


Workshop Trainer Guide: Leading People Inclusively



ANY QUESTIONS?
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INTRODUCTION

CITB co-fund CECA to run the industry-wide Fairness, Inclusion and Respect (FIR) Programme that aims to create an improved inclusive culture within the industry and to attract and retain a more diverse range of people. The Supply Chain Sustainability School is the FIR Programme Delivery Partner, working closely with CECA and other industry partners. The FIR Programme resources include a toolkit, e-learning modules, workshops and masterclasses to support and train employers of all sizes across the construction industry.

To extend the existing training offer from 2020 onwards, a new workshop “**Leading People Inclusively**” has been developed. This guide provides an overview of the workshop for the Trainer and should be read carefully before delivering the Workshop.

COURSE AIMS

Purpose:

To provide managers and leaders with the opportunity to develop their knowledge and skills to enable them to demonstrate inclusive leadership at all levels.

To allow delegates to work within a safe learning environment

To explore their own biases and preferences when managing others

To actively seek out and consider different views and perspectives to help inform better decision-making.

To provide the opportunity for delegates to explore the use of feedback to increase their self-awareness and develop their emotional intelligence.

Delegates will explore how staff diversity is a source of competitive advantage that, once inspired, can drive organisational and individual performance towards a shared vision.

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COURSE LEARNING OUTCOMES

By the end of the delegates should (trainer only)

- Understand both the concept, practical and business benefits of inclusive leadership
- Recognise your individual leadership and team 'shadows' and the positive impact of inclusive behaviour on your team and colleagues
- Be able to flex, consciously, between the roles of 'manager' and 'leader' and be able to encourage 'buy in' from colleagues and other business leaders
- Understand the importance and legal considerations of diversity in relation to the Equality Act 2010 and be aware of how your own behaviour can contribute to, or help to prevent, discrimination and harassment
- Be aware of unconscious bias and its impact on seeking out, taking account of and listening to the views of diverse people to help further identify and prevent potential bias in the decisions you make
- Understand how to make people feel part of the organisation through inclusive actions, developing a culture of fairness and respect
- Appreciate the power of diverse groups to generate more innovative solutions to problems and how to actively encourage this
- Understand the importance of creating a real sense of purpose and inspiring people through a shared vision of future success
- Recognise the importance of being an emotionally intelligent leader
- Understand how to positively leverage difference to motivate diverse people to high performance
- Recognise the importance of helping diverse people identify their talents and develop them to maximise performance now and for future advancement
- Communicate authentically and honestly, providing and seeking out feedback in a way that inspires trust, loyalty and wellbeing

By the end of the delegates will be able to: (to be shared with the delegates)

Understand your individual leadership style and the impact of inclusive behaviour on staff and colleagues

Understand the importance and legal considerations of diversity in relation to the Equality Act

Be aware of unconscious bias and the impact on listening, seeking out and taking account of the views of diverse people

Be aware of how your own behaviour can contribute to, or help to prevent, discrimination and harassment

Put effort into helping diverse people identify their talents and develop them for performance now and future advancement

WHO SHOULD ATTEND?



This course is aimed specifically at anyone who holds a supervisory, management or leadership role within the construction industry. It will support any FIR Ambassador in further developing their knowledge, understanding and how to practically apply that knowledge to support their organisation.

We recommend that workshops of 15-20 people will enable good interactions, discussions and ideas on how to improve your leadership styles, manage organisational culture and make effective interventions.

