CULTURAL DIVERSITY

Prince Edward Island Public Service Commission

Participant Workbook

CompassPoint Management Group, Inc.
Table of Contents

Agenda........................................................................................................................................3

Session Two: Cultural Diversity ..............................................................................................3

Session Three: Cultural Intelligence ..........................................................................................8

Session Four: Cross-Cultural Communication .........................................................................12

Session Five: The Forces Behind Cultural Diversity in Prince Edward Island ......................18

Session Six: Handling Diversity Related Conflict ....................................................................25

Session Seven: How to Discourage Diversity .........................................................................31

Session Eight: Your Responsibility ..........................................................................................32

A Personal Action Plan ..............................................................................................................33

Recommended Reading List........................................................................................................34
# Agenda

<table>
<thead>
<tr>
<th>Time</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:30-8:45</td>
<td>Session One: Introduction and Course Overview</td>
</tr>
<tr>
<td>8:45-9:15</td>
<td>Session Two: Cultural Diversity</td>
</tr>
<tr>
<td>9:15-9:45</td>
<td>Session Three: Cultural Intelligence</td>
</tr>
<tr>
<td>9:45-10:00</td>
<td>BREAK</td>
</tr>
<tr>
<td>10:00-10:30</td>
<td>Session Four: Cross-Cultural Communication</td>
</tr>
<tr>
<td>10:30-11:00</td>
<td>Session Five: The Forces Behind Cultural Diversity on Prince Edward Island</td>
</tr>
<tr>
<td>11:00-11:30</td>
<td>Session Six: Handling Diversity Related Conflict</td>
</tr>
<tr>
<td>11:30-11:40</td>
<td>Session Seven: How to Discourage Diversity</td>
</tr>
<tr>
<td>11:40-11:50</td>
<td>Session Eight: Your Responsibility</td>
</tr>
<tr>
<td>11:50-12:00</td>
<td>Wrap Up Workshop</td>
</tr>
</tbody>
</table>
Session One: Introduction and Course Overview

The contents of this participant workbook may be reproduced on condition that credit be given to the Diversity Program, Staffing and HR Planning Division, PEI Public Service Commission, and that no financial profit be made from its use. This guide is available to departments and agencies at no charge. For further information on Diversity and Cultural Understanding Training, please contact: Thilak Tennekone, Diversity Consultant, PEI Public Service Commission. Tel: (902) 368-4184. E-mail: ttennekone@gov.pe.ca

Course Overview

In the past ten years, the workforce has changed dramatically. More than ever, a workplace is a diverse collection of individuals proud of who they are: their gender, their sexual orientation, their religion, their ethnic background, and all the other components that make an individual unique.

The challenge becomes: how can we make these diverse individuals work as a team? We all know what happens to organizations that don't have effective teamwork: they fail. Failing to embrace diversity can also have serious legal costs for organizations.

Learning Objectives

By the end of this workshop, you will:

- Understand what cultural diversity is and understand its importance in the workplace
- Understand how culture affects communication
- Have an appreciation for the cultural diversity on Prince Edward Island
- Be able to handle diversity-related conflicts
- Understand your own responsibility in promoting diversity in the workplace
Personal Objectives


Session Two: Cultural Diversity

What Culture Is…

Culture is a word that is familiar to everyone, but its precise meaning can be elusive. A useful definition by noted social scientist Geert Hofstede is that culture consists of shared mental programs that condition individuals’ responses to their environment.

This simple definition neatly summarizes the idea that we see culture in everyday behaviour – individuals’ responses to their environment and that such behaviour is controlled by deeply embedded mental programs. Culture is not just a set of surface behaviours, i.e. our mannerisms, our ways of speaking to each other, the way we dress, are often manifestations of deep culturally based values and principles.

A key feature of culture is that these mental programs are shared. Hofstede talks about three levels of mental programming.

Three Levels of Mental Programming

The deepest level – human nature – is based on common biological reactions, such as hunger, sex drive, territoriality, and nurturing of the young that all
members of the human race have in common, even though they come from different cultures.

The shallowest level – *personality* – is based on the specific genetic makeup and personal experiences that make each of us a unique individual. For example, we may be sociable or introverted, aggressive or submissive, emotional or stable, or perhaps, as a result of learning, have a deep interest in fashionable clothing or a love of good wine. We all have many behaviours and understandings that are quite different from those of others, even though we come from the same culture.

The middle level – *culture* - is based on common experiences that we share with a particular group of our fellow human beings. Cultural values, attitudes and assumptions about proper behaviour give us something in common with a definable group of others, but not with all of them. The group may be a very large one, such as a national population, i.e. Japanese culture; or a very small one, i.e. the culture of the committee of a local PTA.

**Characteristics of Culture**

*Culture is shared*

Culture is something that a group has in common that is not normally available to people outside the group. It is mental programming held in common that enables insiders to interact with each other with a special intimacy denied to outsiders.

For example, Scottish people all over the world share an understanding of history that is rooted in conflict with, and oppression by, the English. Even though the two groups now coexist relatively harmoniously, this fact creates a bond among Scots and an attitude toward the English that is hard to put into words but is immediately recognized by Scottish people when they meet anywhere in the world.

