NiMAP toolkit for companies

Exercise leaflets



This overview of exercise leaflets is designed by Vlerick Business School and Talentree with the support of the European Social Fund and the Flemish Government to help organisations in creating a diverse and inclusive work environment. It is part of the training toolkit for companies, which is based on learnings we gathered during a project focused on guiding highly-educated newcomers and companies to fasten the job search and induction process on the workfloor. The training toolkit consists of 4 modules, designed for companies looking to diversify their talent pool:

* module 1: Multicultural Diversity on The Agenda
* module 2: Building a Diverse organisation: Getting The Foundations Right
* module 3: Recruiting for Diversity
* **module 4: Managing Diversity in The Workplace**

The modules are designed in such a way companies can use them autonomously to set up their own diversity initiatives and workshops. Each module consists of:

* a tool
* an interactive PowerPoint presentation
* detailed leaflets of each exercise referred to in the PowerPoint presentation by a blue dotted background

This document combines all exercise leaflets per module.



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MODULE 4

Managing diversity in the workplace

* 1. CODE OF CONDUCT

PRACTICAL GUIDELINES

|  |  |
| --- | --- |
| Objectives | * Write a code of conduct based on dilemmas encountered by the company |
| Target group | A team that wants to clarify behavioural guidelines |
| Number of participants | Divide the group into subgroups of +/- 4 people and conduct the discussion with the entire group |
| Duration | 30 minutes |
| Set-up | Material:   * Template (cfr. Attachment I) * Examples of dilemmas (cfr. Attachment I of leaflet 4.6. ; PowerPoint slides of the dilemmas can be found in appendix of the PowerPoint presentation of module 4) |

INSTRUCTIONS

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| Making teams more diverse might increase the risk of encountering dilemmas. It’s important for a company to clarify how to deal with such dilemmas to avoid conflict and people feeling treated unfairly. |
| Can you think of dilemmas or difficult situations you encountered yourself? |
| Form subgroups of 4 people. Ask each group to define and discuss 5 dilemmas they encountered by bringing in more diversity in their teams. If people need help to come up with dilemmas, the trainer can use the predefined dilemmas in attachment of exercise leaflet 4.6. |
| Once every group defined/chose 5 dilemmas, create a guideline on how to handle similar future dilemmas. These guidelines must be linked to your company values. |
| Translate this to a code of conduct (=set of behavioural rules) for your company. |

DISCUSSION

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| Ask each group to present their code of conduct. |
| Guiding questions to stimulate a group discussion are:   * Can this rule easily be implemented? * Will this rule be well received by every department? * How could you frame the implementation of the code of conduct? * Is this rule fair for everyone? * Does this rule matcher our company values? * … |

ATTACHMENT I

|  |
| --- |
| **Code of conduct** |
| Rule 1 |
| Rule 2 |
| Rule 3 |
| Rule 4 |
| Rule 5 |
| Rule 6 |
| Rule 7 |

* 1. DO’s AND DON’ts

PRACTICAL GUIDELINES

|  |  |
| --- | --- |
| Objectives | * Create cross cultural awareness |
| Target group | A team that wants to understand cultural differences in daily behaviours |
| Number of participants | This exercise can be done individually  It’s also possible to divide the group into subgroups of +/- 4 people and conduct the discussion with the entire group  (cfr. Comment section) |
| Duration | 10 minutes |
| Set-up | Material:   * Template (cfr. Attachment I) |
| Comment | This exercise can be done in two different ways:   * For a multicultural team we advise to perform the exercise on an individual level. In this case, choose the countries of origin of the team members and compare these countries on daily behaviours. Each participant individually fills in the template, based on personal experience * For a non-multicultural team we advise to perform the exercise in subgroups. Participants can visit the Hofstede website: (<https://www.hofstede-insights.com/country-comparison/>) and compare the countries’ scores on different cultural dimensions as a starting point of this exercise * In general we advise to compare those countries with whom participants actually work together, adjust the template in attachment accordingly |

