



Edmonton Chamber
of Voluntary Organizations

Welcoming Workplaces



Facilitator Guide

March 2011



Welcome to the Welcoming Workplaces Facilitator Guide

The Welcoming Workplaces program is designed to strengthen the capacity of organizations in the nonprofit sector to attract, integrate and retain employees from under-represented groups. Employers who are able to embrace diversity and create workplaces that harness the unique insights, practical knowledge and networks that people from different backgrounds, generations, cultures and abilities can bring, will benefit from increased productivity and organizational stability, as well as improved programs and service delivery.

Combining workshops, peer mentoring and coaching The Welcoming Workplaces program supports participants to develop, adapt and implement human resource (HR) policies and processes that will improve attraction and retention of seniors, youth, newcomers to Canada and Aboriginal Peoples.

This Facilitator Guide includes: planning resources, workshop module outlines, handouts, resource lists and evaluation tools to assist in the delivery of the Welcoming Workplaces program.

The Guide is intended for facilitators working with a hosting organization to deliver the program. Facilitators are encouraged to adapt content and resources according to current statistics, as well as local needs, issues and realities. An accompanying CD provides an array of forms, documents and resources.

This Edmonton Chamber of Voluntary Organizations (ECVO) resource is free to nonprofit organizations in Alberta who are interested in improving the diversity and inclusiveness of their organization. The ECVO and its employees and agents shall be held harmless from any and all claims, demands, actions and costs whatsoever that may arise, directly or indirectly, from the use of this manual or the delivery of the Welcoming Workplaces program.

If you are not a nonprofit organization, or if you operate outside of Alberta, please contact director@ecvo.ca for approval to use this resource.

We would like to thank our funders: The Government of Alberta, Employment and Immigration and The Edmonton Community Foundation.

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Russ Dahms
Director, Edmonton Chamber of Voluntary Organizations

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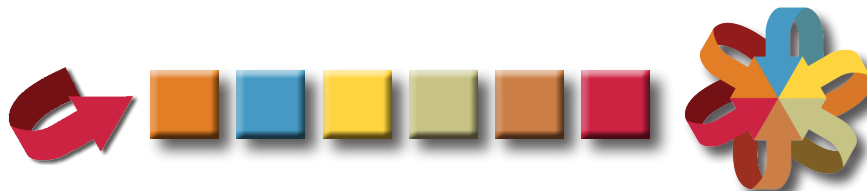
Contents of Accompanying Welcoming Workplaces Facilitator Guide CD:

Host Guide Forms:

- Participants
- Marketing and promotions
- Evaluations

Facilitator Guide Forms

- Lesson Plans
- Handouts
- Facilitators resources





1.0 Glossary and Description of Terms

Term	Definition
Acculturation	<ul style="list-style-type: none"> The process whereby the culture, values and patterns of the majority are adopted by a person or an ethnic, social, religious, language or national group. The process can sometimes also involve absorbing aspects of minority cultures into the majority culture's pattern.
Aboriginal People	<ul style="list-style-type: none"> These are three separate peoples, Indians, Métis and Inuit, with unique heritages, languages, cultural practices and spiritual beliefs.
Anti Racism	<ul style="list-style-type: none"> Acknowledging the existence of systemic racism including institutional and societal and through policies and practices, seeks actively to identify, challenge and elimination racism in all its various forms wherever they exists.
Assimilation	<ul style="list-style-type: none"> The full adoption by an individual or group of the culture, values and patterns of a different social, linguistic or national group, resulting in the elimination of attitudinal and behavioural affiliations from the original cultural group. Can be voluntary or forced.
Bias	<ul style="list-style-type: none"> A subjective opinion, preference, prejudice or inclination, formed without a reasonable justification, that influences an individual's or a group's ability to evaluate a particular situation objectively or accurately; a preference for or against.
Business Case	<ul style="list-style-type: none"> Justification for a decision including alignment with organizational priorities and return on investment.
Coaching	<ul style="list-style-type: none"> Partnership with individuals in a thought provoking and reactive process that inspires them to maximize their professional and personal potential.
Cultural Competence	<ul style="list-style-type: none"> Refers to an ability to interact effectively with people of different cultures. Cultural competence comprises four components: (a) awareness of one's cultural worldview, (b) attitude towards cultural differences, (c) knowledge of different cultural practices and worldviews and (d) cross-cultural skills. Developing cultural competence results in an ability to understand, communicate with, and effectively interact with people across cultures.
Discrimination	<ul style="list-style-type: none"> Distinction based on the personal characteristics of an individual resulting in some disadvantages to that individual.
Duty to Accommodate	<ul style="list-style-type: none"> Accommodation is a way to balance the diverse needs of individuals and groups with the needs of organizations and businesses in our society.
ECVO	<ul style="list-style-type: none"> Edmonton Chamber of Voluntary Organizations - an organization that serves the needs of the nonprofit sector. ECVO developed the Welcoming Workplaces Program.

1.0 Glossary and Description of Terms Continued

Term	Definition
Employee Recognition	<ul style="list-style-type: none"> The acknowledgement of an individual or team's behaviour, effort and accomplishments that support the organization's goals and values.
Ethnic Group	<ul style="list-style-type: none"> Refers to a group of people having a common heritage or ancestry, or a shared historical past, often with identifiable physical, cultural, linguistic and/or religious characteristics.
HR Policies	<ul style="list-style-type: none"> Systems of codified decisions, established by an organization, to support administrative personnel functions, performance management, employee relations and resource planning.
HR Strategy	<ul style="list-style-type: none"> Human resource management strategy should maximize return on investment in the organization's human capital and minimize financial risk.
Immigrants	<ul style="list-style-type: none"> Visible minorities are persons other than Aboriginal people who are non-Caucasian in race or non-white in colour. Can be economic immigrants, family class or refugees.
Mature Workers	<ul style="list-style-type: none"> Individuals that are 55+ years of age that are fully employed, retired or semi retired.
Organizational Culture	<ul style="list-style-type: none"> Describes the specific collection of values, beliefs, attitudes and norms that are shared by people and groups in an organization and that control the way they interact with each other and with stakeholders outside the organization.
Peer Mentoring	<ul style="list-style-type: none"> A process of shared learning and growth that promotes mutual benefit, interaction and supports for both parties. Peer mentoring allows us to build and participate in a "community of practice". The key ingredient for success are mutual engagement and reflection.
Racial Minority	<ul style="list-style-type: none"> All people who are not seen as white by the dominant group including Aboriginal, Black, Chinese, South Asian, South East Asian and other peoples. Sometimes used instead of Visible Minority. The term that many people now prefer is "people of colour" as a more positive term that does not define groups by comparison to the dominant group.
Tokenism	<ul style="list-style-type: none"> Refers to a policy or practice of limited inclusion of members of a minority group, usually creating a false appearance of inclusive practices, intentional or not. Typical examples in real life and fiction include purposely including a member of a minority race into a group. Alternatively, their differences may be overemphasized or made "exotic" and glamorous.
Visible Minority	<ul style="list-style-type: none"> Term used in Canada to describe non-dominant groups who are not white. Although it is a legal term widely used in human rights legislation and various policies, currently the terms racial minority or "people of colour" are preferred by people labelled by others to be "visible minorities".
Youth	<ul style="list-style-type: none"> Individuals that are 16 – 24 years old that have recently entered the workforce.

1.1 Icon Legend

Throughout this manual you will see icons highlighting tips, information pieces and testimonials that may assist in planning your Welcoming Workplaces Program. The icons are as follows



Participant Testimonial



Good Information



Tip

2.0 Introduction

The Edmonton Chamber of Voluntary Organizations (ECVO) understands the importance of supporting organizations in the sector to develop high performance, sustainable workforces and created the Workforce Strategy portfolio within their organization to address this need. In keeping with their mandate, ECVO developed the Welcoming Workplaces program that is now available for other organizations and communities to use.