*Culture is learned and is enduring*

The example of the Scots and the English tells us that culture does not arise by accident but builds up systematically over time based on sequences of historical events. The mental programming of a group is learned by its members over long periods as they interact with their environment and with each other. Some aspects of culture, such as religious beliefs, systems of land ownership, and forms of marriage, are built into institutions. Other aspects are passed on through generations in the form of parental role modeling and advice to the young.
**Culture is a powerful influence on behavior**

We have a hard time escaping our culture, even when we want to. The mental programming involved is strong. Even when we mentally question the rationality of some aspects of our culture or seek to adopt cultural flexibility by doing things in line with a different culture, we have a natural tendency to revert to our cultural roots.

Nevertheless, the experience of immigrants, who deliberately and often successfully move from one cultural setting to another, suggests that individuals can learn, and even identify with, aspects of a new culture. In some cases, the requirements of a dominant culture may even cause them to suppress aspects of their original culture. Being embedded in an unfamiliar setting causes some to learn actively about the new culture, while others attempt to avoid it, often by trying to re-create their old culture in the new situation. The best adaptation is done by those who learn the new culture while still retaining valuable elements of their original culture. By doing so, they cultivate cultural intelligence.

**Culture is systematic and organized**

Culture is not random, it is an organized system of values, attitudes, beliefs and meanings that are related to each other and to the context. For example, the practice of polygamy, which is frowned on in most cultures, makes good historical sense in some African cultures where it is still practiced. Acceptance of polygamy depends on such factors as family status, economic security, and religious commitment, all of which are based on having more children, and particularly more sons, per family.

Because of mental programming imposed by our own culture, the cultures of other people often seem strange and illogical. Deeper scrutiny can reveal that each culture has its own, often exquisite, logic and coherence.

**Culture is largely invisible**

What we see of culture is expressed in living artifacts, which include communicated messages; but they also include human activities such as language, customs, and dress, as well as physical artifacts such as architecture, art, and decoration.

Because much of culture is hidden, these obvious and visible elements of culture may be compared to the tip of an iceberg. Icebergs have as much as 90 percent of their mass below the water, leaving only a small percentage visible. The important part of the iceberg that is culture is not the obvious physical symbols that are above the surface but the deep underlying values and assumptions that they express. So understanding cultures involves a lot more than just understanding immediate surface behaviour such as bows, handshakes,
invitations, ceremonies, and body language. The invisible elements of culture, the underlying values, social structures, and ways of thinking are the most important.

**Culture may be “tight” or “loose”**

Cultures differ from each other not just in their details but also in their pervasiveness. Some societies are characterized by virtually 100 percent agreement as to the form of correct behaviour; other societies may have greater diversity and tolerance of difference. “Tight” cultures have uniformity and agreement and are often based on homogeneous populations or the dominance of particular religious beliefs. Japan is a good example. Countries such as Canada with diverse populations have relatively “loose” cultures, which in some cases are made even looser by the encouragement of freedom of thought and action.

**What is Cultural Diversity?**

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

**Question: What does Cultural Diversity include?**

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

A person’s culture determines his/her:

- **Beliefs** – about how the world works and how people should interact
- **Behaviours** – including gestures, use of eye contact, facial expressions, manner of dress, and rituals for greetings
- **Values** – what is considered important, such as family or personal life, career, religion, and social responsibility
We learn culture from many different sources using different methods, all of which are culturally driven, whether we learn this information when we are children, or now as adults, formally or informally. Some sources of culture include:

- Parents
- Family members
- Neighbourhood and community members
- Educational institutions
- Social institutions
- Religious situations
- The media
- Written documentation
- Observation of others in our own culture
- Historic legends and stories

These cultural forces influence virtually everything we do. They help us form our beliefs, thoughts, and how we act as individuals and as members of a group. Yet, we rarely think about these influences.

**Take a moment to realize this for yourself:**

**How often do you think each day about the language you speak, the actions you take, the material items you value, or your attitude towards others?**

If you are like most people, not very often. Yet when we come into contact with a person or group of people from a different culture, we are often reminded – sometimes even shocked into awareness – by our own values, beliefs, and likes or dislikes.

When we have this reaction, we are commonly experiencing an emotional cultural barrier, so that we are interpreting a behaviour from our own cultural lens, while the other person is acting out of his or her own cultural framework.

Culture can be defined not only at a national level, but also at the regional, organizational, or group level. For example, people working in a large banking environment may have a significantly different culture than a group of people working at a software development company.

Therefore, culture can also be described as beliefs, behaviours, and values held collectively within a group, organization, region, or nation.
Session Three: Cultural Intelligence

The twenty-first century world is increasingly global, and the ability to deal effectively with others who are culturally different has become a daily necessity. We may not travel the globe, but the world has come to us. Daily we have to deal with international issues and with people from other countries and cultures.

Despite rapid modernization, culture is slow to change. For the foreseeable future, cultural differences will remain a key factor in interpersonal interactions.

**EXERCISE**

In order to get a sense of your current level of cultural intelligence, ask yourself how well the following statements describe you:

<table>
<thead>
<tr>
<th>Statement</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>I am aware there are different cultures in the world.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can give examples of these differences from my personal experience, reading, and so on.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I enjoy talking with people from different cultures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I have the ability to accurately understand the feelings of people from other cultures.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I sometimes try to understand people from another culture by imagining how something looks from their perspective.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I can change my behaviour to suit different cultural situations and people.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am aware of the cultural knowledge I use when interacting with someone from another culture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I think a lot about the influence that culture has on my behaviour and that of others who are culturally different.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am aware that I need to plan my course of action when in different cultural situations and with culturally different people.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The more these statements describe you, the higher your level of cultural intelligence is likely to be.