INSTRUCTIONS

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| People for different cultures might have different habits in daily life. This shouldn’t be a problem at all. However, it’s important to know this differences and to be understanding towards one another. For some daily behaviours, such as greeting, guidelines can be included in the company’s code of conduct to minimise misunderstanding. |
| In the first column of the grid there are some daily behaviours. For each behaviour, write down 1 “do” and one “don’t” for the 3 countries. Please feel free to add more behaviours and countries. |

DISCUSSION

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| --- |
| Ask each group to present their do’s and don’ts. |
| Some guiding questions:   * What are the do’s and don’ts you encountered yourself? * Have you ever worked together with someone who behaved this way? How did that feel? * What could you do to overcome these differences? * … |

ATTACHMENT I

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Behaviours | Belgium | Netherlands | Japan | … |
| Way of greeting | do | do | do |  |
| don’t | don’t | don’t |  |
| Informal communication | do | do | do |  |
| don’t | don’t | don’t |  |
| Decision making | do | do | do |  |
| don’t | don’t | don’t |  |
| Feedback giving | do | do | do |  |
| don’t | don’t | don’t |  |
| Handling emotions | do | do | do |  |
| don’t | don’t | don’t |  |
| Dealing with hierarchy | do | do | do |  |
| don’t | don’t | don’t |  |



* 1. FLAWLESS FEEDBACK

PRACTICAL GUIDELINES

|  |  |
| --- | --- |
| Objectives | * Giving constructive feedback |
| Target group | A team that wants to stimulate and improve its feedback practices |
| Number of participants | Divide the group into subgroups of +/- 4 people and conduct the discussion with the entire group |
| Duration | 20 minutes per case |
| Set-up | Material:   * Cases (cfr. Attachments I – VI of leaflet 4.5) |

INSTRUCTIONS

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| --- |
| Giving and receiving feedback is crucial for professional and personal development, but the way we like to give and receive feedback depends on culture. In some cultures being direct with feedback is highly appreciated while in others it’s considered polite to approach feedback more indirectly. |
| We will practice our feedback skills using two effective techniques: non-violent communication and SBI. |
| Let the participants read the case (choose 1 of the cases described in leaflet 4.5.) and assign two role players. For example, in the case of “Who even wants two bosses”: ask one participant to play Dan and to give feedback to Youssef regarding Tanya’s complaints. The participants who plays Dan should choose one of the two techniques to apply. |

DISCUSSION

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| --- |
| Ask the group how they experienced the role play. |
| Guiding questions to stimulate a group discussion are:   * Which technique was used? * How did Youssef react to the feedback? How did he feel? * What would you have formulated differently? * How can you apply the two feedback techniques in your daily communication? * … |

* 1. I AM BUT I AM NOT

PRACTICAL GUIDELINES

|  |  |
| --- | --- |
| Objectives | * Create cross cultural awareness |
| Target group | A team that wants to overcome cultural differences and stereotypes |
| Number of participants | Individual exercise  Discussion should be conducted with the entire group |
| Duration | 15 minutes per case |
| Set-up | Material:   * Template (cfr. Attachment I) |

INSTRUCTIONS

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| The following exercise is a great way to break down misconceptions and stereotypes by allowing employees to report on how they identify themselves, while also allowing them to address the stereotypes behind these identifying factors. |
| Fill in the first blank with some kind of common identifier, such as your race, religion, etc. and the second with a common stereotype about that identifying group which does not apply to you (whether the stereotype is positive or negative). For example,  “I am Asian, but I am not a big fan of rice.” |

DISCUSSION

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| Ask the group to share their statements. |
| Funny statements are allowed, but guarantee a respectful discourse on stereotypes. |

ATTACHMENT I

**I Am But I Am Not**

|  |  |  |
| --- | --- | --- |
| **I AM** | **BUT** | **I AM NOT** |
|  |  |
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|  |
|  |

