



# Leading Inclusive Teams

Participant Handbook

MODULE 1

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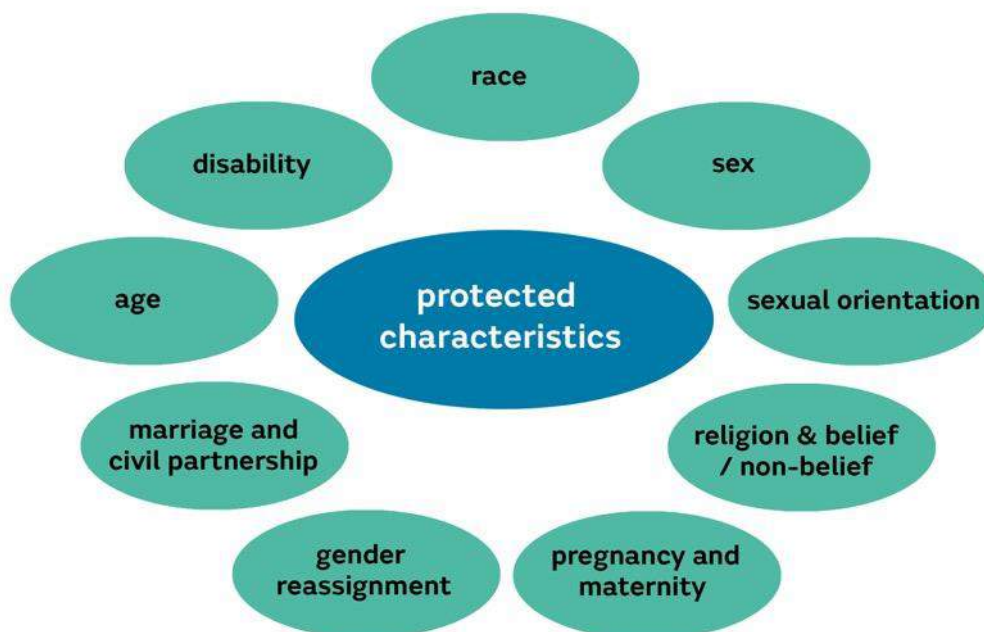
# Introduction

The 'Leading Inclusive Teams' programme is designed to support NPTC in building an inclusive culture for all staff and students. This is a culture that enables everyone to thrive: to use their full potential in contributing to the work; to enjoy being part of a supportive community; to experience a happy and healthy workplace and place of learning.

It is important that we understand some of the key concepts of ED&I (Equality, Diversity and Inclusion).

## What We Mean By 'Diversity'

When people think about equality and diversity, their minds often go straight to the **protected characteristics**. These are the 9 characteristics that are legally protected from discrimination, harassment and victimisation under the Equality Act (2010):

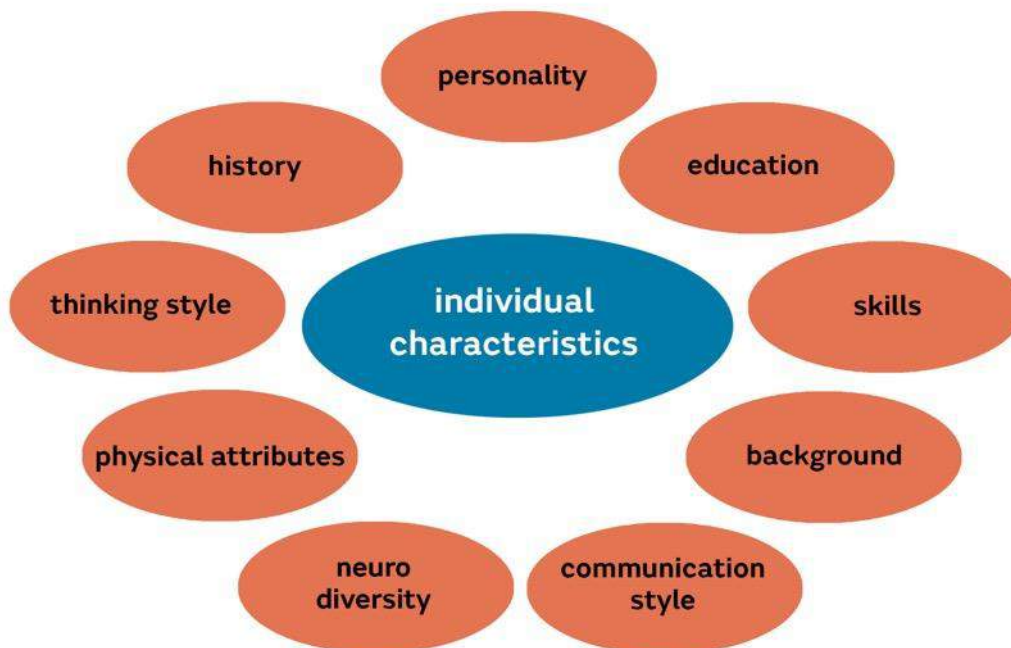


These are important because they are the characteristics most likely to attract discrimination in the workplace, the provision of goods and services and in wider society. It is worth noting that:

- **We are all there** – this is not just about protecting 'minority groups'. Everybody has at least some of the characteristics listed

- **Intersectionality** – most people will have a number of the characteristics, e.g. a 70 year old, gay, Muslim man or a 17 year old, disabled, black woman and this may multiply the barriers and discrimination they face in society.

It is also important that we consider the full range of diversity beyond the protected characteristics. Every individual is a complex, multi-faceted being, with many attributes and experiences, such as:



It is vital that we take this full range of diversity into account when we are considering inclusion in NPTC.

### **Diversity of thinking**

NPTC, like many modern organisations, relies mostly on the mental, rather than physical endeavours of its staff, on their ideas, communication and decisions. If the diversity of individual thinking is harnessed in a collective process, the quality of decisions and ideas is greatly enhanced. (see 'Rebel Ideas' in the reading list below for evidence of this assertion). Here, all the other characteristics come into play, as the way an individual thinks is shaped by their cultural background (national and regional), sex, age, brain development, life experiences, education, personality, etc.

# What We Mean By 'Inclusion'

Inclusion is the way in which people are made to feel valued for their differences and enabled to make their unique contribution to NPTC. It is possible for an organisation to have a very diverse workforce and student body (protected and individual characteristics) but for none of the benefits to be unleashed because its culture prohibits people from expressing their difference. To reap the benefits to NPTC, its **diversity** must be accompanied by an **inclusive** culture.

## The Benefits Of Diversity + Inclusion

The following are widely acknowledged benefits:

For the Individual	For NPTC - employee / student performance	For NPTC - organisational performance
Increased motivation and commitment	Reductions in absenteeism / turnover	Enhanced reputation
Increased job / study satisfaction	Improved employee / student relations	Attraction of high-calibre applicants
Better work / life balance	Increased employee / student productivity	Mirroring service-users
Reduced stress	Increased innovation and creativity	Reduced litigation
	Discretionary effort	

### Discretionary Effort

This is how real value is added to the organisation. If people feel valued and included, they tend to 'go above and beyond', putting in that extra bit of care, thought and sometimes time, that can increase the productivity and quality of output.

## The Evidence

There is a growing body of research evidence supporting the existence of these benefits. For example:

- A study by professor Chad Sparber, found that an increase in racial diversity of one standard deviation increased productivity by more than 25% in legal services, health services and finance.
- A McKinsey analysis of companies in Germany and the UK found that return on equity was 66% higher for firms with executive teams in the top quartile for gender and ethnic diversity than for those in the bottom quartile. For the US, the return was 100% higher

### More evidence can be found at:

- Department for Business, Innovation & Skills – BIS Occasional Paper No. 4 The Business Case For Equality And Diversity, 2013  
[click here](#)
- The Centre for Talent Innovation - Innovation, Diversity and Market Growth, 2013  
[click here](#)
- Harvard Business Review – The Other Diversity Dividend  
[click here](#)
- Capterra - 7 Studies That Prove the Value of Diversity in the Workplace  
[click here](#)

## Further Reading

### On The Equality Act:

- The Equality and Human Rights Commission  
[click here](#)

### On Diversity And Inclusion:

- Rebel Ideas. Matthew Syed, John Murray (Publishers), 2021
- The Value Of Difference – Eliminating Bias in Organisations. Binna Kandola, Oxford: Pearn Kandola, 2009

# How To Build An Inclusive Culture

Catalyst is a global non-profit organisation dedicated to increasing inclusion. In 2021, they published **Getting Real About Inclusive Leadership - Why Change Starts With You.**

It is aimed at managers, who are crucial in creating an inclusive culture.

