participants to turn to Worksheet #5.
24. Agree-Disagree Example	Business owners, managers and staff must deal with many issues arising from the complexities of human diversity on a daily basis. This exercise demonstrates this complexity.	Explain instructions using slide 24 as example.
25. Diversity Management Issues	From slide. Lead discussion.	Note: If participants ask which is the 'right' answer, either give your own opinion or explain the complexity of the issues sometimes makes easy answers difficult to find.
26. Diversity Management Issues	From this exercise we can see that people hold quite different opinions about issues, especially diversity issues. Did you know you had different opinions about these	Elicit recognition of the need to identify and talk about diversity-related issues and the

	issues before this exercise? What does this mean for your team? The key points are (from slide)	dangers of assuming others hold the same opinions.
27. Cultural Diversity Issues & Experiences	(From slide) To give us some concrete examples to which we can relate key cultural diversity concepts, I'd like to invite you in your groups to tell each other a story of a time when aspects of cultural diversity have affected workplace or customer relations. Ideally, this should be related to the project or program you identified earlier.	
28. Cross cultural experiences and issues. Worksheet #6	As you tell your stories, describe your own experience and the issues it brought up on Worksheet #6. Draw up the flipchart sheet like this. In this example.... (From slide)	Hand out a flip chart sheet and pens to each group. Optional; draw up charts beforehand to save time and for consistency.
29. Cross cultural experiences and issues.	Here are another couple of example stories from other enterprises. (From slide) Now to work. When you have all told your stories, write up one story and its issues in dot point style. We'll be coming back to these later to analyse them from a cross-cultural perspective.	Add or modify from actual experiences. When complete, put flip charts on wall nearest each group. Either read from or ask group members to recall their stories.
30. What impact on your work	One of the steps towards managing cultural diversity is to determine just how much it impacts on your work. If it is low, little or no action is required. If it is high, as in some of your examples, action is required. But how can you analyse impacts systematically?	
31. Integrated Framework for Diversity Mgmt	This framework covers the three main factors involved in managing diversity - including cultural diversity. It serves as a checklist for analysing situations and we'll be using it later today to analyse your own projects or programs. (Summarise from slide) Let's look briefly at each factor and the benefits that can come from effectively managing in each area.	
32 - 33Compliance Factors	(Present from slides)	

34. Laws	These are the main government acts that require compliance from enterprises. What is the most significant feature of this list? The key feature is how relatively recent these laws are. Just over 35 years since the first act. Less than two generations. The point for management is that these acts address common, negative tendencies of groups that need to be controlled or prevented. It is also important to note that these acts are not universal across the many cultures and societies you may be dealing with.	Elicit from group, unless someone identifies the key feature.
35-36. Compliance Factors & Benefits	Obviously, ensuring compliance can have many benefits for enterprises, and not just those of saving time and money by staying out of trouble. (From slide)	
37 - 38. Organisational Development Factors	Diversity can have significant impacts in these five areas of organisational development. (From slide) These benefits of actively managing diversity have been reported in many studies over the years. (From slide)	
39 - 40 Market Factors	Diversity - including cultural diversity - can play a big part in how an enterprise engages with and is seen by its industry, governments and communities. It also has impacts in domestic and international marketing. Again, the benefits are many.	
41. Stages of Diversity Management	So where is your enterprise in terms of developing diversity management processes and practices? The starting point is to ask these questions. (From slide,	Lead from last question on slide to next slide
42. Stages of Diversity Management	Where would you position your enterprise on this framework?	Point out that most organisations demonstrate features from 2 or more stages.
43.. Summarising	So now that we've reviewed the main	

