Creating Inclusive Cultures

Ways of working

Team workshop series – Facilitator guide

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Getting ready to run your session

- Welcome to this inclusive team workshop and thank you for using this resource to help support teams to be more inclusive and therefore more productive.

- At the end of each part of the session, summarise what has been discussed (in a timely manner) so that you can move on to the next section.

- This guide is designed to help you run this 60-minute session. All of the materials you will need can be found on the Academy website.

- Take your group through the resources and use this step-by-step guide to lead you through the session.

- Your role is to facilitate and encourage conversation – you do not have to be an expert on diversity and inclusion to run a successful session.

Advanced preparation

- ✓ Schedule time to prepare your session.

- ✓ Read the introduction and facilitator guide and ensure that you are confident in how to run an inclusive session.

- ✓ Familiarise yourself with these facilitator notes and the slides so you know what to expect.

- ✓ The notes provide both actions (indicated by a tick) and statements (indicated by a bullet).

- ✓ Make sure you download all of the content from the Academy website:

  - facilitator notes and powerpoint

  - the Academy survey link (and any organisational feedback forms).

- ✓ Ensure you have all equipment needed:

  - flips charts and pens

  - blank postcards or sticky notes

  - A4 printed numbers.

- ✓ You will be playing a video so ensure you have a suitable electronic device and speakers.

- ✓ Think about how you can make the content relevant to your audience.

- ✓ Think about the questions you are likely to be asked and what your answers might be.

- ✓ Consider the group size – ideally six to fifteen people will best for this session but larger groups can be accommodated (no fewer than six).

- ✓ Think about the accessibility of the session, send out an email to all attendees to check if they have any special requirements.

On the day

- ✓ Set up the training space.

- ✓ Ensure screen and sound for video are working and all other equipment is in place.

- ✓ Encourage everyone to get involved, take part and ask questions.

- ✓ Recognise that there will be different learning styles – for example, some may need time to reflect on what is being discussed, and so may not immediately comment. Others may be very vocal and you may need to encourage them to let others in the group speak.

The structure of the session

Section	Timings	Resources required
Introduction ■ Safety message and ground rules ■ Introduce what the session will cover	5 minutes	PowerPoint slide, flip chart or script detailing context, objective, agenda and safety/wellbeing instructions
What do we mean by different ways of working?	5 minutes	Flip chart, marker pens
Questions to explore different ways of working ■ Create a set of questions to explore different ways of working – pairs exercise ■ Plenary debrief	10 minutes	Postcards/sticky notes, marker pens
Work preference scales exercise ■ Relationships ■ Information ■ Decisions ■ Organisation	20 minutes	PowerPoint slide, flip chart, script detailing the four work preference scales A4 printed numbers
How can we acknowledge and maximise the value of these differences in: ■ Team meetings ■ Communications ■ Relationships etc	10 minutes	Show 'Making better decisions in groups' video
What is the one thing I am going to do differently?	7 minutes	Show 'Monty Python – Life of Brian – You're all Different (The danger of group think)' video
Thank you and feedback	3 minutes	

Introduction

- **Timings:** five minutes.
- **Purpose:** welcome participants, health and safety messages, outline objectives.
- **Prepare:** no additional resources required.

Do

- ✓ Welcome everyone and give a short health and safety message.
- ✓ Explain the purpose of the session.
- ✓ Facilitate ground rules.
- ✓ Encourage participation.

Say

Hello and welcome. My name and role is...

Explain that this workshop is for employees in the engineering sector, primarily people whose engineering-related skill, qualifications, experience and/or capability is used in their daily work. It is one of a series of workshops that look at the relationship between the outputs of engineering and diversity and inclusion. In this workshop we will be looking at how supporting different ways of working can be an advantage to any team.

This workshop is designed to increase awareness within the engineering sector around how leveraging people's different styles and ways of working can bring business benefits through: increased innovation and the creation of opportunities for new and diverse customer acquisition and wider market access; more engaged individuals; increased wellbeing; better communication; and higher productivity.

By the end of the session, participants will:

- understand that people with different ways of working to them are not wrong, just different and this can be a valuable asset
- understand the four working style preference scales and where they think they sit on each
- be able to identify how different preferences can affect team meetings and communication for example
- be able to identify one action that they can implement on an individual basis to improve team working with a colleague who has different ways of working to them.

What do we mean by different ways of working?

- **Timings:** five minutes.
- **Purpose:** get participants to identify what things we mean by ways of working, so they can then explore different preferences.
- **Prepare:** flip chart and marker pens.

Do

- ✓ Explain the purpose of the session.
- ✓ Run a plenary discussion with the group as to what they think we mean by 'different ways of working'.
- ✓ Using flip chart, capture the group's thoughts and ideas.

Say

What do you think we mean when we say 'different ways of working'? What kinds of ways do some of your colleagues work differently to others? Prompt group if necessary, for example:

- Some like coming into work very early.
- Some are here late into the evening.
- Some 'get their head down' and don't like to be interrupted.
- Some like to discuss things with others.
- Some like to know all the details.
- Some are happy to start with a broad outline.