* 1. ROLE PLAYS

PRACTICAL GUIDELINES

|  |  |
| --- | --- |
| Objectives | * Discussing real-life situations of multicultural companies * Taking different perspectives |
| Target group | A team that wants to build or strengthen its inclusive culture |
| Number of participants | Ideally 8 – 30 people  Exercise can be done with the entire group (appoint 2 role players, the rest of the group are observers)  It’s also possible to divide the group into subgroups of +/- 4 people (each group appoints 2 role players, others are observers) and conduct the discussion with the entire group |
| Duration | 20 minutes per case |
| Set-up | Material:   * Cases (cfr. Attachments I - VI) |
| Comment | Of course it also possible to work with real situations participants faced, instead of the predefined cases in attachment |

INSTRUCTIONS

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| --- |
| Building a diverse organisation often results in more rich, but also more complex daily situations and interactions. |
| To avoid misunderstandings between different actors, it’s important to try to see things from another’s perspective once in a while. |
| Below are some situations one might encounter working in a diverse team. |
| Ask the participants to read one of the cases. Once everyone has read the case, assign roles. Ask the others to observe the play, they can take notes. |

ROLE PLAY

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| Participants take on the persona of their character and to play their role. |
| Observers take notes.  If the exercise is performed in the entire group, it’s recommended to split the group of observers in half (in case of 2 roles to play), with one group observing one character and the other half observing the other character. |

DISCUSSION

|  |
| --- |
| Ask the group how they experienced the role play. |
| Guiding questions to stimulate a group discussion are:   * What happened during the play? * How did the characters feel? * Did you notice any misunderstanding? * How did the character react to a certain phrase/question/statement? * What would you have formulated differently? * How will the situation continue? * Did you ever face a similar situation in your own team? How did you deal with it? * What can we learn from this role play? * … |

ATTACHMENT I

**Case: A Matter of Perception (full version)**

Ghada, a 30 years old Syrian woman, joined the administrative cell of an international pharmaceutical company 2 months ago. She works as administrative assistant for the Belgian division of the company.

The administrative team consists of 4 other assistants who have been working together for a long time and form a close group. The team likes to have lunch together in the company restaurant, where they jauntily discuss the novelties of the day.

However, Ghada does not join her colleagues for lunch. As she doesn’t really master the Dutch language, she doesn’t understand what they’re talking about and can’t participate in the conversations. She would love to join her team members and get to know them better, but doesn’t dare to. Her modest character holds Ghada back from asking her colleagues to talk in English instead of Dutch. She thinks that would be quite an impolite request as she does not want to force people to adapt to her individual needs.

The administrative team on the other hand, thinks Ghada is acting rude and uninterested. They interpret her behaviour as a clear sign of a lack of effort to integrate and decide to speak to their supervisor about Ghada’s “inappropriate behaviour”.

*Role 1: What would you do if you were the supervisor of the administrative unit.  
Role 2: What would you do if you were Ghada?*

ATTACHMENT II

**Case: A Matter of Perception (perspective role 1: Ghada)**

Ghada, a 30 years old Syrian woman, joined the administrative cell of an international pharmaceutical company 2 months ago. She works as administrative assistant for the Belgian division of the company.

The administrative team consists of 4 other assistants who have been working together for a long time and form a close group. The team likes to have lunch together in the company restaurant, where they jauntily discuss the novelties of the day .

However, Ghada does not join her colleagues for lunch. As she doesn’t really master the Dutch language, she doesn’t understand what they’re talking about and can’t participate in the conversations. She would love to join her team members and get to know them better, but doesn’t dare to. Her modest character holds Ghada back from asking her colleagues to talk in English instead of Dutch. She thinks that would be quite an impolite request as she does not want to force people to adapt to her individual needs.