Welcoming Workplaces is a facilitated program designed to strengthen the capacity of organizations in the nonprofit and volunteer sector to attract, integrate and retain employees from a variety of target markets.

ECVO has developed guides for both the host organization and the facilitator(s) to enable other groups to replicate the program in their communities. This program includes six workshops supported by peer mentoring, individual coaching and sector events. It is highly interactive and intended to build on “real life” issues and challenges of the participants.

The program includes the following components over a period of 6 months:

- A series of six workshops to create innovative yet realistic and practical strategies designed to engage and retain existing workers and attract targeted workers.
- One-on-one coaching with participating organizations between each workshop.
- Opportunity for peer mentoring to share successes, challenges, ideas and resources.

2.1 Curriculum Overview

The project includes six full-day workshops. Between each workshop participants will participate in peer mentoring activities and receive one hour of one-on-one organizational coaching.

Workshop #1 Are You Ready?	
Components	Success Factors
<ul style="list-style-type: none"> • Program Orientation • Benefits of an inclusive workplace • Facts and trends in the volunteer sector and target markets • Impacts of biases on the workplace 	Participants: <ul style="list-style-type: none"> • Conduct self assessment, organizational assessment and gap analysis
Peer Mentoring	
One-on-One Organizational Coaching	

Workshop #2: What's Your Business Case?	
Components	Success Factors
<ul style="list-style-type: none"> • Attributes, needs and challenges of each target market • Target market experts share tips and practices 	Participants: <ul style="list-style-type: none"> • Identify preferred target markets • Assess changes you could make in your workplace
Peer Mentoring	
One-on-One Organizational Coaching	

Workshop #3: What's the Impact of HR Policies & Procedures?	
Components	Success Factors
<ul style="list-style-type: none"> • HR recruitment and retention practices • World Café process • Planning 101 	Participants: <ul style="list-style-type: none"> • Understand how HR policies and procedures impact attraction and retention • Complete the case to support an inclusive workplace
Peer Mentoring	
One-on-One Organizational Coaching	

Workshop #4: How Do You Recruit from Our Target Markets?	
Components	Success Factors
<ul style="list-style-type: none"> • Innovative recruitment practices • Interviewing • On-boarding • Best practice employers share their promising practices 	Participants: <ul style="list-style-type: none"> • Identify innovative recruitment practices to address specific target markets • Identify commonalities of target markets • Develop an implementation plan for 2-3 practices and commit to implementation
Peer Mentoring	
One-on-One Organizational Coaching	

Workshop #5: How Do Retention Practices Foster a Welcoming Workplace?	
Components	Success Factors
<ul style="list-style-type: none"> • Performance management • Building capacity of supervisors • Mentoring and coaching • Subject matter experts share promising practices 	Participants: <ul style="list-style-type: none"> • Identify innovative retention practices to address specific target markets • Identify commonalities of target markets • Develop an implementation plan for 2-3 practices and commit to implementation
Peer Mentoring	
One-on-One Organizational Coaching	

Workshop #6: How Do You Engage and Recognise Employees?	
Components	Success Factors
<ul style="list-style-type: none"> • Organizational culture • Employee engagement • Employee recognition • Subject matter experts share promising practices • Next steps discussion • Graduation celebration 	Participants: <ul style="list-style-type: none"> • Identify innovative retention practices to address specific target markets • Develop an implementation plan for 2-3 practices and commit to implementation • Identify ways to build and maintain the community of practice
Peer Mentoring	
One-on-One Organizational Coaching	

2.2 Welcoming and Inclusive Workplaces

Welcoming and inclusive workplaces are ones in which each individual staff member is acknowledged for being unique. In these types of workplaces commonalities and differences only serve to make the contributions people bring to the workplace all the more valuable.

In a welcoming and inclusive workplace:

- People feel welcome.
- Colleagues are making an effort to learn about each other and what is important to them.
- People are included in social events.
- People are not treated as though they are different, but their differences are acknowledged.

The best tool to improve retention, engagement and productivity is a competent manager who, truly cares, creates an environment of trust and is passionate about their internal and external clients, about excellence and about achieving goals together.

The goal of creating welcoming and inclusive workplaces is sustainable change. You can't strengthen an organization through process improvement or by offering better trinkets and toys. You strengthen an organization through strong people creating a positive environment that in turn attracts better people.

2.2.1 Common Terminology

In the Welcoming Workplaces program, we talk about recognizing differences and celebrating similarities. This is how we define these terms.

Diversity	Inclusion
Range of characteristics in people including: <ul style="list-style-type: none"> • race, • ethnicity and national origin; • sex, gender identity, and sexual orientation; • socioeconomic status, age and physical attributes; and • religious, political, cultural and intellectual ideologies and practices. 	Structures and processes that welcome, recognise and support people of all ages, culture, economic status and life styles. Creating a workplace that recognizes that each individual is unique.
Equality	Equity
Treating everyone the same regardless of his or her differences and different needs - One size fits all.	Treating everyone fairly by taking their differences and different needs into account.

2.2.2 Target Markets

The labour force and workplace environment are changing in a number of ways:

- A fluctuating economy that impacts each of our target markets.
- An aging population and workforce bringing both new opportunities and challenges.
- The growing diversity in our city.
- An increasingly tight labour market due to global competition for talent.

Organizations will have to adjust to the current and emerging trends and the Welcoming Workplaces program was designed to begin that process. For the purposes of the program the target markets are described as follows.

Group	Descriptor
Youth	<ul style="list-style-type: none"> • 16 – 24 years of age. • Entering or recently entered the workforce.
Seniors	<ul style="list-style-type: none"> • 55+ years of age. • Fully employed, semi-retired or retired.
Aboriginal People	<ul style="list-style-type: none"> • The Canadian Constitution recognizes three groups of Aboriginal peoples—Indians, Métis and Inuit. • These are three separate peoples with unique heritages, languages, cultural practices and spiritual beliefs. • There are three categories of Indians in Canada: Status Indians, Non-Status Indians and Treaty Indians.
Immigrants	<ul style="list-style-type: none"> • People who have immigrated to Canada. • Visible minorities are persons other than Aboriginal people who are non-Caucasian in race or non-white in colour. • Classes of immigrants: <ol style="list-style-type: none"> 1. Economic class - skilled workers, business investors and entrepreneurs. Temporary Foreign Workers and Provincial Nominees are recruited by an employer, often for a fixed period of time. 2. Family class – closely related person of Canadian resident. 3. Refugee class – government assisted refugees or privately sponsored.

Intentional targeting for these four groups makes sense for the following reasons:

Aboriginal People:

- By 2020 Edmonton could have the largest urban Aboriginal population in Canada.
- Aboriginal youth are one of two fastest growing segments in Canada and an important talent source.
- The Aboriginal baby boom will create one of the largest working age populations in Canada.
- 46% of Alberta's Aboriginal population is less than 20 years of age (compared to 29% in the general population).
- 400,000 Aboriginal Canadians will reach the age to enter the labour market over the next decade.
- Within a decade, Aboriginal workers will represent 1 out of every 5 new entrants into the labour market.
- In 2006, Aboriginal peoples accounted for 5.6% of the total population in the City of Edmonton - 30,365 residents in 2001 growing to 38,170 residents by 2006 (25.7% increase in 5 years).
- Of the total population in Edmonton, Métis account for 3.0% followed by First Nations of 2.3%, and Inuit of 0.1%. The Métis population is the fastest growing Aboriginal group in Edmonton.