The Development of Cultural Intelligence

Cultural intelligence is developed in an experiential, iterative way in which each repetition of the cycle builds on the previous one. The feedback from each cycle of experience leads to an ever-higher cultural intelligence quotient, or CQ. In this way, specific knowledge gained in both formal and informal ways is transformed into an ability that can then be applied to a variety of new situations.

Strengthening your “Cultural Intelligence”

Cultural intelligence means being skilled and flexible about understanding a culture and learning more about it from your ongoing interactions with it. Gradually reshaping your thinking to be more sympathetic to the culture and developing your behaviour to be more skilled and appropriate when interacting with others from that culture will also improve your cultural intelligence. Possibilities abound for misunderstandings based on cultural differences. To build your own cultural intelligence, you can read books and articles, view videos and DVDs about cultural differences, as well as attend events and activities specific to particular groups. You can simply begin to foster relationships with people from groups that are different from yours. They can help you better understand and navigate your way through their culture. Show individuals from another culture your interest in learning about their lives. Ask appropriate questions, and listen to the answers.
In addition to educating yourself on other people’s cultures you can also master the three components of Cultural Intelligence.

- **Use your head to observe and learn about others.** Look for clues to a culture’s shared understandings. The culturally intelligent person has knowledge of culture and of the fundamental principles of cross-cultural interactions. This means knowing what culture is, how cultures vary, and how culture affects behaviour. For example, suppose you are about to take part in a series of meetings with a group from another country. During your early encounters with members of the group, observe their use of language, gestures, etc.

- **Use your body to emulate others.** Seventy percent of communication is through body language. Practice mirroring the customs and gestures of people from other cultures. Practice mindfulness by paying attention in reflective and creative ways to cues in cross-cultural situations. For example, do they greet each other with handshakes or with a kiss to both cheeks? Do men never shake women’s hands and vice versa? While chatting, are they close up and personal or do they stand several feet apart?

- **Use your heart to believe you can learn about others.** Embrace the notion that you are capable of understanding people from other cultures. In the face of obstacles, setbacks, or outright failure, strive with even greater vigor to familiarize yourself with others’ cultures, and follow their norms when you’re in their territory. Develop cross-cultural skills to become competent in a wide range of situations.
Components of Cultural Intelligence

Knowledge

Mindfulness

CQ

Skills

This model is a graphic representative of cultural intelligence.

Each element in the graphic above is interrelated with the others. The process of becoming culturally intelligent involves a cycle or repetition in which each new challenge builds upon previous ones until cultural intelligence is ultimately achieved.

Understanding a culture does not mean you must embrace all its beliefs and behaviours. Neither does it imply you must change your values or indulge in a cultural practice that you disagree with. What it does mean is that you use your knowledge of others’ cultures to understand why they interact the way they do. This understanding can lead to more positive, productive relationships in the workplace and your personal life.
Session Four: Cross-Cultural Communication

Communication

Communication – the interchange of messages between people – is the fundamental building block of social experience.

In communication, the communicator transmits messages to others (receivers) who interpret them. Communication operates through codes – the systems of signs in which each sign signifies a particular idea and also uses conventions – agreed-upon norms about how, when, and in what context codes will be used. If two people do not share the same codes and conventions, they will have difficulty communicating with each other. Codes and conventions are determined mainly by people’s cultures. The most obvious example of unshared codes is different languages.

Cross-Cultural Communication Process

The cultural field shown above represents culturally based elements in the sender’s and in the receiver’s background, such as their language, education, and values. The cultural field creates the codes and conventions that affect the communication process.

When the receiver in turn becomes the communicator, the process is reversed. The channel may be spoken words, written words, or nonverbal behaviour such as gestures or facial expressions. Successful communication occurs when the
message is accurately perceived and understood. Skills of communicating and listening, selection of the appropriate channel, and the absence of interference from external factors are all important. Cultural differences threaten communication because they reduce the available codes and conventions that are shared by the sender and receiver.

**Verbal Communication**

*Language*
Language is the most obvious code for communicating. The essence of language is that sender and receiver should share the code. But the development and mobility of human kind has left us with thousands of different languages, plus different dialects and adaptations of many of them. In most cultures, different groups have their own vocabularies, slang, accents, and idioms. Some of us would be surprised at the extent to which we use slang, slogans, or catchphrases heard on TV as part of our day-to-day conversation. For example, “yadda yadda yadda”, and “it’s not rocket science” are good in English but may genuinely puzzle others.

*Finding Common Language Codes*
Two people attempting to communicate with each other who do not have any overlapping language codes face a major barrier. They can employ translators, but this is time-consuming and expensive. You could learn a foreign language, and even though your fluency in another language may be limited, the other person will be happy you made the effort.

*Second-Language Use*
Worldwide, the learning of English to facilitate international communication has become a major activity. Those who speak English as their only language owe a debt to the millions of people around the world who have gone out of their way to learn to understand, read, speak, and write in the English language.

A person fluent in English who is communicating with a less skilled English speaker has an obligation to communicate in relatively standard terms, to avoid jargon and obscure language, and to avoid assumptions about comprehension by the other person.

*Conventions*
Communication conventions cover the ways that language and other codes are used within a particular culture. Once again, cultural values and norms, such as those based on collectivism or individualism, are apparent.