THE TRAINER'S ROLE

- The facilitator needs to enable a course environment for hands-on discussion and learning, so that the delegates leave understanding how they can be an inclusive leader in their day-to-day work
- This programme has been designed in a layered way which means the trainer requires knowledge of EDI and Management theories so that the programme can be

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delivered in a synergetic way, that intentionally blends the subjects and moves seamlessly between the two

- The facilitator needs to ensure that by the end of the course, the participants have a solid understanding of the key learning outcomes

PREPARATION FOR A SUCCESSFUL WORKSHOP

Before the workshop, **the facilitator** should:

- Ensure all IT requirements are available
- Be in possession of all learning and support material
- Be up-to-date with all related cases and legal judgements
- Be aware of any individual needs or requirements of any delegate and make reasonable adjustments to their course approach, methodology or materials

Before the workshop, **the participant** should:

- Consider their current role and any diversity-related issues or concerns they may have and how this course may help
- Consider any specific questions they may have to get the most from the session
- Come prepared to be open, honest and engage in their learning in a positive and productive manner.
- Ideally have participated in other FIR learning/training – available via the Supply Chain Sustainability School website

MATERIALS NEEDED TO RUN THE COURSE

As the workshop requires a lot of hands-on discussion, the facilitator should prepare the following should they wish to use them throughout the day:

- White board space or flip chart paper
- Relevant case exercises and industry specific examples

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The trainer will also need enough hard copies of the following documents for each participant:

- Attendance sheet
- Feedback sheet

COURSE PROGRAMME: 6 HOURS

This course is a practical industry-specific workshop that provides experienced leaders, managers and supervisors with the opportunity to explore and examine inclusive leadership in way that is practical and helpful. The trainer's approach will encourage people to be open about their experiences and share any concerns about challenging others, seeking support or reporting concerns.

We have to recognise that the majority of participants will have real-life experiences as well as being busy employees and have varied roles and experience within the construction industry. As such, it is important that we let them know from the start that we will work with them rather than 'teach them'. We will provide the maximum opportunity to practise, absorb and accelerate their learning through interactive and engaging activities, making the subject real, relevant and worthwhile. The training will also take account of community and social issues, making it futureproof to reflect the longer-term challenges facing the construction industry through growth and societal shift.

This programme will open up subjects linked around 'Social Value', 'Recruitment, Retention and Progression' and 'Power Relationships. These are subjects that are often misunderstood and surrounded by myths and that can then cause levels of anxiety amongst some, resulting in emotional outbursts. Our training delivery methods seek to reduce the anxiety and manage the conversations in a way that enhances individuals learning styles as well as providing a level of fun and humour.

Key areas examined are:

- Leadership Shadow – how we role model
- Management v leadership – being inclusive at all levels
- Blanchard ABCD Model
- The Equality Act 2010

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- Self-awareness and Emotional intelligence - Understanding ourselves to help understand others
- Recognising conscious and unconscious biases – techniques for dealing with others fairly and inclusively at all times
- Concepts around behaviours leading to effective challenge
- The Clumsy Scale
- Six traits of Inclusive Leadership
- Adult Learning Cycle
- Visible elements of culture, sub cultures and how leaders influence culture
- The Civic Integration Model
- Institutional Discrimination linked to the Barrel Theory
- Understanding self and our behaviour , ORJI Model and Johari’s Window
- Gordon Allports Model linked to prejudice, harassment and bullying
- Techniques for developing personal skills
 - Active listening – hearing others and seeing value
 - Having difficult conversations – being courageous with others
 - UHT framework for challenging language and behaviours – understanding how to use the guidance available
 - Empowering people – how to get the best from others
 - Managing our messaging – what to consider to communicate effectively and professionally including using social media
 - How to empower people – how to get the best from others by inclusive supervision, Delegating and Coaching

The following programme describes the activities the facilitator should lead the group of delegates through. They should encourage the delegates to talk about their experiences in relation to Equality/Diversity, and Fairness, Inclusion, Respect - and what skills and knowledge they can take forward into their future work – this will enable the delegates to make sense of the content in their own working environments.

No. Activity Guidance notes for the trainer

Note: Timings are suggestions only

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- 1 **Welcome and Introductions** This session is a ‘quick round robin’ to identify each delegate’s name, role, and expectations for the day. They are asked to consider any specific role or project they are undertaking which may link to social value, equality or recruitment. The facilitator should make it clear that the day is confidential and that anything that other delegates might disclose should remain so.