Questions to explore preferred ways of working

- Create a set of questions to explore different ways of working – exercise in pairs or threes.

- Plenary debrief.

- **Timings:** 10 mins.

- **Purpose:** To get participants to identify questions they can ask their colleagues to identify their preferred ways of working. To help participants understand that there are both differences and similarities which can both be beneficial.

- **Prepare:** Sticky notes or postcards, flip chart and marker pens.

Do

✓ Explain the purpose of the session.

✓ Divide the group into pairs and give them five minutes to think of two questions they could ask their colleagues to understand more about their preferred ways of working.

✓ After five minutes, hold a plenary debrief to discuss emerging themes.

✓ Write questions on flip chart.

Say

- Let's have a think about what kinds of questions we could ask our colleagues/team members to identify their preferred ways of working.

- Work in pairs to create a question to ask each other to identify a little more about your preferred ways of working. Write them down on sticky notes or postcards.

- Prompt group if necessary – for example "if you have a complex problem to solve how do you prefer to do this?" or "how do you maintain a healthy work/life balance?"

- What did you discover about each other that surprised you?

- Did you spot differences or similarities?

- Could you easily ask others in your team these kinds of questions?

Note: This exercise will involve discussing relevant personal circumstances and situations in the pairs, but it is important that these conversations should be kept within the framework of what participants are comfortable sharing.

Work preference scales exercise

- **Timings:** 20 minutes.
- **Purpose:** To give participants an understanding of the four different work preference scales. To get them to think about where they stand on each of the scales, observe differences and begin to think about the benefits and consequences of these differences.
- **Prepare:** PowerPoint slide, script detailing the four work preference scales, flip chart and marker pens, A4 printed numbers.

Do

- ✓ Explain the purpose of the session.
- ✓ Introduce the four different work preference scales, explain what they are based on and give a short description of the typical characteristics – slide or flip chart.
- ✓ Using the number cards create an imaginary line for the scale and get participants to stand on the scale with the preference they most identify with.
- ✓ Highlight key differences and ask the group what benefits/issues this could bring.

Say

- A very brief introduction to the four different work preference scales. This simplified exercise is based on the well-known research of Carl Jung (an eminent psychologist from the 1920s) whose theories included one that each of us have different natural preferences for how we take in information or make decisions. People sit somewhere on the spectrum in each of these functions, and the subsequent work of Katharine C. Briggs, and Isabel Briggs Myers[1].
- This exercise is a tool for improving understanding rather than a method for putting people into boxes. Each of us will feel more comfortable or identify our preference on the scale for a way of working. That's not to say that we haven't got the ability to function well with a different way of working but we may have a natural preference for one end of the scale more than the other. This exercise will help us understand more about the different ways in which people prefer to work so that we can work better together and get the best out of each other.
- There is no 'right' or 'wrong' way of working, it's more important to learn how we can collaborate best and how we respect our similarities and differences.

1. **Relationships (how people prefer to relate with others)**
   Do you feel more energised from talking things through with others or working on your own?

2. **Information (how people prefer to gather and take in information)**
   Do you find that you learn best by doing something or reading about it first?

3. **Decisions (how people prefer to make decisions**
   When making decisions do you like to gather all the data and information or use gut feel/instinct?

4. **Organisation (how people prefer to organise themselves and others)**
   Do you prefer to follow a method and work in a structured way or are you more comfortable 'feeling your way' through a process and working in a flexible way?

- When thinking about where you draw your energy from, let's imagine this is a line starting five at one end and five at the other with zero as a mid-point. Can you stand where you feel you are on the scale with 'talking things through with others' at one end and 'working on your own' at the other.
- What did you discover about each other that surprised you?
- Repeat for each of the questions and scales.
- Did you discover differences or similarities?
- Could you easily ask colleagues these kinds of questions to understand them more?

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[1] https://www.myersbriggs.org/my-mbti-personality-type/mbti-basics/

How can we acknowledge and maximise the value of these differences in:

– team meetings
– communications
– relationships.

- **Timings:** 10 minutes.
- **Purpose:** to help participants understand that to get the best out of each other they need to consider how to adapt regular interactions such as team meetings.

Do

✓ Explain the purpose of the session.

✓ Run a plenary discussion with the group to get them to identify changes they can make in how they interact with each other to ensure everyone can be at their best.

✓ Prompt group if required.

✓ Capture responses/ideas on flipchart.

✓ Show video at the point in the discussion identified below.

✓ Allow a couple of minutes of reflective conversation following the video.

Say

Now we understand a bit more about the different ways people prefer to work, let's have a think about some changes we can make to the way we work to bring out the best in everyone.

- What about team meetings? How could we ensure that quieter people get the opportunity to contribute?

- How could you prepare for a meeting with someone who likes to reflect before making a decision?

- What could you do to make those who work reduced hours feel as valued – remember unless you work 24/7 we all work part time?

- How does this change when people work remotely?

- Let's have a look at a quick video which captures some good ideas about meetings.