*Explicit and Implicit Communication*
There is a Western view that individuals perceive something called the truth and should state it, and a convention that communication should be verbal and that verbal messages should be explicit, direct, and unambiguous. But in many other
cultures, for example many Middle Eastern and Asian cultures- there is no absolute truth, and politeness and desire to avoid embarrassment often take precedence. The convention is therefore that communication is implicit and indirect.

Verbosity and Silence
Cultures vary in their conventions about how much and how loudly one should talk. Americans are notorious for talking a lot and talking loudly. Silence can be used deliberately and strategically in communication. Japanese negotiators use silence as a means of controlling negotiation processes. Finns use it as a way of encouraging a speaker to continue. Interpreting silence accurately is important in culturally intelligent communication.

Nonverbal Communication
Different cultures use nonverbal communication differently, for example Greek people have a low interpersonal distance and touching is not uncommon, particularly between members of an extended family. The topic of body language is popular, and most of us now realize that we communicate, often inadvertently, by such means as physical proximity and orientation to another person, body movements, gestures, facial expression, eye contact, and tone of voice.

Nonverbal communication often assists cross-cultural understanding because many nonverbal signals are similar between different cultures. For example, smiling universally expresses positive feelings. But there are also subtle variations, for example Asians often smile to conceal nervousness or embarrassment. A shake of the head means disagreement in Western cultures but agreement in some parts of India. The codes that tell us the meanings of postures or gestures, or where to stand or whether to bow, sometimes agree across cultures, but sometimes disagree.

Distance
How close should you stand to other people when communicating with them? Should you face people directly or stand beside them? The answer can vary according to different cultures, for example, in casual conversation, Greeks stand closer than Americans, who stand closer than Norwegians, and so on. A culturally intelligent person will be mindful of the comfort of the other person and will modify his or her distance.

Touching
In most cultures, touching another person symbolizes various emotions and relationships. The most obvious example is the handshake, which in many cultures denotes a friendly relationship. Kissing another person’s cheek is common between men as well as women in France. Because of gender differences and concerns about the sexual connotations of touching, conventions are often different for men and women. There are low-touch cultures
(predominantly in North America, Northern Europe, and Asia) and high-touch cultures (predominantly Latin American, Southern and Eastern Europe, and the Middle East).

Body Position
Polite North Americans wait for others to sit down before they do, and show respect by rising from their seats when others enter the room. The way people position themselves has meaning in all cultures, but it is hard to draw up hard and fast rules.

Gestures
Hand and arm movements are often used simply as physical accompaniments to words, to supplement them or to provide a visual illustration. Often gestures are meaningless, but there are gestures that carry established meanings, for example pointing to indicate direction, hands held up with the palms facing upward and outward to indicate defensiveness, and a shrug of the shoulders to indicate lack of interest. Some gestures, which are positive, humorous, or harmless, in some cultures, are considered hostile, offensive, or obscene in other cultures.

Facial Expression
Facial expressions most obviously indicate the basic human emotions: happiness, surprise, disgust, fear, anger, and sadness. Most cultures have learned to how to disguise their emotions by adopting an expression that does not represent how they really feel. For example, do you really think the flight attendant who beams happily at every passenger is truly happy to meet each one? In some Asian cultures, smiling is often used to hide displeasure, sadness, or anger.

Eye Contact
Making, or avoiding eye contact is another form of nonverbal communication. In Western countries a moderate level of eye contact during conversation is a way of communicating friendliness or interest, whereas excessive eye contact (staring) is considered rude and lack of eye contact can be perceived as hostile. Arabs, Latinos, Indians, and Pakistanis all have conventions of longer eye contact, whereas Africans and East Asians interpret eye contact as conveying anger or insubordination. A further complication is the fact that most cultures have different conventions about eye contact depending on the gender, status, and so on of those involved.

With all areas of nonverbal communication, the ability to observe the behaviour of others, to be mindful of it, and to be skilled at modifying one’s own behaviour are key components of cultural intelligence.
EXERCISE

Consider these four vignettes of cross-cultural living and discuss each communication breakdown.

VIGNETTE 1

Bob, the manager hangs up the telephone and leaps to his feet. Furious, he bounds out of his office in search of his Korean-born administrative assistant, Joanne. He has just been berated by his customer for not sending the contract for softwood lumber to him on the date specified. As he walks down the hall toward the employee lunchroom he begins to calm down, knowing he must handle this situation with an employee carefully. He arrives at the lunchroom and pokes his head in the door, “Is Joanne here?” He sees her at a table sharing her lunch with several other administrative staff. “Did you forget to send that contract to Zott Industries?” he asks. Everyone stops talking and looks uncomfortable. Joanne gets up from the table and says “I am so sorry, I will do it this minute!” Bob tells her that after lunch is fine. A few minutes later Joanne comes into his office and hands him the contract (with two hands, typical of Korean culture). As the days go by Joanne becomes more and more withdrawn. Bob attempts to talk about the situation and asks if she is still troubled over the contract. She nods, but does not make eye contact with him. He tells her it was no big deal and she should forget about it. Over the next few weeks Joanne takes several sick days and three weeks later she resigns.

Question: What is the communication breakdown here?