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Your Business Case Worksheet #7	environmental forces and the key features, factors and issues of managing diversity, let's start to flesh out a written business case for taking action. On Worksheet #7 you'll find these questions. (From slide) Individually, or in your groups, make notes under each question that will form the basis of a stated business case for managing cultural diversity. You can focus on your project or program or on the enterprise as a whole.	
44. Business Case Example	Here's an example of a business case statement that covers all the key questions. (From slide)	Option. If the enterprise has already developed a business case, insert here and delete this and the following slide.
Morning Break	Let's take a break and when we come back, start looking in detail at culture, cultural diversity and communicating across cultures in a business environment.	
45. Section 2 Cross Cultural Communication	In this section of the workshop we'll be investigating the following topics: (From slide)	
46. Martin Luther King quote	(From slide) This quote perfectly illustrates the need for people in multicultural situations to communicate and get to know each other.	
47. Quotes	As these quotes illustrate, newcomers to Australia have to learn different ways of doing things in the workplace. (From slide)	
48.. What is Culture	One of the first steps in developing cross-cultural skills is to define our terms. What do we mean by 'culture'? (From slide.)	
49 - 50 What is Culture	(From slides).	
51. What is culture	(From slide) But not every aspect of a person is derived from their culture. We are also distinguished by our personalities and our ideologies - our beliefs and opinions.	On flip chart or board, draw a triangle, with culture at the apex and personality and ideology at the bases.
52. What is culture	One of the problems with understanding culture is this; (From slide) Few people can adequately explain their own cultures. For example, why are Australians generally	Ask participants who were not born in Australia what words and actions puzzled or offended them when

	so informal? Why is their humour so ironic and casually insulting?	they first arrived.
53. What is culture	The short answer is that it's just the way we do things around here. (From slide.)	In the centre of the arc on the board or flip charts, write "Why?"
54. High - Low Context Cultures	So here we are, from so many cultures, working with so many other cultures, trying to figure each other out. As I said earlier, People in high context cultures have and need a lot of deep information about each other; ancestry, region, history and so on. They tend to ask new people "Who are You?" For example (referring to arc), people in low context cultures tend not to need a lot of information about each other. When they meet new people they generally ask: "What do you do?" as a way of understanding them.	Write "Who Are You?" inside the left half of the arc. Write "What Do You Do?" inside the right half of the arc.
55- 56. Generalising and Stereotyping	But before we begin talking about various cultures, it's important to clarify these two terms; generalising and stereotyping. (From slide). This is why we need to focus not on What others do, but Why, in order to overcome the tendency to stereotype people from other cultures.	
57. Dimensions of Human Existence	People often say, "We're all the same, really." And in a way, they're right. On this table we can see that as humans we have very much in common, which is inherited. But we all learn different attitudes to these same needs and different ways of meeting these needs. These constitute our cultures. And beyond these two, we have our unique personalities which are both learning and inherited. The key point here is that because culture is learned, it is learnable.	
58. Dimensions of Diversity Worksheet #8	However, learning about other cultures and other people is complicated by the fact that within each person are so many different dimensions of difference. And very few of them are visible or obvious.	

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	For example, how much do we know about cultural and ethnic diversity in Australia in general? Turn to Worksheet #8 and take this short quiz.	
59. Cultural Diversity Quiz	Provide answers and discuss. 1. Two thirds 2. 44% 3. 6% 4. 2.4% 5. 1.7% 6. 63.9%	Discuss points (from slide). The key point to elicit is that we generally don't know the facts. Point out comment at foot of Worksheet #8 on where to get facts.
60 - 61.	SA and/or Victoria Stats.	Modify slide for other states and territories. Data available from ABS Statistical Overview www.abs.gov.au
62. The 4 Basic Elements of Cross-Cultural Communication	Communication in any circumstances is very complex. When we add cultural differences we complicate it further. One way of investigating and understanding cross-cultural communication is to look at it in terms of 4 basic elements (from slide).	
63 - 65. Verbal Behaviour	(From slide)	Refer to flipcharts of groups' experiences. Ask what aspects of verbal language were present in their experiences. See Section 2 for examples.
66. Non Verbal Behaviour	We commonly think of non-verbal behaviour as 'body language', but we also communicate non-verbally through objects and through the ways we use our social and natural environment.	
67- 70 Body, Object and Environmental Language	(From slides).	See Section 2 for examples. Ask participants what aspects of non-verbal behaviour were present in their experiences.
71- 72 Communication Style	(From slides)	See Section 2 for examples. Ask participants what aspects of communication style