- Having seen the video, is there anything you would like to add to the ideas you have already identified?

## What is the one thing I am going to do differently?

- **Timings:** five minutes.
- **Purpose:** to maximise the benefits of the session and have participants leave with one simple action.

Do

✓ Explain the purpose of the session.

✓ Ask each participant to identify one simple change they could make or action they could take using what they have learnt during the session.

✓ Ask a couple of people to share.

✓ Show Monty Python, The Life of Brian, You're all Different video clip to leave participants on a humorous note that emphasises the value of diversity of thinking.

Say

- What is the one simple thing you are going to do based on what you have learned that will get the best out of your colleagues/improve relationships/enable people to be more productive?

- Would anyone like to share with the group?
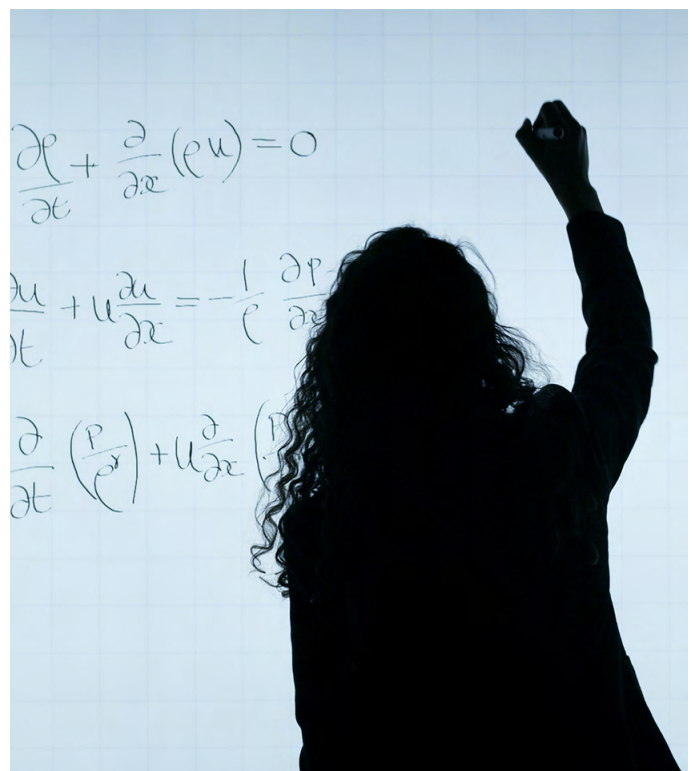
Thank you and feedback

- **Timings:** two minutes.
- **Purpose:** get feedback on the session.
- **Prepare:** feedback survey link.

Do

✓ Require participants to complete the brief online feedback survey for the Academy.

✓ Hand out any other feedback form your company wishes to use to receive feedback.

✓ Thank them for their participation.

✓ Show them where the other workshops and further information can be found.

✓ Decide when to follow up with participants to see if the workshop has results in a change in behaviour for the participants, this could be three or six months after attending the workshop.

Say

✓ Thank you all for attending this workshop and being active participants.

✓ Did you find it interesting? Thought provoking? I'm going to ask each of you what is your one take away from this session (go round the group).

✓ It is really important that you provide feedback to the Academy [and the company if the company requires this] so that we may continue to learn and improve the sessions we run. Please complete the feedback survey [and form] now.

✓ There are three other workshops available in this series by the Royal Academy of Engineering:

  - Why is diversity and inclusion important?
  - Ways of working
  - Problem-solving

✓ There is also a lot more information on the Academy's website explaining the research around this topic, such as the *Creating cultures where all engineers thrive* report.

Note to facilitator. It is very important that the Academy also receives your feedback, available here. Thank you in advance for helping us to continue to improve the resources we provide by giving us your feedback.

Contact the Royal Academy of Engineering Diversity and Inclusion team:

✉ diversityteam@raeng.org.uk
➹ www.raeng.org.uk/engdiversity

Royal Academy of Engineering

The Royal Academy of Engineering is harnessing the power of engineering to build a sustainable society and an inclusive economy that works for everyone.

In collaboration with our Fellows and partners, we're growing talent and developing skills for the future, driving innovation and building global partnerships, and influencing policy and engaging the public.

Together we're working to tackle the greatest challenges of our age.

What we do

Talent & diversity

We're growing talent by training, supporting, mentoring and funding the most talented and creative researchers, innovators and leaders from across the engineering profession.

We're developing skills for the future by identifying the challenges of an ever-changing world and developing the skills and approaches we need to build a resilient and diverse engineering profession.

Innovation

We're driving innovation by investing in some of the country's most creative and exciting engineering ideas and businesses.

We're building global partnerships that bring the world's best engineers from industry, entrepreneurship and academia together to collaborate on creative innovations that address the greatest global challenges of our age.

Policy & engagement

We're influencing policy through the National Engineering Policy Centre – providing independent expert support to policymakers on issues of importance.

We're engaging the public by opening their eyes to the wonders of engineering and inspiring young people to become the next generation of engineers.