The research presents the main characteristics of organisations that have inclusive cultures:



## The Hallmarks of Inclusion

### Everybody Feels:

- **VALUED** - appreciated and respected for their unique perspectives and talents
- **TRUSTED** - make meaningful contributions and are influential in decision-making
- **AUTHENTIC** - bring their full self to work and express aspects of themselves that may be different from their peers
- **PSYCHOLOGICALLY SAFE:**
  - Latitude** - feel free to hold differing views and make mistakes without being penalized
  - Risk-Taking** - feel secure enough to address tough issues or take risks

**Note** that it is not enough just for people to feel 'valued' for their differences – “I really value your opinion”, they also need to be trusted to do something with them – “Why don't you try that out”, etc. Likewise, for people to feel psychologically safe, they need to feel that they can hold different views (latitude) **and** try things out without fear (risk-taking).

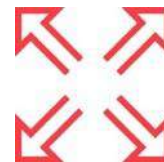
## The 6 Core Inclusive Behaviours

Catalyst elaborates the core behaviours that build an inclusive culture.

### Everybody Needs To:



### Lead Inward & Lead Outward



#### Lead Inward

We need to have **Curiosity, Humility** and **Courage**

- **Curiosity**
  - About **ourselves**, why we have certain attitudes to some people, why we behave in certain ways. See later for unconscious bias
  - About **others** - learning from the people around us, particularly from their differences
- **Humility** - to take ownership for your mistakes and learn from missteps
- **Courage** - to act in accordance with our principles, even when it involves personal risk-taking or is uncomfortable. Saying or doing nothing is not neutral, it colludes with non-inclusive behaviour. See later for challenging non-inclusive behaviour.

#### Lead Outward

We Need **Accountability, Ownership** and **Allyship**

- **Accountability** - hold others and self accountable for non-inclusive behaviours and attitudes
- **Ownership** - guide team members to solve their own problems and make their own decisions
- **Allyship** - actively support people from underrepresented / marginalised groups. See later for Allyship

## Further Reading

You can read the full report at:

[Click Here](#)



# Essential Skills for Inclusive Managers

We need to consider some of the Inclusive Behaviours proposed by Catalyst in more detail and we'll begin with **Curiosity**.

## Curiosity – About Ourselves and About Others

We need to understand how our own prejudices and unconscious biases about others might inadvertently exclude and waste the potential they offer.

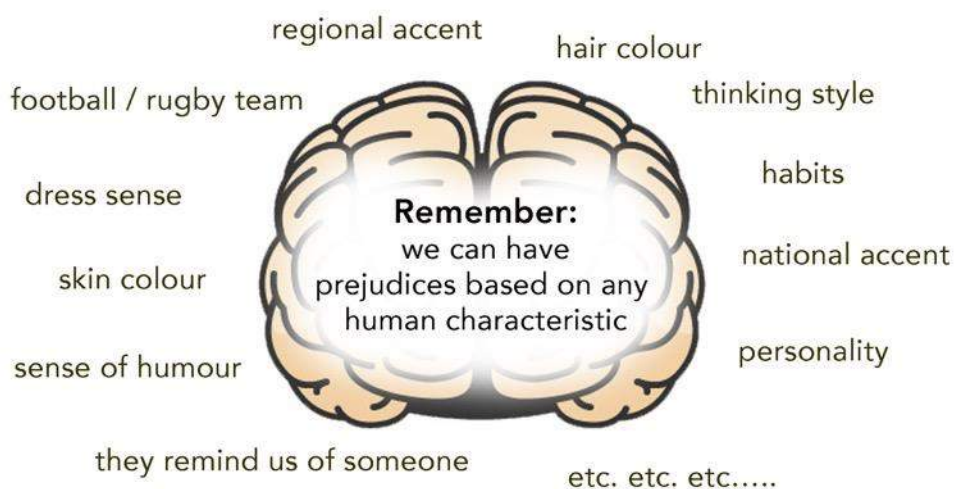
### Conscious Prejudice

We all have prejudice (pre-judgement) about some characteristics in other people that can trigger the stereotypes we have stored in our memory. These stereotypes can have their origin in:

- The wider society around us: in the media, culture, education system, etc.
- Our personal experiences: our family as we grew up, friends and colleagues, direct personal encounters

### What we can do about it

- **Identify** what your prejudices are and where they came from – own them, don't hide them!
- **Educate** yourself – swap your assumptions with facts by researching the characteristic that triggers you and, if it is possible and ok with them, by getting to know someone with that characteristic, going beyond your pre-judged image to the real person behind it.