Ghada’s supervisor planned a 1to1 meeting for this afternoon. She thinks he might want to discuss this.

*What would you do if you were Ghada?*

ATTACHMENT III

**Case: A Matter of Perception (perspective role 2: supervisor)**

Ghada, a 30 years old Syrian woman, joined the administrative cell of an international pharmaceutical company 2 months ago. She works as administrative assistant for the Belgian division of the company.

The administrative team consists of 4 other assistants who have been working together for a long time and form a close group. The team likes to have lunch together in the company restaurant, where they jauntily discuss the novelties of the day .

However, Ghada does not join her colleagues for lunch. The administrative team thinks Ghada is acting rude and uninterested. They interpret her behaviour as a clear sign of a lack of effort to integrate and spoke to their supervisor about Ghada’s “inappropriate behaviour”.

*What would you do if you were the supervisor of the administrative unit.*

ATTACHMENT IV

**Case: La Lingua Franca**

Jack Bloomberg, an American from Chicago, moved to Ghent (Belgium) 2 years ago to reunite with his wife Betty. Betty obtained a PhD in Belgium in 2010 and stayed in Ghent to start a university spin-off.

The first year after his arrival, Jack focused on learning the national language: he took intensive Dutch classes to obtain a decent level of Dutch and got involved in some voluntary work.

Recently Jack decided to start looking for job in Belgium. After some months of writing resumes and cover letters, he was happy and relieved that S&H (a big player in the logistics sector, based in Ypres, West-Flanders) hired him as a change expert to manage a new project. The aim of this project is to implement a new software programme that will facilitate courier tracking. Jack’s role is to coordinate and harmonize the belongings of different stakeholders (at all levels of the organisation), to implement a new system and to analyse its effectiveness.

To legitimize Jack’s interference in this long-term change process and because not every member of the project team speaks English, he tries to communicate in Dutch as much as possible. Despite his efforts, Jack feels really insecure about his communication with the Belgian stakeholders. During presentations he notices that people are giggling because of his “very Dutch” accent. In one on one conversations he can’t translate the strong West-Flemish dialect to the Dutch he learned. In group discussions he totally gets lost in the mishmash of different Flemish accents and dialects, but doesn’t dare to ask to switch to English. He never talked about his frustrations and insecurities, neither to his direct supervisor, nor to his project team.

*Role 1: What would you do if you were Jack?  
Role 2: What would you do if you were Jack’s direct supervisor?*

ATTACHMENT V

**Case: Who even wants two bosses?**

Youssef, a Moroccan engineer who has been in Belgium for 4 years, loves his job as a product designer for a multinational technology company headquartered in Brussels. Using his design skills and technical knowledge to improve the way products work and look, is what drives him. Moreover he gets along really well with his manager, Dan.

However, there’s one thing that has been frustrating him for several weeks now. The company decided to start a pilot program on cross-functional team structures. As a consequence Youssef now has an extra (functional) manager: Tanya.

Youssef finds it quite annoying that she asks him for information all the time and doesn’t like her “directive management style”. Consequently, he often postpones to answer her requests for information and even ignores some of her work instructions.

Tanya thinks Youssef is acting this way because he doesn’t accept female leadership and asks Dan to talk to Youssef about his behaviour.

*Role 1: What would you do if you were Youssef?  
Role 2: What would you do if you were Dan?*

ATTACHMENT VI

**Case: Nadia**

Nadia is a 40 years old woman of Arabic origin and works for GL, a middle-sized company in the food industry. She has been working as an accountant for 3 years now and likes her job a lot.

Laila, GL’s head accountant and Nadia’s supervisor, is really pleased with Nadia’s work. During Nadia’s last performance appraisal interview, she told her she beliefs Nadia has a lot of growth potential to further develop herself. Also the other team members are convinced of Nadia’s good work and believe her skills are of great value to the team.