________________________________________________________________

________________________________________________________________

________________________________________________________________

________________________________________________________________

VIGNETTE 2

A Canadian student shares a dormitory room with a Thai student. They get on well. Then, after they have lived together for several weeks, the Thai abruptly announces that he has applied for a transfer to another room. The Canadian is upset and surprised and asks the Thai why he wants to move. The Thai is reluctant to speak but eventually says that he can’t stand the Canadian’s noisiness, loud stereo, late visitors, and untidiness. The Canadian is even more surprised: all this is new to him. “Couldn’t you have told me this sooner?” he says. “Maybe I could have done something about it.”
VIGNETTE 3

A newly qualified Canadian community counselor is assigned as a client a Malaysian man who suffers from low energy and poor concentration. In their first interview, the Malaysian is very quiet and withdrawn. The counselor is used to silences in counseling sessions, as clients reflect and analyze, but this client does not seem to want to communicate at all. So the counselor takes time to try to persuade him of the nature of the counseling process. At the end of the session, the client does not seek any further counseling. The counselor is disappointed: he has learned almost nothing about his client. Has he done something wrong?

Question: What is the communication breakdown here?

_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________

VIGNETTE 4

A Canadian economist is on a study tour in China. He visits an economic planning institute where a Chinese economist, who is interested in Canada's economic forecasting techniques, invites him to spend two months in China giving seminars. The Canadian is very interested in the offer, and says so, but he adds that he has to check with the administration of his Canadian institute to get their approval. Back in Canada, he is granted the necessary clearance and sends a message to China indicating that he is definitely available. But the Chinese never contact him again.

Question: What is the communication breakdown here?

_____________________________________________________
_____________________________________________________
_____________________________________________________
_____________________________________________________
Session Five: The Forces Behind Cultural Diversity in Prince Edward Island

The competitive edge that a diverse workforce provides has become more essential than ever – owing to several key shifts in the business landscape – globalization. Changes in the labour pool have also made workforce diversity more crucial than ever. To attract and motivate different employees from around the globe, everyone must understand and demonstrate respect for cultural differences.

Organizations have discovered that a culturally diverse workforce gives them important competitive advantages in the areas of talent recruitment and retention, employee commitment and productivity, new ideas and profitable innovation.

1. Why is culture important in an organization?

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

2. How much do you know about your own cultural background?

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________

3. Think about yourself for a few minutes… How many people from different cultures do you work with or know?

________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
________________________________________________________________
By sharing information about our culture with others, we remind ourselves of important things about our own cultures and important events in our lives. It also may tell us that not everyone can easily identify aspects of their own culture.

**EXERCISE**

How many different ethnic groups does Canada have today?

________________________________________________________________
________________________________________________________________
________________________________________________________________

How many languages are spoken on Prince Edward Island?

________________________________________________________________
________________________________________________________________
________________________________________________________________

Name some of the countries people are immigrating to Prince Edward Island from.

________________________________________________________________
________________________________________________________________
________________________________________________________________

What country do you believe the largest immigrant group in Prince Edward Island comes from?

________________________________________________________________
________________________________________________________________
________________________________________________________________

What do you think some of the barriers to migration to Prince Edward Island would be?

________________________________________________________________
________________________________________________________________
________________________________________________________________
Who is the largest employer of women on Prince Edward Island?

Of the over 5500 government employees in the province, how many do you think will retire within the next five years?

Overview of Demographics in Prince Edward Island

Over the past decade, population and migration trends have increased the size of the working age population and the workforce, but more slowly than the growth in demand – leading to a tightening labour supply and a decline in unemployment rates, particularly among more highly educated workers. During this decade the birth rate stabilized at less than 1,400 births per year (down from over 2,000 in 2000). The net natural increase in Prince Edward Island – births minus deaths – has dwindled to almost zero. In the coming years, it will become negative, as deaths outnumber births.

Within this decade, increasing numbers of retirees will begin to exit the labour force, and at the same time, the number of new entrants will drop sharply. Action must be taken to grow our population to meet the labour market needs in the future.

Immigration does and will play a vital part in future population growth and thus economic growth and sustainability for Prince Edward Island.

Recruitment though is not enough; retention is the only way to capitalize on the social and economic potential of immigrants. Unfortunately, many immigrants are under-employed and not making use of their skills and education or are having a lack of success in finding employment at all - making retention unrealistic. These skilled immigrants will migrate to bigger cities where they are more likely to gain suitable employment. Barriers such as credential recognition, employer acceptance and general lack of guidance and expertise in job search techniques present real problems.

Both the Prince Edward Island Population Secretariat and the The PEI Association for Newcomers to Canada are actively welcoming newcomers to the Island and providing assistance in settling on Prince Edward Island. Important
messages to the public are now translated into four languages: French, Spanish, Chinese, and Korean. Approximately 80% of children enrolled in the school system in September 2008 were still in attendance in June 2009. This means their parents have stayed on the Island. English language training has been aggressively pursued and as immigrants arrive they may enroll in free English language courses.

There have been significant immigrant arrivals in Prince Edward Island over the past few years and the anticipated arrivals for 2010 and 2011 are at least the same.

Registered Immigrants by Country of Origin
(Sept 1/08 – Aug 31/09)

Not only can Prince Edward Island boost the declining workforce by utilizing the skills of immigrants, the other under represented groups such as Aboriginals, Francophone, and Black Islanders should also be given more opportunity to become contributing members of Prince Edward Island’s workforce.