Timings for the day should be discussed which will be guided by the location, local amenities and the delegates. 40 minutes has been allocated for lunch and a morning and afternoon coffee break of 10 mins each should be afforded.

The aims and objectives should be discussed at this stage.

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- 2 **Overview of concepts** The delegates are introduced to three concepts that will be discussed throughout the day.

1. **The ‘Leadership Shadow’**, author De Haan and Kasozi, 2014.



2. The 'ioda C.I.U. Behaviour Scale' © ioda Ltd.



3. 'The canary in the coalmine analogy'



3 **Knowledge Check**

The delegates will be asked to log into Poll Everywhere. It is a simple application where delegates use their mobile phones or tablet devices to interact with the PowerPoint presentation in real time. The facilitator will be able to gauge knowledge, have some fun and settle the delegates into the day by a quick knowledge check, asking the following questions:

What year did the Equality Act come into force?

Name the Protected Characteristics?

What is the difference between Diversity, Equality & Inclusion?

(Poll Everywhere will then be used throughout the day to liven up a session, change the medium or to get individual views on issues).

4 **Inclusive Leadership**

Facilitator to talk about what is meant by Inclusive Leadership. The definition is then displayed on the PP to allow discussion.

“Leaders who are aware of their own biases and preferences actively seek out and consider different views and perspectives to inform better decision-making”

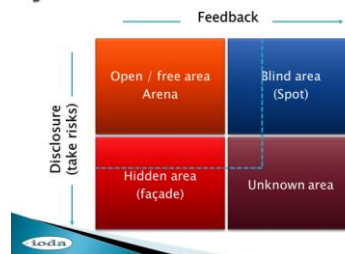
The discussion should contain the link to the Leadership Shadow, and the importance of managing ourselves before we have the right to manage others.

Managing the ‘I’



The facilitator can then introduce Johari’s Window as a mechanism for ‘Managing the I’ whilst comparing the John Adair’s 7 Characteristics of an Effective Leader. This exercise enables the delegates to see the connection between the traits of an effective leader and the need to ask for feedback.

Johari Window



Adair’s Skill List of an Effective Leader

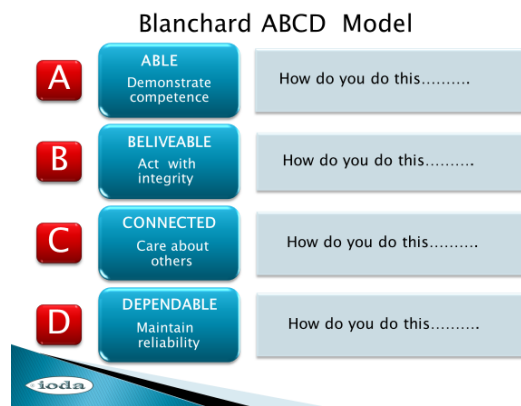


1. How you could more feedback to reduce your blindspot?
2. How you could share more (appropriately) to reduce the Façade?
3. Do things differently/take more risks to reduce the unknown and develop new skills?

5 **Break** 10 minutes

6 **ABCD Blanchard Model**

The ABCD Blanchard model should then be introduced with the delegates then breaking into small groups with the task to identify how they follow the ABCD model. The delegates to give an example of good and bad managers they know (obviously without naming them) to illustrate the model.



7 **Six Traits of Inclusive Leadership**

Six traits of Inclusive Leadership



The six traits of Inclusive Leadership slide displayed. The delegates are asked to consider which they feel they do well at and those traits which they need to improve. Links are made back to Johari's window regarding 'continued personal development'

8 Personal Iceberg

The trainer is to introduce the personal iceberg analogy and spends a little time going through each layer, giving workplace examples to demonstrate each area. The links to be made to conscious and unconscious actions and behaviour. Further connections should be made to the Leadership Shadow and the importance of understanding Daniel Goleman’s Emotional Intelligence model. Being an inclusive leader requires you to be able to manage your own emotions.