However, on a personal level, certain team members feel uncomfortable around her because Nadia is wearing a headscarf. They think it’s something weird and don’t understand why such a competent, smart woman would hide herself to please others or to please some “divine being”.

Nadia did notice that her colleagues have problems with her headscarf, but hasn’t talked to them about it yet.

*Role 1: What would you do if you were Laila?  
Role 2: What would you do if you were Nadia?*

* 1. DILEMMA DEBATE

PRACTICAL GUIDELINES

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| --- | --- |
| Objectives | * Thinking about how you would deal with difficult situations * Hearing insights about how others dealt or would deal with difficult situations * Making sensitive issues open to discussion |
| Target group | A team that wants to build or strengthen its inclusive culture |
| Number of participants | Ideally 8 – 30 people |
| Duration | 45 minutes |
| Set-up | Material:   * Cards with dilemmas (cfr. Attachment I) * PowerPoint slides of the dilemma can be found in appendix of the PowerPoint presentation of module 4 * Paper * Pens |

INSTRUCTIONS

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| One person takes a card and reads the situation. |
| Everybody writes down how he/she would deal with this situation (5 minutes). |
| Set some ground rules:  As we will share sensitive/confidential information, it is important to have some basic rules of engagement:   * **Confidentiality**: what is discussed, stays in the room. So please feel free to share how you dealt with a similar situation in the past, whether it turned out good or bad, because that way we can learn from each other’s successes or fails. * **Respect**: respect each other’s opinion, give constructive feedback, support and challenge, ask questions but be respectful and unbiased. This also means that you really listen to each other, and that you’re not on your cell phone or laptop checking your messages. |

DEBATES

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| Listen to everyone’s ideas and stimulate a constructive discussion between participants. |
| Once consensus is reached or no one wants to add new information, please take the next card. Agreement is not necessary, different opinions are valuable. |
| Continue until all the cards are discussed. |

DISCUSSION

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| Ask each participant to note down one learning they take from this session. |
| Form a circle and let everyone share their learning in 1 minute. |