		were present in their experiences.
73. Values, Attitudes and Prejudices	(From slide) Of all the 4 basic elements, a culture's Values, Attitudes and Prejudices are the most important - and the least visible. We humans are more alike than we are different. We all share the same needs - food, clothing, shelter, belonging - and the same values. But different cultures express and uphold these values in different ways.	
74. Values Exercise Worksheet #9	On Worksheet #9 there are five sets of two value statements. (Read instructions from slide. After discussion and show of hands - see Notes - ask participants to write on lines below each pair). Statement 1: High Context Statement 2: Low Context Statement 3: Individualism Statement 4: Collectivism Statement 5: High Power Distance Statement 6: Low Power Distance Statement 7 Masculine cultures Statement 8: Feminine cultures Statement 9: High Uncertainty Avoidance Statement 10. Low Uncertainty Avoidance	When participants have finished ask them to compare and discuss at their tables. Then, for each pair of statements, ask for show of hands who picked which one. Then explain which dimension of cultural values are compared. See Section 2 for explanations of dimensions. Discuss any differences between majority cultural views and personal views.
75. Plotting Cultural Diversity	Returning to the "High Context" "Low Context" arc, we can make some generalisations according to the values we've just looked at, as well as some other values and attitudes.	Refer to High Context Low Context arc on board or flipcharts.
76.. Dimensions of Cultural Values	Let's review the basic definitions before going into some detail. (From slide.)	Point to the appropriate ends of the arc as you.
77. Values, Attitudes and Prejudices	In general (emphasise) people in high context cultures tend to be very group oriented, or collectivist, while	See Section 2 for detailed explanations.

	people at this end of the scale tend to be more individualistic. (Continue, from slide)	
78. Values expressed on sliding scale	These are very broad generalisations that represent the two ends of sliding scales, rather than absolute laws. In no culture do all members share these values to the same extent. For example, while the majority of Australians are quite individualistic, many are very group oriented.	
79. All cultures share core human values	The core human values are... (From slide.)	
80. Golden Rule	The Golden Rule - do unto others... is almost universal. But when we reflect on the dimensions of human values, we can see that it can be seen quite differently in different cultural settings.	
81. Cross-Cultural Communication Analysis of Experiences	(From slide)	If time permits, ask groups to write on their flip charts of experiences, which of the 4 elements were significant.
Lunch Break	Let's take a break and when we return, let's look into the process of adapting to another culture.	
82. Understanding the Process of Cultural Adaptation	Given all the complexities of cross-cultural communication, how do people cope with moving into or working with a different culture?	
83. Understanding the Process of Cultural Adaptation	(From slide) This quote came from an American management trainer who took his very successful training program from the USA to Thailand - and bombed badly. They hated him and his approach. When he analysed why, he concluded that his failure was entirely due to his assuming that the Thais would respond to his materials and his approach as the Americans had. He had had no prior briefing and went in with the wrong cultural framework, full of confidence.	Note: In this segment, options include use of a game or simulation exercise, or a presentation approach interspersed with small group discussions.
84. Coping with	Typically, people who migrate to another	

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changes	country have many of these experiences. (From slide)	
85. Change by Choice or Chance: Immigrants and Refugees	Faced with all the cross-cultural complexities we've discussed, it is no wonder that the process of adapting to a new culture can be so daunting. And this process is different depending on whether you chose to go to the new culture or whether you had no choice. When working and dealing with people from culturally diverse backgrounds we need to recognise some important differences between immigrants and refugees... (From slide)	Option. Ask participants to think of the differences betwen a time they chose to make a big change in their lives, or had no choice in a big change. e.g. moving to another city vs losing a job.
86. Culture Shock	We often hear the term 'culture shock' to describe the effects of entering a new culture. But what is it? (From slide)	
87-92. Five Stages of Cross-Cultural Adaptation	Research shows that people tend to go through five distinct stages of adapting to a new culture..... (From slides)	Presentation with discussion or presentation as debriefing from simulation exercise. Ask participants if any have had similar experiences when living overseas or migrating to Australia.
93. 5 Stages... Most people...	(From slide)	Explain that the timeline for the 5 stages differs for everyone.
94. Cross Cultural Adaptation Analysis Worksheet #10	(From slide)	Ask groups to consider stages of adaptation that may have been significant in their experiences.
95. Cross-cultural Adaptation; Questions for Organisations	If we are going to engage effectively with people from diverse cultural backgrounds and migration experiences, it is important to understand how individuals and groups are feeling about coming to Australia. We need to ask; (From slide)	
96. Developing Organisational and Personal Cultural	Given the complexities of cross-cultural communication and cultural adaptation, and the impacts they can have on managing	