Immigrants:

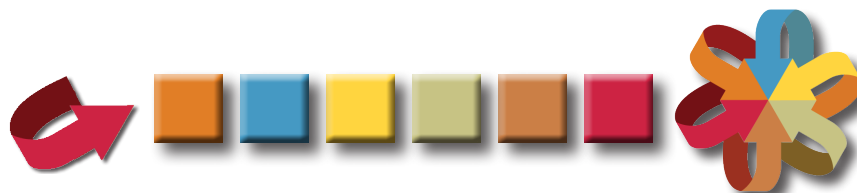
- Immigrants are one of two fastest growing segments in Canada and an important talent source.
- Between 2001 and 2006 Canada's visible minority population increased by 27.2% - 5 times faster than the growth rate for the total population.
- By 2017 immigrants will account for 100% of labour force growth. By 2037, immigration could account for 100% of total population growth
- By 2017, 1 in 5 people will be a visible minority.
- In the West, the visible-minority population will grow by 135% while the non-minority population edges up by only 15% over the next 20 years.
- Alberta's population will be more diverse in 2031 than BC's population is right now - quite a shift.
- The unemployment rate for working immigrants who came to Canada within the last five years is more than double the rate for Canadians.
- More than 45% of immigrants have a university degree, compared to less than 25% of the Canadian born population.

Mature Workers:

- By 2012, adults aged 55+ will constitute 19.1% of the labour force, compared to 15% for those under 25 and 66% of those 25–54 years.
- By 2037, 25% of the population will be over 65 years with 40 retirees for every 100 workers.
- 29% of employers surveyed in 2009 hired a worker age 55+ for a permanent position within the past six months.
- 28% of workers 55+ who were laid off in the last 12 months found new jobs, compared to 71% for those aged 25–34.
- Employment of older workers (55 years of age and over) increased for both men and women since the economic downturn.
- The loss of household net wealth emanating from the global financial crisis may have prompted some to defer retirement or re-enter the workforce.
- Consider different dimensions of seniors, not just their age. They have different stages in their careers and different expectations and needs as they mature.

Youth:

- Youth represent 16.7% of the provincial labour force.
- Alberta youth are eager to find work and develop skills.
- Young Canadians were hit especially hard by deteriorating economic conditions.
- The unemployment rate among Canada's youth (15 to 24 years of age) soared to 16 per cent in December 2009, up from 13.1 per cent a year ago.
- Youth prefer a job that lets them exercise personal values and beliefs. 62% want to work for companies that give them a chance to use their skills to help a nonprofit.
- 60% of students volunteer at least monthly.
- Main reason for volunteering is to gain skills for the future, and because it makes them proud. Their focus is on environment, poverty and community problems.



2.2.3 The Business Case

Managing diversity effectively transforms corporate culture into a workplace that is inclusive and supportive of employees from all backgrounds and ways of life. This results in employees who feel welcome, want to contribute and want to stay.



In our current economic and demographic climate, it is imperative to provide an inclusive and welcoming work environment in order to position organizations as employers of choice among other organizations that are competing for workers.

The program is designed to span 6-10 months to ensure time for attitudes to change and action plans to be not only developed, but implemented.

The Welcoming Workplaces program provides an opportunity for participating organizations to;

- Assess their current attitude toward Aboriginal Peoples, Immigrants, Seniors and Youth.
- Analyze their HR policies and practices from the perspective of being welcoming and inclusive
- Fine tune them to ensure that as an organization, they are better able to attract and retain staff from these target markets.



Top Reasons for Becoming an Inclusive Workplace:

- ✓ Access to a broader talent pool.
- ✓ Marketing your organization and becoming recognized as an employer of choice.
- ✓ New ideas and perspectives.
- ✓ Gaining understanding of and access to new client markets.
- ✓ Attracting and retaining the best employees.
- ✓ Increased innovation and creativity.
- ✓ Improved productivity and service by gaining new perspectives and ideas.
- ✓ Enhancing your organization's image as an ethical employer.
- ✓ Meeting legal obligations and accessing funding.

Conference Board of Canada

2.3 Program Goals and Expectations

Welcoming Workplaces is designed to assist nonprofit sector organizations to build welcoming and inclusive workplaces. The program purposefully takes place over several months, to allow participants to create an implementation plan and begin to put it into effect.

Program goals:

- Build a high performance workforce by fostering and strengthening human resource practices within the nonprofit sector.
- Create welcoming work environments with targeted messaging, recruitment and retention practices and HR processes and programs customized to meet the needs of the targeted workforce.
- Implement collaborative approaches to facilitate the transfer of information, practices and attitudes between organizations within the sector.

2.4 It's All About Them

Participating organizations have invested time, money and energy into the Welcoming Workplaces program. Each organization will have their own individual goals and outcomes to be realized through their participation in the program. The program is designed to enable participants to take what is being taught and transfer that knowledge back to the work site.

The Welcoming Workplaces program is a place where participants can:

- Be purpose-driven.
- Become champions in their workplace for this work.
- Learn language around procedures and practices.
- Ask for clarification.
- Do the most that can be done in a limited time.

Facilitators will create a learning environment that encourages participants to share, speak out loud and practice their learning in a safe environment. The workshops, coaching and peer mentoring will provide opportunities for participants to engage mentally, socially and emotionally with each other.



Participants need to leave impressed with themselves and what they have accomplished in their learning. They need to see the value in continuing to learn from and stay connected with each other.

3.0 Planning Your Program

As the facilitator you have been provided with a user-friendly Facilitator Guide to help you navigate your way to a successful program. The accompanying CD includes an array of forms and materials.

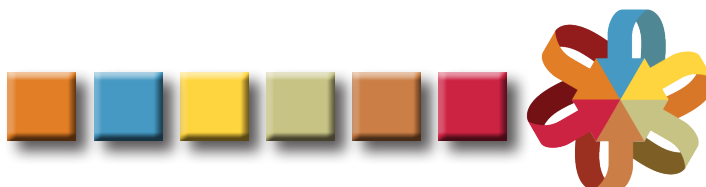


Critical Success Factors:

- ✓ Understand what the program “looks like” for the host organization and what outcomes they expect from it.
- ✓ Working with the host organization to develop a realistic plan for delivering the program.
- ✓ Clarifying your role as the program facilitator and that of the host organization.
- ✓ Identifying and collecting the information required to customize the program to the community, the host organization and the participant group.
- ✓ Customizing the program, lessons plans and materials specifically for your creating a welcoming, open and safe learning environment where participants come together to share and learn.



Working within a realistic and doable plan for delivering the program is the key to a successful program.



3.1 Customizing the Program

Welcoming Workplaces was developed as a dynamic program meant to be customized to the needs and preferences of the community, host organization and participants.



The program succeeds when the information is current, relevant and targeted to the community and the participant group.

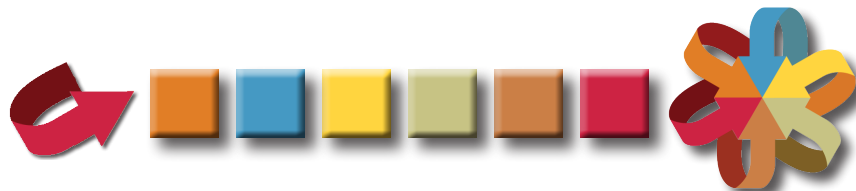
Think about customizing:

- The resources to ensure that you are providing the most current information and that the demographics, data and information are specific to your geographic location and the associated target.
- The labour market information to ensure it reflects the community in which the program is delivered.
- The handouts to reflect the needs and desires of your participant group.
- The templates such as those for coaching schedule, buddy list and topics for peer mentoring at the onset of the program to reflect the changes you have made.