ATTACHMENT I

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| **Party Time**  There is a teambuilding activity planned for next Friday. The day will be finished with a dinner and a little party. Talita, a new team member will help to organize the day. Talita’s religion prohibits consumption of alcohol. She says she has a problem with the fact that alcohol will be served that evening.  How do you deal with the situation? |
| **Complicated Art**  George’s screensaver shows an artwork of Michelangelo portraying a naked man. Axana is sitting next to George in the office and sees the picture often. Axana’s culture does not allow her to see naked men other than her husband. She wants George to change the picture but George refuses.  How do you deal with the situation? |
| **Take it or Leave it**  Bettina wears a burqa and is applying for a job within your company. Your company's policy, however, states that burqas cannot be worn due to safety reasons. During the selection process, Bettina explicitly says that she is not willing to take the burqa off.  How do you deal with the situation? |
| **Happy New Year**  Zi Ying asks you whether she can take one month off in February to go and visit her family in China and celebrate Chinese New Year. In Chinese culture, it is an important holiday, and it is an important moment to be with your family. Last year, she couldn’t make it, because she was in the middle of her new adventure in Europe. However, it is not common in your company to take a long holiday outside the summer months. And even in summer, there is an agreement that people do not take more than 21 days off in a row.    What do you say? |
| **Ho Ho Ho**  You work in an international company and are leading the committee tasked with organising and executing fun activities throughout the year. During the Christmas period, you arranged for Santa Claus to come to the workplace and provide all employees with chocolate and Christmas cookies. Afterwards, you received the comment that this was not appropriate in an international environment.  How do you react? |
| **Compris?**  You work in an international company based in Belgium where English is used as a common business language. To make international employees feel welcome, everyone is requested to speak English. There is a department where only French people are working. They often speak French amongst themselves (in the office or during lunch breaks).  How do you react as a team leader? |
| **A Trip to Saudi Arabia**  Patrick falls ill and because of this, he cannot accompany the CEO to a meeting in Saudi Arabia. A replacement needs to be found but it can only be a male colleague. Eva, who really wanted to go, lets you know this is unfair.  How do you react? |
| **Ora et Labora**  Bilal, who works already 1 year for your company, asks you if it is possible to have a prayer room in the company.  How do you react? |
| **Say Hi**  Your newly hired employee, Kaleb, refuses to shake hands with a woman due to respect for that woman.  What do you do? |
| **Language Game**  You work in an international company located in Flanders. Since many employees are from Flanders, colleagues often speak Flemish. Recently, a colleague was hired who only speaks English and no Dutch. This requires an effort from the employees to switch to English. The new colleague feels a bit guilty because they need to speak English especially for him. He doesn’t want to bother them too much, that’s why he doesn’t join them for lunch. His colleagues see this differently. They think their new colleague does not want to integrate within their team.  How would you handle this? |
| **Hugs and Kisses**  Kalila starts working for a company where people are greeting each other in a rather informal way, by kissing and hugging. Kalila does not feel comfortable about this.  How would you deal with this situation? |
| **Lunch Time**  Emir does not want to eat in the cafeteria of the company, because they serve pork. However, he is aware that lunch time is an important moment to get to know the colleagues in an informal way and since he is new in the company, he finds it extra important to have those moments with his colleagues. Since you are his supervisor, he comes to you and asks whether you have a solution.  What do you say? |
| **What she Says**  Ravi who is new in the company, does not accept orders from women. In meetings, he isn’t even listening when a woman is speaking.  What do you do? |
| **A Social Event**  The international employees within your company have no local friends. That’s why they start establishing an international community amongst themselves. They organise an event with international food at work and forget to invite the locals.  How would you deal with this situation? |
| **Her Headscarf**  Yasmine is working in the company for a couple of months now and she shows strong performance. You notice that 2 direct colleagues are sceptical about the fact that she’s wearing a headscarf. These colleagues exclude her from informal talks, and they even did not invite her to a team brainstorm.  How would you deal with this situation? |
| **Social Talk**  Marcella recently joined a team where she’s the first international. After a couple of weeks she indicates that she’s feeling lonely. She misses the more informal activities and social talk, which was part of the work culture in her country of origin.  How would you deal with this situation? |
| **Shake Shake Shake**  Ali recently joined a company where it’s common practice to shake hands whenever someone arrives or leaves the office.  You notice that Ali does not want to shake hands with women.  How would you deal with this situation? |
| **Weekend Work**  Yonsha applied for the position of Lab Technician in a medical laboratory. The line manager is very convinced that she’s right for the job: she has technical skills as well as a positive attitude. However, there’s one problem: during the interview she clearly stressed she does not want to work on Saturdays due to religious reasons.  Other team members follow a work schedule with Saturday work every three weeks.    How would you deal with this situation? |
| **Ramadan**  Mari applied for the open position in the operations team (which consists of 10 people). He’s suitable for the job, but he participates in Ramadan. As the operations team already has 2 employees who participate in Ramadan, the line manager fears hiring Mari would make the team schedule even trickier than it already is.  How would you deal with this situation? |
| **Tense Atmosphere**  Ajwad and Tayeb are two employees of the same team. They do not get along at all, argue all the time and even physically fought each other once. Reason for their mutual hostility is their different origins: they’re descended from two rival Berber families.  How would you deal with this situation? |

* 1. GINGER MAN

PRACTICAL GUIDELINES

|  |  |
| --- | --- |
| Objectives | * Create a safe space to learn about each other’s (cultural) background and values * Create an open setting to form bonds, increase empathy and improve relationships |
| Target group | Members of a cross-cultural team |
| Number of participants | Individual exercise  Discussion should be conducted with the entire group |
| Duration | 20 minutes individually  10 min sharing per person |
| Set-up | Material:   * Flipchart paper for every participant * Markers in different colours * Post-its   Location:   * Choose a spacious room |