Statistical information in this session was taken from: Island Prosperity – A Focus for Change; The Host Program and Immigrant Retention on Prince Edward Island and other information provided by the Public Service Commission

Crafting a Workplace of Inclusion

Employees in an inclusive organization see their unique characteristics generating positive business results, they feel valued precisely for what makes them special. As a result, their commitment to their jobs and the organization
grows. The diversity of the employees is incorporated into the way business is conducted.

**Steps for Creating an Inclusive Workplace Environment**

1. Identify and challenge any assumptions you have about people from certain groups and their work abilities or attitudes. Inaccurate assumptions – stereotypes and prejudice – will negatively affect the way you interact with these individuals.
2. High expectations for all workers must be communicated. An employee’s lagging performance should not be tolerated because you fear being seen as prejudiced.
3. Soon after hiring new employees, find out whether they will need some reasonable and fair accommodation. For example, do they have religious holidays and practices that require accommodations at certain times during the year?
4. In providing examples to explain work assignments and concepts, draw from a variety of cultural reference points, not just your own experiences.
5. Spend time getting to know everyone on your team. Let them know you care about them as human beings, not just as workers.
6. Avoid telling jokes or making comments that reinforce stereotypes, and discourage others on your team from telling such jokes.

Adapted from Dr. Richard Fields, “How Managers Can Enhance Their Effectiveness by Creating and Sustaining an Inclusive Workplace Environment.

One way to create a culture of inclusion is to foster open discussion of cultural backgrounds.

**EXERCISE – CASE STUDIES**

**Case Study #1**

The Confederation Centre Public Library, under the direction of the Chief Librarian, realized that new programs and services needed to be developed to meet the needs of the growing newcomer community in the greater Charlottetown area. Since the largest immigrant groups in the greater Charlottetown area is Chinese and South Korean, the Library management worked with the Province’s Diversity Consultant and was successful in hiring a staff member who speaks Mandarin and Japanese.

Library staff members respond to the needs of the diverse community and work with newcomers providing multilingual services. They demonstrate creativity and develop initiatives to meet diverse client needs and have ordered a new
collection of books including Chinese materials, youth, and children, bilingual picture books in English and Chinese, Korean, Arabic, Farsi, etc. Library staff members develop, promote and deliver inclusive library services everyday.

Case Study #2

An Asian woman who comes to PEI with a PhD, takes a step down in her career to get her first job in PEI. “Heidi” has an excellent employment track record and over fifteen years experience as a professional researcher in her native country, as well as work experience in other provinces in Canada. Heidi applies for a temporary job in her field and has to complete an interview in hopes gaining a permanent position. Her background is extraordinary; her development of new techniques in research is formidable, both on paper and in the work place. She is what every employer would want, however, although Heidi is more than qualified for the position, she struggles in the interview due to her low English language skills and her lack of understanding of Canadian workplace culture.

In the interview she is not able to communicate effectively and she is not able to convey her meaning or answer the questions as eloquently as native English speakers who are also interviewing. The employer is using the same interview process and questions for all candidates, native English speakers and newcomers, such as Heidi. The employer was definitely impressed with her education and admitted her abilities are exceptional, so Heidi was hired for a temporary position.

Once she began the job, Heidi continued to struggle with her ability to adequately communicate, and her coworkers and the management have not been open and receptive in how to help her improve her English and communication skills as it pertains to the job, in order to express herself effectively. This is negatively impacting everything she does at work as no one has invested time or support to help her succeed in this position. Heidi has taken every community course in English that was offered outside of working hours, but her options have been limited. She has managed to continue in her job on a temporary basis, as she is brilliant and her education and experience have helped her maintain employment. However, Heidi’s job is ending soon and she is no longer being invited to interviews with this company. Despite her credentials, Heidi will soon be unemployed.
Case Study #3

In another employment situation, a non-native English speaking woman was hired to work at a company. “Tracey” tells us a different story. She was offered the job based on her education and abilities, which were exceptional, however after being employed for a short time her supervisor noticed that her ability to be a good employee was limited by her English communication skills.

Tracey spoke English quite well; however, what she lacked was the ability to communicate effectively in a faster paced environment, which was a requirement of the job. In taking the time to concentrate on Tracey’s strengths as well as her weaknesses, the employer was able to see what was required, and offered Tracey a tutor at the workplace. The tutor began meeting with Tracey once each week for several hours in the beginning and less time as the weeks passed. After 6 months Tracey was able to communicate more effectively, connect with colleagues on a deeper level, and develop stronger relationships with her coworkers.

Her employer and her coworkers are now able to better respect Tracey’s ability to state her position on work related issues more effectively. Her coworkers admitted that prior to helping Tracey they took her lack of ability to communicate in English as a sign that she was not as intelligent or capable of doing the job as they were.

They now understand why she was hired and recognize the value of what she can offer - all because she communicates more effectively.

Question: Has someone from another culture brought success or different ideas/creativity to your work group?
Session Six: Handling Diversity Related Conflict

Diverse teams make better decisions than homogeneous ones, are more creative, and handle complex challenges more effectively. Yet diversity can also spark conflict.

Understanding what it’s like to feel “different”

One way to deal more productively with diversity-related tensions is to understand what it feels like to be “different” – to be a member of the numerical minority or in a position of relatively little power.

In some organizations, members of the numerical majority (for example, white managers in an organization that employs few visible minorities) may hold prejudicial, deep-seated assumptions about members of the minority group. These assumptions can create a demoralizing climate of tension and distrust for minority members. Yet the managers (majority members) are unaware of this climate.