You are free to add, delete or change any information in this guide to ensure that it reflects your organization's specific policies, procedures and needs. You may change the Guide as much or as little as you need. All information in the Guide has been approved for public release by ECVO.



Local Organizations, economic development agencies, Statistics Canada, human resource agencies and government web sites can be good sources of information for the customizations of your program.



3.2 Creating a Welcoming Environment

The Welcoming Workplaces program is designed as an open and safe learning environment where participants come together to share, learn and practice how to make their respective workplaces more welcoming and inclusive.

The program assumes that all participating organizations have assets in the form of HR policies and practices, that work well and that other participants can learn from. This existing knowledge is supplemented by other promising practices contained in the Facilitator Guide and shared by presenters at each workshop.

The ideas shared at each workshop become the foundation for the implementation plan that each participant develops over the course of the program. Participants are encouraged to consider each idea and decide which will work best in their workplace.



A critical success factor is the shared responsibility for learning.

Participants are expected to share these ideas with their supervisor or senior team following each workshop in order to ensure buy in and engage the whole organization in the process of developing a more welcoming and inclusive workplace.

One-on-one coaching sessions, held at midpoint between workshops provide participants with the opportunity to share ideas and work through any implementation challenges. In addition, participants can connect with their assigned “buddy” or other participants to share additional resources or discourse on what was learned.

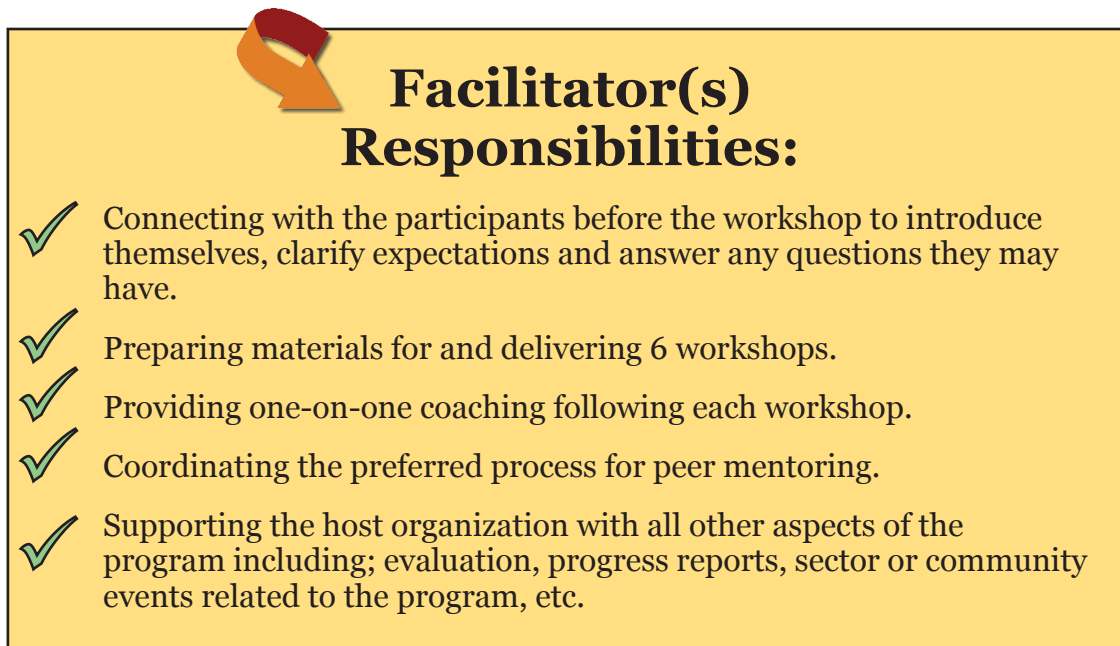
The facilitator provides ideas, resources and presenters on promising practices, and the participants commit to implementing two to three practices in between each workshop.

By the end of the program, participants come away with a well developed implementation plan and many practices already underway.

3.3 Your Role as the Facilitator

The facilitator needs to display adaptability, flexibility, discretion and empathy while teaching and working with the participating organizations. These are certainly common criteria but each participating organization will have a different level of sophistication and self awareness about what it means to be a welcoming and inclusive workplace.

Offering a series of workshops allows for time in between to learn about, and make adjustments for preferred and effective learning styles. Facilitators should not take things personally; but rather learn to recognize when they don't have participant "buy in" and investigate why.



Facilitator(s) Responsibilities:

- ✓ Connecting with the participants before the workshop to introduce themselves, clarify expectations and answer any questions they may have.
- ✓ Preparing materials for and delivering 6 workshops.
- ✓ Providing one-on-one coaching following each workshop.
- ✓ Coordinating the preferred process for peer mentoring.
- ✓ Supporting the host organization with all other aspects of the program including; evaluation, progress reports, sector or community events related to the program, etc.



The program succeeds when the facilitator is able to prioritize the most important learning outcomes from the participant's perspective.



A collaborative working relationship between the host organization and the facilitator will result in a more successful program.

4.0 Delivering the Program

This section provides you with all the information you need to deliver an effective program including the design of the workshops, and peer mentoring and coaching activities. A comprehensive checklist including timelines can be found in section 4.2 of this Guide.



Critical Success Factors:

- ✓ Customizing your style and methods to the needs of the participants
- ✓ Using innovative approaches to engage participants
- ✓ Being well-prepared for each workshop
- ✓ Using coaching to support participants and identify retention challenges
- ✓ Customizing your program delivery checklist so it is specific to your program
- ✓ Determining the roles and timelines associated with the activities in the checklist



4.1 Be Flexible

Whether you are an experienced facilitator or new to the field, you will be experimenting with different styles and ways to communicate with program participants. There is a lot to remember as the facilitator of the program. (Adapted in part from the NorQuest College Common Ground Facilitators Manual)

You will quickly learn that the lesson plan you laboured over will never go exactly as planned. There is great comfort in knowing that! Being prepared for your workshop is key, but remember that lesson plans are made to be modified “on the fly.” Participants may ask a question or answer one of yours in a way that you did not expect. Follow these strands and see where they take you.



This is your opportunity to be flexible:

- Position the program as a means to collaborate & learn from each other.
- Use a variety of approaches and tools so that the content appeals to all learners.

4.1.1 Experiment with Different Styles of Teaching

As a facilitator, you may attempt new teaching techniques that will take you out of your comfort zone. Embrace this; it will allow you to learn about yourself and how you communicate with others as a facilitator in the program.

Varying the way workshops are delivered will allow you to connect with all the participants in the program. People like to learn through three different ways: seeing, listening and doing.



Remember that participants come from different cultures, different age groups and different levels of education. All of these factors will affect how they learn.

4.1.2 Just Be You

Participants essentially want you! A “you” who is aware of HR challenges and diversity issues and the advancements/limitations these bring to everyday life.

Building trust and respect with participants is essential for fostering long-term success. Be honest, share your experiences and encourage them to share their expertise as well. You are all learning together.

4.1.3 See the Bigger Picture

The Welcoming Workplaces program can be seen as a fleeting opportunity to learn and grow. What is learned in the workshops will change attitudes not only at work, but in everyday life.

Help participants see themselves as champions in their workplace. Encourage them to become inspired and motivated to keep learning and changing long after the program is over.

4.1.4 Facilitating a Workshop

As the facilitator, you will create routines during the first workshop. Clarify the routines you wish to have followed. They may include any of the following or you can add to this list to fit your own facilitation style.