INSTRUCTIONS

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| This exercise is meant to get to know each other and to get more insight in each other’s background. |
| Since we will open up to each other it is important to have some basic rules of engagement:   * **Confidentiality**: what is discussed stays in the room. So please feel free to be open and honest, that way you can maximise what you get out of this session. * **Respect**: respect each other, give constructive feedback, support and challenge, ask questions but be respectful and unbiased. This also means that you really listen to each other, and that you’re not on your cell phone or laptop checking your messages. * **Right to use ‘a joker’**: you decide what you share and what you don’t share. If you feel a question is too personal or if you don’t want to elaborate on a certain part of the report, you don’t have to do so. |
| This creative exercise is about introducing yourself by a portrait, so only drawing: words, letters, numbers,… cannot be used. Drawing helps to activate your creative (right) brain half. |
| You have 20 minutes to draw your self-portrait: please use only images. Try to draw with lots of detail and to provide a full picture of yourself. Do not stay on the surface but dig deeper. The good news is that you can tell what you have drawn once everyone has finished (so talking is not allowed during the drawing phase but is after). |
| The self-portrait consists of (show the drawing):   * **Head**: when driving home or in the shower: what was going on in your head (private and professionally) last 2 weeks * **Heart**: who or what is in your heart? * **Gut feeling**: what is your core personality/where do your base decisions on? How would your best friends describe you? What is a typical value that defines your cultural background? * **Leisure**: what do you do in your spare time? * **Professional background**: what is the golden tread through your career, what thrives you in your profession? * **Past**: what makes you the men/women you are today: in what kind of family did your grow up, what are slogans/values of your parents, what is your cultural/national background, life events, … ? * **Future/dreams**: what will the future bring? |

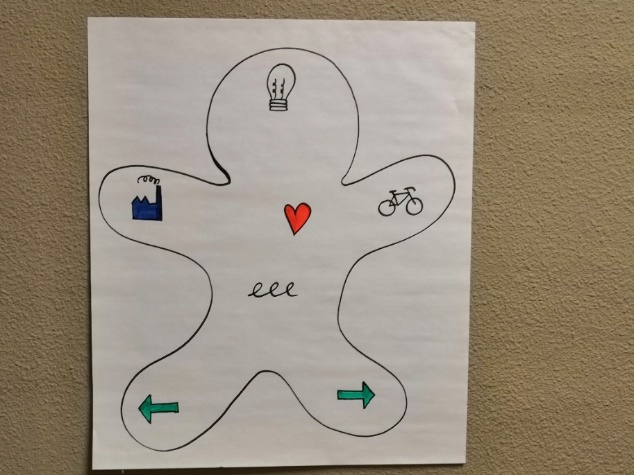
PRESENTATIONS

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| First present your own self-portrait as a means to create trust and an open mindset. |
| Let each participant present his/her portrait and tell their story. Invite others to ask extra questions and to be curious. |

DISCUSSION

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| Ask each participant to note down on different post-its:   * One learning they take from this session * One compliment for each other participant in the group |
| Let the participants stick the compliment post-its on the self-portraits of the others. |
| Form a circle and let everyone share their learning in 1 minute. |

EXAMPLE



* 1. EMPATHY MAP

PRACTICAL GUIDELINES

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| --- | --- |
| Objective | Creating empathy for a new team member (of foreign origin) |
| Target group | A homogeneous team, that will soon welcome a first team member of foreign origin |
| Number of participants | Ideally 8 – 30 people |
| Duration | 25 minutes |
| Set-up | Material:   * Example of an empathy map (cfr. Attachment I) * Post-its * Pens |