Understanding what it’s like to feel “different” in an organization can help all employees handle diversity-related conflicts more effectively. Here are a few examples of how minority members or people with relatively little power can be made to feel different by members of the majority:

“I feel like a token.” Some black managers suspect that whites can’t see past black’s skin colour. For instance, at a management retreat, a new hired African Canadian vice president of strategic planning meets key decision makers. They express no interest in her business expertise. Instead, they ask her to head up the company’s new diversity committee.

“I feel marginalized.” Racial minorities and women often feel relegated to the sidelines during important business discussions. For example, during a strategy meeting, Manuela, a department head, offers a suggestion for implementing a new competitive strategy. The room is quiet until a white male manager echoes Manuela’s idea. The CEO then expresses interest in the idea. Concluding that others aren’t willing to hear her thoughts, Manuela declines to contribute during future meetings.

“I feel I have to work harder to demonstrate my worth.” Managers who are members of the numerical majority can define expectations for others that feel demeaning or unreasonably stringent. For example, when the leader of a small team comprising employees with university degrees hires several qualified people who have only a high-school education, her boss begins requesting progress reports from these new hires that he’d never requested before. The
message? “I expect your team’s performance to drop because some of the new staff have less education”. Though the newly configured team performs well, the leader feels worn out by the pressure to constantly defend her employees’ worth through meaningless reports. The following year, she accepts a position at a competing firm.

“I don’t fully trust you.” Sometimes members of the numerical minority doubt that their majority-member colleagues will support them if they make a mistake. So they avoid taking risks. For instance, at a business dinner, Carla complains to Anton, her new colleague, that “Homosexuals are always advocating their agenda.” Anton is gay, but has not told Carla about his sexual orientation. He decides to keep his distance from Carla – which hampers collaboration between their two departments.

Resolving the Problem

When diversity-related conflict arises, the person in the numerical minority may feel an intense need to be proved “right” about having experienced prejudicial treatment based on his or her minority status. Meanwhile, the individual in the numerical majority can experience an equally intense need to be “innocent” of committing an offense.

With such polarized needs, the two stand little chance of moving beyond the conflict. The following four steps can help you uncover what’s fueling diversity-related tension between you and another person and how you might interact more productively.

Steps to Resolving Cultural Conflict

Mind-shift

Question

Connect

Reflect
Step 1: Reflect
If someone accuses you of prejudice, or you feel certain someone has shown prejudice toward you, pause to consider the facts of the situation and your goals before responding. Think about how the incident could help you achieve a goal that matters more than being “right.”

Step 2: Connect
Ask questions to better understand the other person’s behaviour and attitudes. Then share your own perspective. Explain how you felt during the incident, and ask the other person for their perspective. Mutual openness will diffuse tensions.

Step 3: Question yourself
Ask yourself how your desire to be proven right about a perceived offense – or proved innocent of offending someone else – might have distorted your view of the situation. For example, Sandra, a thirty-nine year old manager, succeeded fifty-nine year old Brian as CEO at a consulting firm. Brian, who remained as an advisor, told Sandra that her push to market more vigorously to women in their thirties was “unwise”. Though she initially took offense, Sandra asked Brian to elaborate. He expressed concern that Sandra’s strategy would narrow the firm’s market and alienate the current client base of older men. Sandra realized she needed to explain how her strategy would support the firm’s mission. When she articulated her reasoning – and demonstrated her commitment to retaining current clients – Brian saw the value in her strategy. The tension between them eased, and Sandra was able to move forward with implementing her new direction.

Step 4: Shift your mind-set
Ask yourself what changes you could make to improve your workplace relationships. For example, Richard, a French executive at a Paris-based consulting firm, was frustrated with Suha, his Egyptian business partner. Richard saw Suha as controlling and critical when they took on major new consulting engagements. Rather than trying to persuade Suha to alter his behaviour, Richard realized that the only thing he could change was himself. He initiated a conversation with Suha to learn more about his concerns. When Richard discovered that Suha’s behaviour stemmed from worry about the firm’s increasing workload, he agreed to shoulder more of the load. Their working relationship moved from prickly to positive.
The STOP Technique

Another proven technique to deal with diversity-related issues is the STOP technique. Diversity expert Lenora Billings-Harris has developed a four-step technique that you can use when someone is behaving in an inappropriate manner. It’s called STOP. Although it can be applied to almost any situation, she has designed it for dealing with diversity issues.

**S:** State the inappropriate behaviour objectively.
Tell the offender what needs to be changed in a specific, objective way. If you show your feelings, the offender will often respond with anger and denial, which will get both of you nowhere.

Example: “Bob, when you call my ideas retarded…”

**T:** Tell the offender how you feel when s/he performs this behaviour.
This is where you can add your feelings or opinions, although feelings are usually best so that this doesn’t become a debate. Make sure you stay as logical and unemotional as possible.

Example: “… it really hurts my feelings and makes me feel devalued.”

**O:** Give the offender options.
In addition to telling the person what you don’t want them to do, offer several suggestions for what they can do.

Example: “I would prefer that you use a different word, like silly or illogical. It would be even better if you could simply ask me to explain my idea further.”

**P:** Positive results.
Let the offender know what the results will be if they change their behaviour. Dale Carnegie states that in order to change behaviour, the person must know WIIFM (what’s in it for me?).