Routine	Tip
The parking lot routine	<ul style="list-style-type: none"> • Sometimes there will be questions asked, information wanted or challenges that arise in the session that you may not be able to answer at that time. • Establish the idea that topics will be “parked” until there is an opportunity to bring them up again in conversation or until an answer is found.
Breaks, food and personal needs	<ul style="list-style-type: none"> • Participants should adhere to scheduled start and break times. • If personal breaks are allowed, it is expected that learners do not disturb the class set rules for use of PDAs during a workshop.
Using visuals	<ul style="list-style-type: none"> • Visuals support critical information given in a session. • Posters, white boards, overheads, PowerPoint presentations, authentic materials and other visuals will help support visual learners. • Colour carries meaning, so colour-coding information is an excellent strategy.
Working in pairs and small groups	<ul style="list-style-type: none"> • Within all workshops there are opportunities for participants to work with each other. • Some participants will want to always work with the same partner as they become comfortable together but it is important for them to work with everyone. • Learning to work with unfamiliar people is important for personal growth as well as for building trust within the classroom. • When it comes to working in pairs or in discussion, it is important for everyone to participate so roles need to be assigned as follows: <ul style="list-style-type: none"> • The timekeeper will keep the conversation on track & within the time limit. • The reporter will report to the rest of the group what was discussed. • The recorder will write down the most important information to share.
Group behaviours	<ul style="list-style-type: none"> • It is important to discuss the need to abide by common rules of respectful behaviour in order to minimize misunderstandings

4.2 Workshops

A series of 6 full day workshops are the foundation for the program. Each workshop includes the following components.

Workshop Section	Associated Component
Welcome	<ul style="list-style-type: none"> • Facilitator welcome • Reconnecting activity • Check in
Morning session #1	<ul style="list-style-type: none"> • Prep work review • Introduction to the day • Facilitated session, guest speaker or guest panel related to the workshop topic • Individual, pair and large group activities
Health break	<ul style="list-style-type: none"> • 15 minutes
Morning session #2	<ul style="list-style-type: none"> • Facilitated session, guest speaker or guest panel related to the workshop topic • Individual, pair and large group activities • Informal evaluation
Lunch break	<ul style="list-style-type: none"> • 60 minutes
Afternoon session #1	<ul style="list-style-type: none"> • Facilitated session, guest speaker or guest panel related to the workshop topic • Individual, pair and large group activities
Health break	<ul style="list-style-type: none"> • 15 minutes
Afternoon session #2	<ul style="list-style-type: none"> • Facilitated session, guest speaker or guest panel related to the workshop topic • Individual, pair and large group activities
Wrap	<ul style="list-style-type: none"> • Review of the day • Introduction and discussion of resources • Curriculum overview and identification of participant needs for upcoming workshop(s) • Confirmation of next workshop date • Review of participant prep work to be completed prior to next workshop • Sign-up for coaching session dates • Discussion of topic, methodology, dates for next peer mentoring activity • Formal or informal evaluation • Check out



4.2.1 Facilitation/Presentation

Each program includes a combination of facilitated sessions, guest speakers and guest panels.

Workshop Methodology	Associated Component
Facilitated sessions	<ul style="list-style-type: none"> • This component is designed and delivered by the project facilitator(s). • It sets the tone for the program and the workshops and builds the “ participant team” . • It includes presentation of material, individual work and pair/group activities. • Critical research is necessary to bring depth to the content and provide data, tips, lessons learned and promising practices.
Guest speakers/ presenters	<ul style="list-style-type: none"> • Guest speakers include subject-matter experts and best practice employers. • This component provides a different perspective on the topic and includes best practices. • It includes a group activity and a Q&A session.
Guest panel	<ul style="list-style-type: none"> • A guest panel features a panel discussion on a specific topic where subject-matter experts and best practice employers share their perspectives, experience and expertise. • It is facilitated by the project facilitator(s) to keep the discussion on track and on time. • It includes a group activity and a Q&A session.



4.2.2 Workshop Checklist

Below is an example of a workshop checklist for you to customize to your own needs.

Workshop Development		
Action	Due By	Who
Review participation needs and preferences and conduct any required research		
Source and confirm presenters		
Develop handouts and facilitator resources		
Complete lesson plan		
Prepare Are You Ready? handout and ensure it is included in the Wrap component of the workshop		
Ensure workshop refers to AEI publications		
Prepare dates for peer mentoring		
Prepare dates and sign up sheet for coaching		
Prepare publications from AEI and other sources		
Post documents and articles on collaborative website		
Prepare tools and materials required for workshop (i.e. post-it notes for evaluation, props for games, etc.)		
Prepare facilitator binder including lesson plan, handouts, facilitator resources and any additional research or data to be used		
Print handouts for participants		
Facility		
Action	Due By	Who
Book or confirm room		
Order or confirm refreshments (morning and afternoon coffee, tea, water and snacks)		
Coat rack		
LCD projector and screen		

4.2.2 Workshop Checklist Continued

Upon Arrival at the Facility		
Action	Due By	Who
Set up room if not already done		
Set up AV equipment and make sure everything is functioning		
Set out resources on resource table		
Set up facilitator space with binder, materials, etc.		
Set up refreshments and start coffee and hot water		
For First Workshop		
Action	Due By	Who
Name tags and tent cards		
Participant binders		
Mugs or other opening gift for participants		
Representative from Host organization in attendance to open program and welcome participants		

4.3 Peer Mentoring

When the Welcoming Workplaces program was designed, one of the defining features was the opportunity for participants to learn from each other. Experience has shown that it takes this length of time to establish trust and strong bonds between participating organizations. The overall goal is to establish close working relationships beyond the life of this project so that organizations can collaborate and support each other on future HR initiatives as a “Community of Practice”.



Four approaches comprise the Peer Mentoring process:

- buddy system
- collaborative web site
- online communication and learning
- peer mentoring

4.3.1 What is Peer Mentoring?

The following definitions and key factors were used to guide the Welcoming Workplaces peer mentoring process:

- Peer mentoring = the acquisition of knowledge and skill through active helping and supporting among status equals or matched companions.
- The most common reason for the failure of mentoring is the presence of time and place constraints.
- Participation in a “community of practice” is the key factor.
- The key ingredients are mutual engagement and reflection.

Approach	How it Works
Buddy system	<ul style="list-style-type: none"> • Buddies catch each other up on missed content, work through clarifying information together and discuss challenges. • Buddies can be set up for the whole program or for 2 workshops at a time. • Buddies touch base at least once between workshops typically connecting via telephone, in-person or by e-mail.
Collaborative web site and on-line communication and learning	<ul style="list-style-type: none"> • A collaborative web site can be used for a variety of purposes such as online connection between participants, posting of workshop tools and handouts, posting of relevant events and resources, etc.. • Online communication and learning is another valuable use for a collaborative web site.
Peer mentoring	<ul style="list-style-type: none"> • Peer mentoring provides an opportunity for participants to share perspectives on specific topics or challenges and learn from each other. • There are a range of approaches including on-line discussions on a specific topic, focused table talks over the lunch hour, etc..

4.4 Coaching

One-on-one coaching with each participant is an integral part of the Welcoming Workplaces program. It provides an opportunity to reinforce what was learned at each workshop, to address issues specific to each organization and to discuss sensitive issues participants may not wish to bring up in a larger group setting.