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Competence	culturally diverse teams and serving culturally diverse customers, it is clear that we need to develop our cultural competence. A simple definition of cultural competence... (From slide) It comprises three main elements; Awareness of our own cultures. Why do we do things the way we do? Knowledge of other cultures. Why do they do things the way they do? Skills in bridging the gap between our and other cultures. The most important point to remember is that this is lifelong learning process. There is no end point at which you can say 'I am fully culturally competent'. Life, and culture, is too complex for that.	
97.Developing Organisational and Personal Cultural Competence	Cultural competence is needed at four levels... (From slide.)	
98.Developing Personal Cultural Competence	What can we as individuals do to develop our cultural competence. (From slide)	
99. Benefits of Cultural Competence	There are many benefits to be derived from developing cultural competence. (From slide)	
100. Finding the 3rd Culture	(From slide) The idea of the 3rd Culture is that when two people from different cultures meet to achieve something, the one from the 1st culture - Australian culture in this instance - doesn't have to be the dominant partner. And the one from the 2nd culture doesn't have to be submissive. In this simple model - because it's a simple idea - the people from the 1st and the 2nd cultures use their cultural awareness, their cultural competence, to talk about any significant differences or expectations they may have about working together. They find and agree on ways of doing things that	Draw a diagram with 'Culture 1' and 'Culture 2' in circles on the same line. Then draw arrows down from each circle to another circle below the line called 'Culture 3'.

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	create a genuine partnership. A third culture. This doesn't mean that either culture is undermined or its values are not considered. What it does mean is that both partners are enriched by the knowledge and understanding they have gained.	
101. Managing Culturally Diverse Teams	What does all this mean for managing culturally diverse teams? What competencies are needed? How can we plan the management of diverse teams? What skills are needed for building trust and inclusion?	
102. Managing Culturally Diverse Teams	These quotes illustrate some of the cross-cultural issues that affect team members. (From slide)	
103 - 104. Competencies for Managing Culturally Diverse Teams	(From slide) Revising the productivity formula we saw earlier to a team effectiveness context, we can see that faulty process is the main area for attention. Years of research has confirmed that employees are motivated by... (From slide)	
105. Managing Culturally Diverse Teams	In this model of team management developed by Melbourne University, there are four facets for consideration (From slide)	Note: The level of detail to include here depends on the importance of team management to the participants. See Section 3 for details.
106. Managing Culturally Diverse Teams Action Planning Worksheet #11	(From slide)	Note: Assist individuals and groups to identify which aspects may require attention. This exercise is intended to provide input to the more detailed diversity analysis to follow.
107. Key skills for building trust and	Trust and inclusion are critical ingredients for any workforce or team to function	Note: See Section 3 for details. This section of

inclusion	effectively. The ability of managers to understand and manage people is sometimes referred to as Emotional Intelligence. (From slide) When the team is culturally diverse, we need to add Cultural Intelligence, or Competence, to the manager's toolkit. (From slide.)	the manual/workshop may require greater or less attention, depending on the needs of the participants.
108. Key skills for building trust and inclusion	(From slide)	
109. Inclusion Guidelines	This simple process for planning and conducting a discussion aimed at building inclusion applies to any situation. When cultural differences are a factor, the process makes it easier to bring them into the discussion.	Option. Read out or ask participants to read case study from Section 3 to illustrate the use of the process when cultural factors are present. The original section can be found in the training package "Diversity: A Way of Life" (See Section 5, Resources).
110. Section 4. Factoring Cultural Diversity into Business Planning	How do we put what we have learned today into the process of planning a project or program or process? In this section we will be looking at ... (From slide) The aim is to build up a detailed analysis of the impacts of cultural diversity on the project, program or process you have selected so that you can begin to draft an action plan for your enterprise. You'll be able to start this task this afternoon but the work will need to continue in your own enterprise or business unit.	
111. Integrated Framework for Diversity Management Worksheet #12	The starting point for cultural diversity analysis work is this framework. Turn to Worksheet #12. It's called an 'integrated' framework because it brings together all the factors within an organisation that need to be considered from a diversity perspective. For example, if the project is primarily internally focused, you probably won't need to pay much, or any, attention to the Market Factors area. But you will have to consider some of the Compliance Factors. If the	