## Unconscious Bias

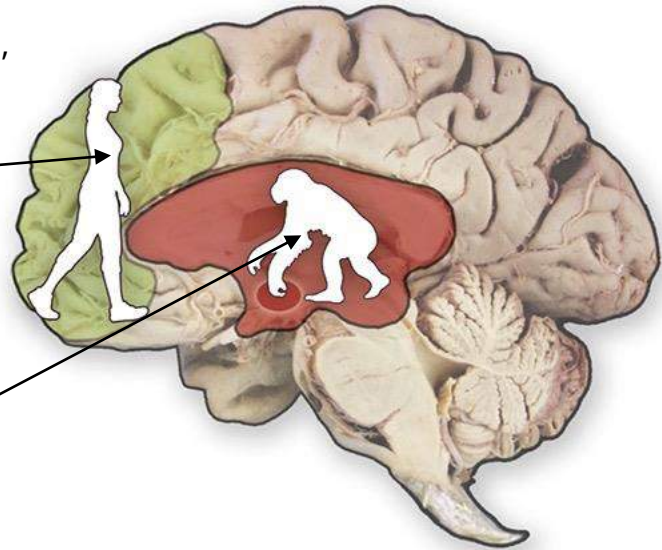
The functioning of the automatic parts of our brain can produce distortions in the way we think and perceive the world around us. Being aware of these cognitive biases helps us to minimise the negative effects they can have on our decision making.

### Pre-Frontal Neo Cortex

The 'human', rational part of our brain, responsible for reason, logic and judgement. It uses up so much of our body's resources that it is only used when really necessary – it is lazy!

### The Limbic System

The animal, 'chimp' part of our brain, responsible for keeping us alive through our fight, flight, freeze mechanism. It is much faster and stronger than the human.



## Remember:

The human is lazy and the chimp is strong. It is not that the chimp is bad and the human good. We need the emotional and rational sides of our brain to work together, to balance each other out. But, more often than we'd like to think, it is the chimp that is guiding our decisions about people and situations, especially when it is on high alert or agitated, such as when it is:

- **Rushed** – in need of a quick decision
- **Tired** – the human is far less likely to get a look in
- **Emotional** – if your chimp is angry or upset, it is in automatic fight, flight, freeze mode
- **Hungry** – if your glucose levels are depleted, you may not have the energy to power your human brain, giving free-reign to your chimp

### These are the Danger Zones



Source: PosterEnvy

## Cognitive Biases

There are over 150 different biases listed in the literature but 5 are particularly important for your work because they affect the way you interact with your colleagues:

- **Stereotype Bias** – our chimp works with highly simplified ‘thumbnails’ of types of people, to make a quick decision on whether they are likely to be a threat or an opportunity. Just a few characteristics are enough to categorise people and



society provides us with some readymade ‘thumbnails’ that are often ingrained from our early lives, such as gender, racial and age-related stereotypes. Your chimp can access these and influence your behaviour before your human gets a chance to weigh-up the actual person in front of you.

Source: Getty / abd-rodrigo / Martin Klimek / ZUMA Press / Alamy

- **Confirmation Bias** – once your chimp has made its first assessment of someone, it is much easier to hold onto this belief than to change it. You will tend only to notice those things that confirm your beliefs about a person and to unconsciously disregard anything that goes against it. This is the halo or horns effect and it can make it very difficult for someone to demonstrate their true potential.



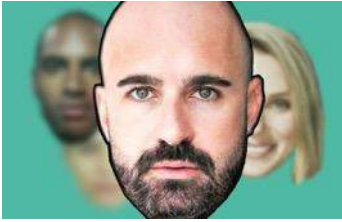
- **Affinity Bias** – we are drawn to people with whom we feel an affinity – our ‘in-group’, and to avoid people who are in our ‘out-group’. We are less likely to consider their needs and value their opinions. Over time, this tends to narrow the diversity of an organisation’s talent pool and can contribute to:



- **Group Think** – the tendency for a group to conform in their thinking and to disregard ‘rebel ideas’, particularly under the influence of hierarchy dynamics, where the ideas of the most ‘powerful’ will dominate. It often leads to poor decision making and missed opportunities.



- **Presence Bias** – the tendency to be more focussed on people or things that are right in front of you and forget about those that are not – ‘out of sight, out of mind’. This could become a particular problem now, when hybrid working means that people are not always present in the office.



Source: Getty / Martin Klimek

**Remember** that the first step in reducing the impact of unconscious bias is to become more aware of it, in yourself and in others. Try to be more observant of where assumptions are being made, where people are being excluded or included on the basis of biases. You can bring this attention to your work, home and social life and be sure to notice your own biases as well as observing others’.

## Further Reading

For a full list of cognitive biases:

[Click Here](#)

The Chimp Paradox. Prof Steve Peters, London: Vermilion, 2012

Thinking, Fast And Slow. Daniel Kahnemann, London: Penguin, 2011