INSTRUCTIONS

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| Welcoming a new team member is always exciting and might even make you feel a bit tense or anxious. That’s completely normal. But have you ever thought about the newcomer’s feelings? Entering an existing group can also be very stressful. Especially when having a different background. This exercise helps you to imagine the event of entering our team through the newcomer’s eyes. |
| Draw the empathy map:   * Draw a large circle that is big enough to write some words in it * Add eyes and ears to make it into a large ‘head’ |
| Name the persona (newcomer’s name) and add the persona’s job title. |
| Label large areas around the head: “Doing”, “Saying”, “Thinking”, “Seeing”, “Hearing”, and “Feeling”. |

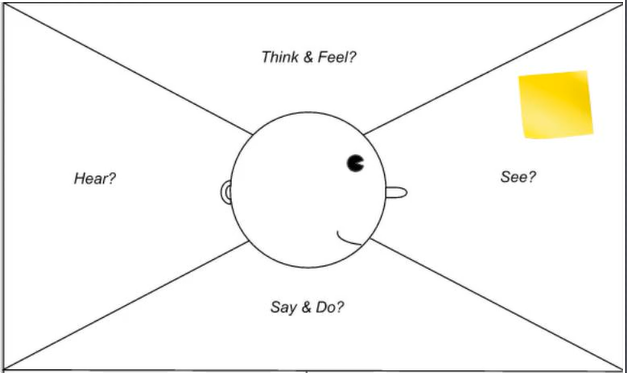
EXERCISE

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| This person represents our new colleague who will soon join the team. Imagine you are \*\*\* (newcomer’s name). |
| What is he/she doing?   * What does he/she do to prepare for his/her first day at work? * What is his/her morning routine? * Did his/her behaviour change since he/she knows he/she will join us? * …   Write all answers down on post-its and stick them to the right place on the empathy map. |
| What is he/she saying?   * What is he/she talking about? * What does he/she tell others about his/her new job? * …   Write all answers down on post-its and stick them to the right place on the empathy map. |
| What is he/she thinking?   * What is he/she thinking about? * What are his/her positive thoughts? * What are his/her negative thoughts? * What is this person’s biggest fear? * …   Write all answers down on post-its and stick them to the right place on the empathy map. |
| What is he/she seeing?   * What is he/she encountering in his/her daily experiences? * What are the people around him/her doing? * What is he/she watching/reading? * Doe he/she understand everything he/she sees? * …   Write all answers down on post-its and stick them to the right place on the empathy map. |
| What is he/she hearing?   * What is he/she hearing in his/her daily experiences? * What are recurrent messages he/she hears? * Doe he/she understand everything he/she hears? * …   Write all answers down on post-its and stick them to the right place on the empathy map. |
| What is he/she feeling?   * How is he/she feeling? * What makes him/her feel good? * What makes him/her feel bad? * What keeps him/her up at night? * What does this person want? * What drives this person? * What makes this person happy? * …   Write all answers down on post-its and stick them to the right place on the empathy map. |

DISCUSSION

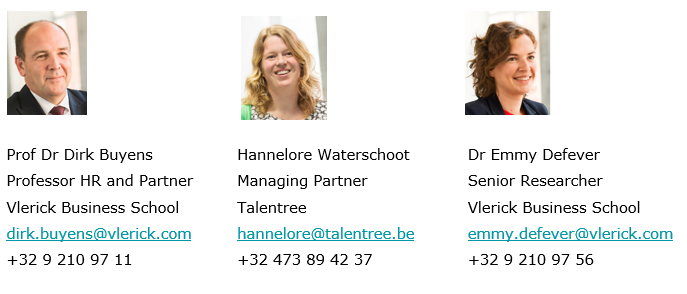
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| Form a circle where everybody shares how they have experienced this exercise and what they have learned. |
| Some guiding questions:   * What are differences in supposed behaviour/thoughts/feelings/…? * What are similarities in supposed behaviour/thoughts/feelings/…? * What can we do to make him/her feel at ease at his/her first day? * … |

ATTACHMENT I



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