What is Coaching?	
As a Practice	<ul style="list-style-type: none"> • Coaching is partnering with participants in a thought provoking and creative process that inspires them to maximize their professional and personal potential. • The coaching component will strive to address organizational challenges (and to a lesser extent personal challenges) in creating a more inclusive workplace.
Benefits	<ul style="list-style-type: none"> • Partnering with the coach to discover their professional and organizational aspirations. • Problem solving with someone that will listen while they are moving through challenges. • Being supported while moving toward organizational goals and outcomes and creating tangible business results.
The Coaching Process	
Purpose	<ul style="list-style-type: none"> • Coaching conversations help the participants gain a clear understanding of what they want to have happen, why that is important, what the desired outcome looks like and what steps they can take to get there. • Coaching is meant to be “advice free” in order to help the participants realize that with support and guidance, they can construct their own solutions.
Conducting a coaching conversation	<ul style="list-style-type: none"> ✓ Desire <ul style="list-style-type: none"> • What would you like to have happen? • What would you like to be different? • Is there something today, now that you would like to change? • What would make an immediate difference to your current situation? ✓ Values <ul style="list-style-type: none"> • What is important to you about this? (don't ask why) • What is holding you back? ✓ Outcome <ul style="list-style-type: none"> • How will you know you got there? • What would it be like if... ✓ Action <ul style="list-style-type: none"> • How might you get there? • What's needed? What's next? ✓ Developmental Questions <p>Use the following questions when the client is stuck or blocked</p> <ul style="list-style-type: none"> • Can you say more? • Where do you feel that in your body? • Is there anything else you can say about..... ✓ Closing <ul style="list-style-type: none"> • Explore value to client – what was the most valuable thing you got out of our conversation today? • Appreciate the client

The Coaching Process:	The Coaching Process:
Foundations	Foundations for beginning a coaching conversation: <ul style="list-style-type: none"> ✓ Co-creating partnership <ul style="list-style-type: none"> • Coach and client are equal partners with different skills, knowledge and context ✓ Respect & Humility (coach thinks) <ul style="list-style-type: none"> • My client is whole and resourceful & I am privileged to work with them • They know better than I do what will work for them • If I were in their shoes, I would have done no better ✓ Advice-free Zone <ul style="list-style-type: none"> • Strive for an agenda-free, advice-free session • Express genuine interest • Approach with curiosity ✓ Invite conversation <ul style="list-style-type: none"> • Connect within – notice your body • Relax, breathe, give my attention and space to my client • Connect with my client • Enjoy being curious and interested
Format for Coaching Sessions	
Frequency	<ul style="list-style-type: none"> • An hour-long individual coaching session with each organization at mid-point between each workshop.
Format	<ul style="list-style-type: none"> • The first coaching session takes place on site so that the coach had a visual context for future sessions. • All other sessions take place in person or over the phone determined by mutual consent of the participating organization and coach. • Coaches alternates between organizations to allow for an equitable approach and maximum learning. • Additional staff from the organization might be permitted to join the coaching session if it is agreed that their presence is of strategic importance.
Scheduling	<ul style="list-style-type: none"> • A coaching sign-up sheet has been created for each workshop so that organizations could commit to predetermined times (see Facilitator Resources for each workshop).
Preparation	<ul style="list-style-type: none"> • The coach connects with the participating organization three business days in advance to confirm the coaching time and establish an informal agenda. This helps both the coach and the participant prepare and make best use of their time together. • The participants identify 1 or 2 challenges to be explored in a session.
Content	<ul style="list-style-type: none"> • The coaching session most often builds on the content covered in the preceding workshop. • Other topics are addressed if of strategic importance to the organization.



The benefit of coaching was rated highly by all participants. It provided participants with an opportunity to talk through their implementation plan and provided a touchstone at mid-point between workshops and to discuss sensitive and confidential issues in a safe environment. One participant said “It was thousands of dollars of value just in the coaching sessions.”

4.5 Checklist

The following checklist provides an overview of the tasks related to the development and delivery of the Welcoming Workplaces program, and the associated timing. This is a set of comprehensive charts that have been developed to include:

- 2 months at a glance
- lead role
- check off.

NOTE: Depending on the role that the Host Organization has determined for the facilitator not all of these tasks may apply.

Action	Who
Months One and Two	
Confirm role, timeline and expectations with Host Organization.	
Confirm program logistics with Host Organization and identify who is doing what in terms of printing participant materials, etc.	
Months Three and Four	
Determine what is required to customize the program materials to address your community and participant group.	
Conduct the required research and adapt the program and materials.	
Months Five and Six	
Once the applications and payment have been received from participants, conduct pre-program interviews with participants.	
Design the first and second workshops understanding that there may be some changes to the second workshop based on the participant input from the first workshop.	
Identify the guest presenters required for the first workshop and determine exactly what information they will be delivering .	
Develop the speaker information form providing the key information on the logistics and presentation requirements and send to the speakers once you have confirmed them.	
Determine what handouts and resources you will require for the first workshop, review for relevance, amend accordingly and prepare same for the participants.	
Confirm the Host Organization will attend at the first workshop to welcome participants.	
Arrive at the workshop venue 45 minutes prior to the start time to set up the equipment, set out the materials and organize the catering.	
Conduct workshop 1 as per lesson plan.	

Action	Who	✓
Months Seven and Eight		
Conduct coaching sessions with participants between workshops 1 and 2.		
Participate in peer mentoring activities as identified during workshop 1.		
Design workshop 2 and determine what handouts and resources you will require for the workshop, review for relevance, amend accordingly and prepare same for the participants.		
Identify the guest presenters required and determine exactly what information they will be delivering.		
Develop the speaker information form providing the key information on the logistics and presentation requirements and send to the speakers once you have confirmed them.		
Conduct research and prepare materials for workshop 2.		
Conduct workshop 2 as per lesson plan including formal evaluation.		
Prepare progress report and summarize participant evaluation results and submit same to Host Organization.		
Discuss findings from report, summary and workshop 2 with Host Organization and determine what changes need to be made and who will do what.		
Conduct coaching sessions with participants between workshops 2 and 3.		
Participate in peer mentoring activities as identified during workshop 2.		
Design workshop 3 and determine what handouts and resources you will require for the workshop, review for relevance, amend accordingly and prepare same for the participants.		
Identify the guest presenters required and determine exactly what information they will be delivering.		
Develop the speaker information form providing the key information on the logistics and presentation requirements and send to the speakers once you have confirmed them.		
Conduct research and prepare materials for workshop 3.		

Action	Who	✓
Months Nine and Ten		
Conduct workshop 3 as per lesson plan.		
Discuss findings from workshop 3 with Host Organization and determine what changes need to be made and who will do what.		
Conduct coaching sessions with participants between workshops 3 and 4.		
Participate in peer mentoring activities as identified during workshop 3.		
Design workshop 4 and determine what handouts and resources you will require for the workshop, review for relevance, amend accordingly and prepare same for the participants.		
Identify the guest presenters and determine exactly what information they will be delivering.		
Develop the speaker information form providing the key information on the logistics and presentation requirements and send to the speakers once you have confirmed them.		
Conduct research and prepare materials for workshop 4.		
Conduct workshop 4 as per lesson plan including formal evaluation.		
Prepare progress report and summarize evaluation results and submit to Host Organization.		
Discuss findings from report, summary and workshop 4 with Host Organization and determine what changes need to be made and who will do what.		
Conduct coaching sessions with participants between workshops 4 and 5.		
Participate in peer mentoring activities as identified during workshop 4.		
Design workshop 5 and determine what handouts and resources you will require for the workshop, review for relevance, amend accordingly and prepare same for the participants.		
Identify the guest presenters required and determine exactly what information they will be delivering		
Develop the speaker information form providing the key information on the logistics and presentation requirements and send to the speakers once you have confirmed them.		
Conduct research and prepare materials for workshop 5.		
Conduct workshop 5 as per lesson plan.		
Discuss findings from workshop 5 with Host Organization and determine what changes will need to be made and who will do what.		