	project is customer focused, looking at Market Factors will be a priority and you won't need to consider most of the Compliance Factors. Take a couple of minutes to view the framework and individually or in your group, tick or highlight any areas that will need to be addressed for your project.	Assist groups to identify areas for focus during the following analysis exercise.
112. Positioning the Diversity Analysis Framework	While it may seem unfamiliar and complex, the process of conducting a diversity analysis of a project is simply one additional step in the normal project planning process. So, as with any project or program, we first analyse the situation and identify what is needed to address the situation and set goals for a project, program or process to address it - all of which you did earlier today - then, before deciding on your strategy, conduct a diversity analysis. The purpose of the analysis is to identify ways in which workforce or customer diversity may affect the success of the project - positively or negatively.	
113. Key Questions	The diversity analysis helps you answer these key questions. (From slide.) Many projects have failed or experienced expensive mistakes because no one thought to ask and find answers to these questions beforehand.	
114 - 123. Worksheets #13-21	The final task of the day is to conduct a detailed diversity analysis of your project, program or process. For this you will be using Worksheet #1, in which you identified your project, and the nine worksheets, #13 to #21, as checklists for the various aspects of cultural diversity that need to be checked. Remember, the purpose of the analysis is to identify what aspects of diversity need to be factored in to your planning and what aspects can safely be ignored. Before you start, let's go through the contents of each worksheet. (From slides.) Review your notes on Worksheet #1 and then begin going through each of the	After presenting the contents of the worksheets, help groups get started by working with them individually. If one group has a question about any aspect of a worksheet,

	analysis worksheets. When this process is completed, you will be pulling it all together to outline a draft action plan.	it is usually valuable to pause and address the whole group with the answer.
124. Propose Action Planning Options Worksheet #22	Having completed your analysis, what actions will you recommend to ensure the success of your project, program or process? Worksheet 22 provides some examples, some of which may be relevant.	Call whole group back together. Not all groups will have completed the previous worksheets. Acknowledge this before presenting the action plan worksheet.
125. Cultural Diversity Management Action Plan Worksheets #23, 23b and 23c	The final task is to begin the process of action planning. Use Worksheet #22 to start this process. Back in your business/ team/ organisation, you will need to flesh this out in more detail but it is important to make a start today. Two examples of action plans have been included to help you with the various terms and elements of action planning. One looks at improving Occupational Health and Safety in a culturally diverse workplace and the other looks at setting up a cross-cultural training program for staff.	Option. If time is available, go through the examples. If not, briefly refer groups to the examples. Work with groups to help them develop their action plans. Time permitting, ask each group to report briefly on their plan.
Option. Resources Section	If desired, include the contents of Section 5: Resources and Support in the Workbook and briefly describe its contents.	
126. Review; Core Concept	In closing, let's review the key concepts. This quote encapsulates the core philosophy of diversity management; (From slide) The key point is that it is an on-going process that is everybody's business. A policy change or a short term project isn't enough to realise the benefits of managing cultural diversity. And it must not be left to one person or department to manage it.	
127. Benefits of Diversity	There is a wide range of potential benefits that can come from managing diversity.	

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Management	Some organisations are just starting to realise these benefits. Others have progressed to stages where diversity management is an integral part of how they operate, delivering many of these benefits.	
128. Elements of a Strategic Approach to Managing Cultural Diversity	The process we have followed today illustrated that there are several key elements to taking a strategic approach to managing cultural diversity. (From slide)	
129. Close	Finally, I would like to close with this quote from Robert Moran, one of the pioneers of cultural diversity management: (From slide) Actively managing cultural diversity brings many benefits that can not only enrich our lives but can also contribute to business excellence. Thank you.	Options: Other quote/s. Closing comments by senior manager/s.
Evaluation	Evaluation Sheet (see p.98 above).	Options: Conduct a verbal feedback session Or Use a different evaluation form.