The facilitator splits the delegates into two groups. One group looks at Donald Trump’s leadership shadow and the other group look at the Barack Obama’s leadership shadow. This enables the discussion to develop about how prejudice manifests itself.

Types of leaders and managers

2 types



Think about their 'Leadership Shadow'
What behaviours do they display?

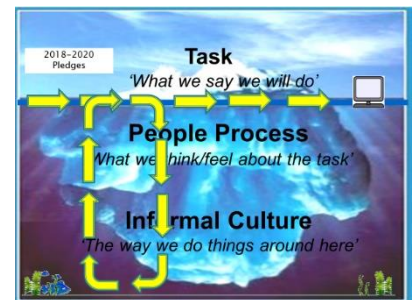


The answer is to be fed in via the Poll Everywhere system and discussed. The debrief covers the two leadership styles 'Personality Style' and the 'Consistent Style'

Again, feedback to 'Leadership Shadow' and personal responsibility to role model behaviours. The debrief looks at 'personality style of leadership' and that of a 'consistent style of leadership'. Inclusive Leaders use the second style.

9 Lunch 40 minutes

10 Organisational Culture The afternoon session begins with a didactic delivery of the Weaver iceberg model (Weaver, Gary R.1986) overlaid with the Schein, Edgar: "Organizational Culture and Leadership" (2010) theory.



Edgar Schein proposed a model of organisational culture where the basic assumptions shape values and the values shape practices and behaviour, which is the visible part of culture. This feeds into the notion around **positive behaviours & negative behaviours, ingroups & outgroups** and **above the surface/below the surface** concepts. This encourages a discussion around organisation's messages linked to equality, the leaders 'on stage and off stage' behaviours and styles of leadership.

11 **Break** 10 minutes

12 **The apple & barrel exercise**

This exercise asks the delegates to consider what behaviours within the workforce are as a result of the 'rotten apple' or 'a barrel issue' concepts, linked to institutional discrimination. It allows them to explore the 'ist' & the 'ism' around 'impact' and 'intent'. Legal cases can be used to develop the debate. Examples : poorly fitting PPE as a barrel issue (procured in larger sizes, so may not fit some women and smaller men). Flexible hours only offered to women (not thought about for men), CV's during recruitment with equality data still displayed, (leading to possible unconscious bias being present).



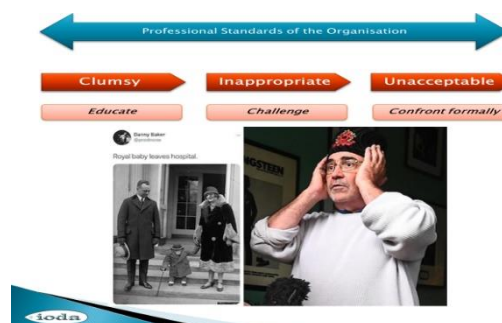
The delegates are then asked to examine their own working environments and organisations. Positive action linked to recruitment and progression should be introduced here if it hasn't already been discussed earlier on in the day.

13 **The 'ioda C.I.U. Behaviour Scale' © ioda Ltd.**

Concepts around behaviours leading to effective challenge are looked at using **The 'ioda C.I.U. Behaviour Scale' © ioda Ltd.**

This session is very interactive. Current examples to be used from Twitter or other social media platforms that can illustrate behaviours that fall below the professional standards of the organisation.

The delegates can use PollEv to log their responses, which will then be shown on the screen. Techniques are discussed to manage effective intervention to manage behaviours.



- 14 **Harassment & Bullying** The definition of harassment and bullying is shared with the group in relation to the Equality Act 2010 and employment law. The links should be made between behaviour demonstrated above the surface which breach the regulations.

Gordon Allport's theory can be used to illustrate the movement from anti-locution to extermination for how prejudice manifests itself in the wider context of genocide, hate crime, to bullying and harassment.

- 15 **Summary and close** The delegates can use PollEv to log any questions.