Example: “I really feel that this could improve our working relationship and our communication skills. I think our ads would be a lot more creative, too.”

Here are some tips for making STOP work for you.

- The first few times you use STOP, test it on a child when they act inappropriately.
- Plan out what you’ll say. This will help you identify your feelings, options, and possible results.
- When you talk to the offender, make sure you’re in private.
- Don’t expect miracles. If the person does not change their behaviour, you can try the process again until it does work.
• If the behaviour does not change and it interferes with work, bring it to your supervisor’s attention.
• If the behaviour does change, show appreciation as soon as you can.

**EXERCISE: ROLE PLAY**

Using the four steps to resolving conflict and the STOP techniques, role play the following:

**Scenario One**

Tom is the company’s administrative assistant. He is blind. He has noticed that his manager, Samantha, has a unique way of introducing herself: she comes up behind him and squeezes his shoulders. He often finds this startling and uncomfortable.

**Scenario Two**

Mark is one of the company’s senior accountants. He is preparing a major report for the company’s CFO. When he asks Tom, his manager, to review his figures, Tom says, “It’ll be alright; you’re an Asian so you must be good at math.”

**Scenario Three**

Jamie, Alice, Sarah, and Susan are all sales representatives managed by Steven. Jamie is gay and Steven knows this, although he is not very understanding and accepting. At a business gathering, Steven introduces himself, and then says, “And these are my gals” to introduce his salespeople.

**Scenario Four**

As a Catholic, Mary does not eat meat on Fridays. Her co-workers are aware of this belief. One Friday, she attends a company lunch and is dismayed to find that the menu items are meatballs and beef lasagna. One of her co-workers says, “Geez, I’m sure God will forgive you for eating meat on a Friday.”
**Scenario Five**

You have just started a new job in a multi-storey office building. You are in a wheelchair, and you’ve found the entrance ramp a little tricky, but you’ve figured it out. However, one of your co-workers often comes up behind you and starts to push your chair without saying anything.

**DEBRIEF AND PRESENTATIONS**

Present the role plays, discuss the following

- How did the offender feel, being obviously rude?
- How did people feel receiving that type of behaviour?
- What lessons will you take away from this
Session Seven: How to Discourage Diversity

Try as we might to be diversity-oriented and politically correct, no one is perfect. Let’s look at some common pitfalls and how you can avoid making these mistakes.

Assuming.
Assumptions are at the root of most human conflict. Don’t assume that you know the proper name for someone’s ethnic background; don’t assume someone in a wheelchair does or doesn’t need help; don’t assume that a person has a particular quality because they’re from a particular place. Always ask to clarify your assumptions.

Hiring just to fill employment equity requirements.
This is probably the absolute worst thing you can do to promote diversity. Trust us; if you need to fill affirmative action measures, there are plenty of qualified candidates out there. If you hire solely based on the person’s ethnicity or gender, you are doing several things:

- Devaluing the person by not recognizing their real qualities
- Promoting the stereotype that people of various ethnicities can only get jobs if employers are forced to hire them
- Placing a person in a position they cannot succeed in, further promoting stereotypes and harming the person’s self-esteem
- Placing your company at risk of reverse discrimination lawsuits
- Costing your company time and money

Failing to follow up after training.
Diversity cannot be accomplished with just one day’s worth of training. Our goal here is to help you recognize the areas in which you can be more diverse and start you on the road to open-mindedness. It’s up to you to continue the learning process and work on the plan we’ve set in motion today.

Neglecting learning opportunities.
Take every opportunity to learn about new things. If you’re invited to a new place of worship, try it. If a new ethnic restaurant opens, try it. It doesn’t mean you have to like it or even do it again, but it will put you on the road to understanding.
Session Eight: Your Responsibility

Recognize that today’s workplace is much more diverse – behaviours based on stereotypes, locker room humour and pre-conceived notions about culture, race, gender, etc. can be dangerous.

We are all unique and others may find conduct offensive that you do not. If something that someone says is offensive to you, calmly talk to the person who said the offending words. Do not attack the person, understand that the person may not have known that the remark was offensive. You could suggest alternative conduct to the person. If the shoe is on the other foot, and you are on the receiving end of this feedback, apologize if you offended a co-worker, or a colleague. Cut each other some slack. Diverse workplaces are rewarding, exciting, and challenging. Sometimes communicating quickly gets in the way of communicating sensitively.

**TIPS: Did you know that…**

…someone may be offended by a joke or comment even if you (or other employees) are not.

…asking questions or making assumptions about someone’s background or habits; i.e. “did you live in a hut?” or “so you have every Friday afternoon off?” may be offensive.

…behaviour that occurs outside of the workplace, i.e. at a company sponsored function, may violate the company’s harassment policy.

…making inquiries or assumptions about a co-worker’s health or disability may be harassment.

…it is not permissible to engage in offensive behaviour even if someone else starts it.
A Personal Action Plan

I know where I’m starting from. I know I am already good at these things, and I can do them more often:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

I can learn this, I am learning this, and I am doing what I can at this stage as well. I have already learned:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

I will start with small steps, especially in areas that are difficult for me. My short-term goals for improvement are:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

I promise to congratulate and reward myself every time I do something, no matter how small, to maintain and improve my skills. My rewards will be:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

I’m setting myself up for success by choosing long-range goals to work for gradually. My long-term goals for success are as follows:

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
Recommended Reading List