Action	Who	✓
Months Eleven and Twelve		
Conduct coaching sessions with participants between workshops 5 and 6.		
Participate in peer mentoring activities as identified during workshop 5.		
Design workshop 6 and determine what handouts and resources you will require for the workshop, review for relevance, amend accordingly and prepare same for the participants.		
Identify the guest presenters required and determine exactly what information they will be delivering.		
Develop the speaker information form providing the key information on the logistics and presentation requirements and send to the speakers once you have confirmed them.		
Conduct research and prepare materials for workshop including options for continuing to interact as a group once the program has been completed.		
Confirm Host Organization will attend the workshop 6 wrap to thank participants, discuss next steps and participate in the graduation.		
Conduct workshop 6 and participate in “graduation”.		
Summarize participant evaluation results and submit same to Host Organization.		
Discuss findings from report, summary and workshop 6 and overall program with Host Organization and determine next steps to complete the program.		
Prepare participant “program evaluation” if using and send out to participants and determine if a 6-month follow up will be done with participants and/or participating organization.		
Prepare final report including lessons learned and associated recommendations and submit to Host Organization.		

5.0 The Workshop Lesson Plans

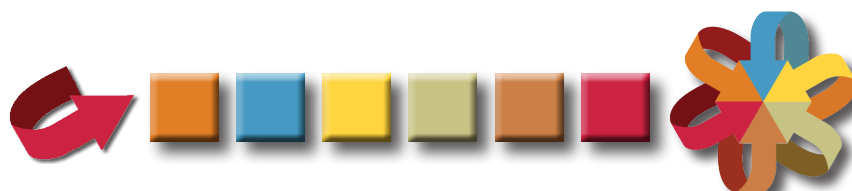
The lesson plans that were developed for the 6 workshops were based on the focus of the program and needs of the participants identified in the pre-program interview and during the wrap session of each workshop. Below is a brief overview of each of the workshops. The complete lesson plans, the facilitator resources and the handouts can be found on the CD accompanying this guide.

Workshop #1: Are You Ready?		
Learning Goals	<ul style="list-style-type: none"> • Setting the tone. • Orienting the participants to the program. • Offering them with a framework within which to work together. • Providing the foundation for understanding: <ul style="list-style-type: none"> • What is involved in developing a welcoming and inclusive workplace and the benefits of doing so. • The individuality of the target markets. • The readiness of participants and their organizations to begin the process. 	
Definition of Success	Participants will: <ul style="list-style-type: none"> • Begin to interact and share information. • Discover that they have common ground. • Understand and better appreciate the benefits of an inclusive workforce. • Conduct a personal and organizational assessment of their readiness to build a welcoming workplace. 	
Handouts	HO 1.1 Participation contact list HO 1.2 Welcoming Workplaces timeline HO 1.3 Curriculum overview HO 1.4 Group interaction guidelines HO 1.5 Common language HO 1.6 Business case for an inclusive workplace HO 1.7 Sector and workplace trends HO 1.8 Target market statistics	HO 1.9 Implications and opportunities HO 1.10 Benefits of hiring target markets HO 1.11 Individual readiness assessment HO 1.12 Organizational readiness assessment HO 1.13 Are you ready? HO 1.14 Coaching guidelines HO 1.15 Peer mentoring guidelines
Facilitator Resources	FR 1.1 Diagram of a “Circle of Influence” FR 1.2 Group interaction guidelines FR 1.3 Terms and trends FR 1.4 Culture Shock Poker rules FR 1.5 Stages of personal diversity awareness FR 1.6 Coaching sign up sheet	

Workshop #2: What's Your Business Case?	
Learning Goals	<ul style="list-style-type: none"> • Target markets and the type of accommodation that may be required to develop a welcoming and inclusive workplace. • The importance of developing a business case to support this initiative. • Developing a business case specific to their organizations.
Definition of Success	<p>Participants will:</p> <ul style="list-style-type: none"> • Understand how HR policies and procedures impact recruitment and retention. • Have a grasp of components required for planning and have identified a format that will suit their needs.
Handouts	<p>HO 2.1 Reconnecting activity</p> <p>HO 2.2 Attributes of a welcoming and inclusive workplace</p> <p>HO 2.3 Worksheet and Q's for speakers</p> <p>HO 2.4 Generational Needs and Attributes</p> <p>HO 2.5 Worksheets and Q's for speakers</p> <p>HO 2.6 Worksheet on implications and accommodations</p> <p>HO 2.7 Worksheet on organizational attitudes and biases</p> <p>HO 2.8 Business case development</p> <p>HO 2.9 Resource list</p> <p>HO 2.10 Prep worksheet for needs/issues accommodation summary</p> <p>HO 2.11 Prep worksheet for business case</p> <p>HO 2.12 Evaluation</p>
Facilitator Resources	<p>FR 2.1 Speaker introduction notes</p> <p>FR 2.2 Speaker introduction notes</p> <p>FR 2.3 Curriculum overview</p> <p>FR 2.4 Coaching sign-up-sheet</p>

Workshop #3: What's the Impact of HR Policies and Procedures?

Learning Goals	<ul style="list-style-type: none"> • HR policies related to recruitment and retention that support and contribute to a welcoming and inclusive workplace. • Building their implementation plans in the workshop to maximize their ability to apply the learning once they return to their workplaces.
Definition of Success	<p>Participants will:</p> <ul style="list-style-type: none"> • Recognize the attributes of a welcoming and inclusive workplace and identify and address attitudinal challenges. • Understand the needs and issues related to the target markets and recognize the common ground between target markets and the existing workforce. • Identify ways to accommodate target markets within their workplace. • Begin to develop the business case to support an inclusive workplace.
Handouts	<p>HO 3.1 Buddies HO 3.2 Purpose and Role of HR in an Organization HO 3.3 Duty to Accommodate HO 3.4 HR in Your Workplace HO 3.5 Workplace and Q's for speakers HO 3.6 World Cafe HO 3.7 Planning 101 HO 3.8 Sample planning template HO 3.9 Resource list</p>
Facilitator Resources	<p>FR 3.1 Snowball activity FR 3.2 Curriculum overview FR 3.3 Speaker introduction notes FR 3.4 World Cafe FR 3.5 Coaching sign up sheet</p>



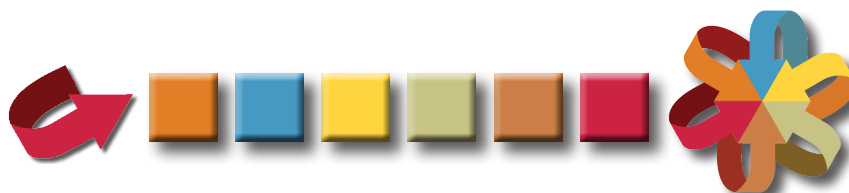
Workshop #4: How Do You Recruit from Our Target Market?	
Learning Goals	<ul style="list-style-type: none"> • The recruitment process and how that supports and contributes to a welcoming and inclusive workplace. • Building their implementation plans in the workshop to maximize their ability to apply the learning once they return to their workplaces.
Definition of Success	<p>Participants will:</p> <ul style="list-style-type: none"> • Understand the recruitment process. • Have identified innovative recruitment practices that will support the further development of an inclusive workforce and a welcoming workplace. • Have identified 2 or 3 key practices and have begun to develop their implementation plans around that.
Handouts	<p>HO 4.1 Who's Who BINGO</p> <p>HO 4.2 Recruitment tips</p> <p>HO 4.3 Worksheet and Q's for speaker</p> <p>HO 4.4 Workplace and Q's for speakers</p> <p>HO 4.5 Emotionally intelligent interviews</p> <p>HO 4.6 Inclusive interview practices</p> <p>HO 4.7 Interview tips when interviewing immigrants</p> <p>HO 4.8 The mock interview process</p> <p>HO 4.9 Planning template</p> <p>HO 4.10 Worksheet and Q's for speakers</p> <p>HO 4.11 Resource list</p> <p>HO 4.12 Evaluation</p>
Facilitator Resources	<p>FR 4.1 Speaker introduction notes</p> <p>FR 4.2 Speaker introduction notes</p> <p>FR 4.3 The mock interview process</p> <p>FR 4.4 Speaker introduction notes</p> <p>FR 4.5 Coaching sign up sheet</p>

Workshop #5: How Do Retention Practices Foster a Welcoming Workplace?	
Learning Goals	<ul style="list-style-type: none"> • The recruitment process and how that supports and contributes to a welcoming and inclusive workplace. • Building their implementation plans in the workshop to maximize their ability to apply the learning once they return to their workplaces.
Definition of Success	<p>Participants will:</p> <ul style="list-style-type: none"> • Understand the retention process. • Have identified and/or developed flexible and innovative retention practices that will support the further development of an inclusive workforce and a welcoming workplace. • Have identified 2 or 3 key practices and have begun to develop their implementation plans around that.
Handouts	<p>HO 5.1 Worksheet and Q's for speaker HO 5.2 Worksheet and Q's for speaker HO 5.3 Worksheet and Q's for speaker HO 5.4 Workplace and Q's for speakers HO 5.5 Retention practices HO 5.6 Planning templates HO 5.7 Resource list</p>
Facilitator Resources	<p>FR 5.1 Speaker introduction notes FR 5.2 Speaker introduction notes FR 5.3 Speaker introduction notes FR 5.4 Curriculum overview FR 5.5 Coaching sign up sheet</p>



Workshop #6: How Do You Engage and Recognise Employees?

Learning Goals	<ul style="list-style-type: none"> • Continued focus on the retention process and how that supports and contributes to a welcoming and inclusive workplace. • Building their implementation plans in the workshop to maximize their ability to apply the learning once they return to their workplaces. • Next steps and how participants will continue to connect within a “community of practice”.
Definition of Success	<p>Participants will:</p> <ul style="list-style-type: none"> • Understand how retention improves when efforts focus on organizational culture, employee engagement and employee recognition practices. • Have identified and/or developed flexible and innovative retention practices that will support the further development of an inclusive workforce and a welcoming workplace. • Have identified 2 or 3 key practices and have begun to develop their implementation plans around that.
Handouts	<p>HO 6.1 Organizational culture HO 6..2 Worksheet and Q’s for speaker HO 6.3 Employment engagements HO 6.4 12 Elements HO 6..5 Workplace and Q’s for speakers HO 6..6 Employment recognition HO 6.7 Resource list HO 6.8 Planning template HO 6.9 Evaluation</p>
Facilitator Resources	<p>FR 6..1 Speaker introduction notes FR 6.2 Speaker introduction notes FR 6.3 Coaching sign up sheet</p>



6.0 Learning More

Each workshop includes a comprehensive list of resources including reports, web sites, online tool kits, etc. What follows are those that may be of use to provide a clear understanding of inclusive workplaces and a strong foundation for the facilitator.

6.1 Resources

There are a lot of great resources available to help you build a welcoming and inclusive workplace. Here are some of our favorite web sites, links to online material and publications that were key to developing the Welcoming Workplaces Program.

NOTE: A more comprehensive resource list specific to the topic of each workshop has been developed as a participant handout. They can be found on the accompanying CD.

Nonprofit Sector:	
Source	Description
Imagine Canada	Nonprofit library commons is a virtual meeting place to share ideas and get resources in the sector. www.non-profitscan.imaginecanada.ca
Management Assistance Program (MAP)	Links to best nonprofit resources available on internet. www.mapforprofits.org
HR Policies and Practices:	
Source	Description
HR Council for the Nonprofit Sector	A comprehensive online resource designed to help organizations better understand, address and manage issues relating to HR in nonprofits. http://www.hrcouncil.ca/hr-toolkit/home.cfm
Multicultural Health Brokers	Creating inclusive organizations. www.mchb.org
Alberta Learning & Information Services (ALIS)	Tip sheets on a wide variety of HR topics. www.alis.alberta.ca/tips
Aboriginal People:	
Source	Description
City of Edmonton Aboriginal Relations Office.	Report and Initiatives. www.edmonton.ca/aro
Aboriginal Human Resources Council.	Portal web site with lots of links for employees and HR professionals. www.aboriginalhr.ca/en

Immigrants:	
Source	Description
Centre for Race and Culture	Works throughout northern Alberta to foster social harmony and cultural inclusion. Provides programs, advice and community services. www.cfrac.com
NorQuest College Centre for Excellence in Intercultural Education	Edmonton based community college that provides training workshops, speakers, methods for fostering cross-cultural competence. http://www.norquest.ab.ca/cfe/intercultural/index.htm
The Maytree Foundation Hire Immigrants	Comprehensive web site that provides businesses with the tools and resources needed to better recruit, retain and promote immigrants. www.hireimmigrants.ca
Intercultural Communication Institute	A private, nonprofit foundation designed to foster an awareness and appreciation of cultural differences in both the international and domestic arenas. Tools for teaching, programs and newsletter. http://www.intercultural.org
Department of Canadian Heritage, Western Region	Cultural Competence: A Guide to Organizational Change, 2008. A comprehensive guide on how to become culturally competent. Provides tip sheets and exercises to support the process. Contains Culturally Competence Instrument with 13 tools to help organizations integrate cultural diversity into their structures and functions.
Human Resources and Skills Development Canada	Business Case for Racial Diversity – Participant Workbook, November, 2010
Mature Workers:	
Source	Description
The Sloan Centre on Aging & Work	Research, publications, news, facts and literature on providing quality employment to seniors. www.bc.edu/research/agingandwork
The Sloan Centre on Aging & Work	Talent Management Study: The Pressures of Talent Management: Issue: Brief 23, October 2009
Conference Board of Canada	Harnessing the Power: Recruiting, Engaging, Retaining Mature Workers
Youth:	
Source	Description
Employee Evolution	Tips and articles on Generation Y. www.employeeevolution.com
Public Policy Forum	The Road to Retention: Youth Perspectives on transforming organization into choice employers
Canadian Cooperative Association	GEN Y recruitment information. www.youngfreealberta.com

6.2 Alberta Employment and Immigration Publications

Alberta Employment and Immigration (AEI) is an excellent resource for publications on a wide variety of HR topics. Below is a list of those that are useful for the Welcoming Workplaces Program along with the workshop they are suitable for.

These publications are free of charge and can be ordered online or by mail order at:
<http://alis.alberta.ca/ep/careershop/main.html>

Alberta Employment and Immigration
 Career and Workplace Resources
 Phone: 780-422-1794
 Fax: 780-422-5319
 Email: info@alis.gov.ab.ca

Publication	Workshop
Alberta Labour Force Profiles – Aboriginal, Seniors, Immigrants and Youth	1
Alberta’s Occupational Demand and Supply Outlook	1
Brochure – Resources for Employers	1
Labour Force Statistics – April 2010	1
Hiring Foreign Workers in Alberta	2
Labour Market Information for Your Business	2
Making Sense of Labour Market Information	2
Safe and Healthy: A guide to Managing an Aging Workforce	2
Wage and Salary Survey	2
A Guide to Rights and Responsibilities in Alberta Workplace	3
An Employer’s Guide to Employment Rules	3
Strategic Workforce Planning – Guidelines for Industry and Employers	3
Workplace Partnerships	3
Employing a Diverse Workforce: Making it work	4
Finders & Keepers: Recruitment and Retention Strategies	4
Skills by Design	5
What works – Career Building Strategies for People from Diverse Groups	5
Better Balance, Better Business: Options for Work-life Issues	6
Beyond Pay and Benefits: Effective practices from Alberta Employers	6



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