

Equality, Inclusion and Diversity

Deliver a powerful diversity message across your business

Equality, inclusion and diversity training is ideal for:

- Cascading a powerful diversity message across your business
- Improving the work environment
- Maintaining competitive advantage
- Demonstrating to your clients the value you and your employees place on diversity
- Winning more work

There are five possible components to this training, from which you can select one or more:

Equality, Inclusion and Diversity in Action

A half day (two sessions run back to back) or one-day practical course suitable for all employees and using actors.

Managing Equality, Inclusion and Diversity

A half day (two sessions run back to back) or one day course suitable for managers and using actors. The one day session can incorporate a short 'Train the Trainer' in the afternoon to equip managers to cascade Equality trainings and briefings to their teams.

Equality Impact Assessments (EqIA)

A half day (two sessions run back to back) or one day course suitable for managers, which explores how managers can use EqIA to manage diversity and eliminate hidden discriminatory practices that may be embedded in the ways of working, policies, systems and procedures.

Bespoke DVD training tool

Suitable for ongoing use in the workplace by managers and their teams.

Equality conference sessions

Ideal for clients who need to engage large numbers of their workforce within a short timeframe.



An accredited qualification

This training can be mapped to an Institute of Leadership and Management (ILM) qualification, the Level 4 Award in Managing Equality and Diversity in an Organisation.

Your managers and leaders gain an accredited qualification from Europe's largest awarding body for management and leadership qualifications. This acts as further evidence of the organisation's commitment to, and competence with, managing diversity, which can be used to support the bid winning work and equality accreditation processes.

Equality, Inclusion and Diversity in Action

A half day (two sessions run back to back) or one-day practical course suitable for all employees and using actors

This practical course is suitable for all employees. It's designed to introduce the key principles around creating a positive culture of equality, inclusion and diversity. The day is aimed at raising awareness of diversity issues and improving understanding of how others can feel included or discriminated against dependent on the behaviour of their colleagues, managers and juniors. Key outcomes from the day are for delegates to understand their personal impact on others, to recognise the danger of making assumptions about people based on what we see and hear and to be confident challenging non-inclusive or discriminatory behaviours they may encounter at work. This workshop incorporates the use of actors for a high impact day that achieves rapid behavioural change.



Managing Equality, Inclusion and Diversity

A half day (two sessions run back to back) or one-day practical course suitable for managers and using actors

This course is designed to raise awareness of the importance of equality, inclusion and diversity and the impact that managers have on their teams when they role model the right behaviours. Delegates will also learn how to avoid discriminatory practices. Utilising the theory that: Event + Response = Outcome, delegates will be given a robust communication tool to manage 'responses' (their own and other people's) to diverse behaviours, ensuring the outcome is positive. The training uses actors for an immersive and high impact approach to managing diversity situations, along with the opportunity to try out different methods of communicating and managing different behaviours and to gain immediate feedback in a safe and supportive environment.

Equality Impact Assessments (EqIA)

A half day (two sessions run back to back) or one day course suitable for managers

This course builds on the previous course (though it can also be designed and run as a stand-alone workshop) by exploring how managers can use EqIA to manage diversity and eliminate hidden discriminatory practices that may be embedded in the ways of working, policies, systems and procedures. Following the training, managers are better skilled and have a practical workplace tool they can use to assess and manage diversity. It extends their understanding of diversity from a purely people-based focus to the need to make sure diversity is underpinned by the organisation's systems and procedures. This gives managers a more strategic perspective on diversity and a greater understanding of how this impacts on and

relates to their own area of responsibility. Finally, it acts as evidence of the organisation's commitment to, and managerial competence with, managing equality and diversity and can for this reason support the bid writing and winning work process. As part of the training, managers are asked to work through real-life examples of working practices and processes from their organisation, and to create an action plan as a peer group for resolving any issues uncovered.

Bespoke DVD training tool

Suitable for ongoing use in the workplace by managers and their teams

Keystone works creatively with our clients to film, edit and produce bespoke DVDs showing scripted scenarios to highlight the critical equality, inclusion and diversity issues facing your business. Our DVDs are also great for behavioural safety, leadership, customer service, performance management, conflict resolution and presentation skills, amongst others.



Investing in a bespoke Equality DVD not only gives you a learning tool for within workshops, it can also support ongoing internal development such as team briefings, toolbox talks, internally delivered training, inductions and refresher training.

DVDs might, as an example, contain 4 or 5 scenarios, each with a 'poor' and 'good' example that showcase equality areas of particular relevance to your organisation (such as banter, age discrimination, sexual harassment or anything else identified through conversation with you during the scoping

process). The DVD is then carefully scripted (following workplace shadowing) to match the culture, language and approach of your employees so that viewers can immediately relate what they see to their real-world job roles.

Our top quality professional cameras allow us to take images from the DVD and add them to accompanying learning workbooks for self-study or internally managed group training sessions. These images can be used to make DVD learning fun and interactive. For example, we can do exercises like 'spot the difference' in which employees pick between images as well as 'what happens next' in which teams might discuss an image in the workbook and potential outcomes, then play the DVD to see if their thoughts were correct. The more interactive the DVD clips become, the more likely individuals and teams are to learn and remember key diversity messages.

To summarise, a DVD represents excellent value for money as it can be used in:

- Workshops (internally or externally run)
- Inductions and onboarding
- One-to-one coaching sessions with line manager
- Team briefings
- Toolbox talks
- Self-study sessions with a workbook
- Refresher training

Once you have a DVD that is bespoke to your business, it is a long-term training tool available for use over and over again.

Our team have been producing hard hitting training sessions with DVDs for over five years. We use DVDs to back up what has already been learnt on the training course as well as teach new skills, thus reinforcing the right long term messages in order to drive through culture and behavioural change.

Our actors are skilled facilitators, and some are also experienced trainers, meaning that where clients use both actors and a DVD, the same actor that trains a delegate on a course is later watched by them on a DVD, continuing the same messages and ensuring learning is effectively built upon and change is embedded.

Everything we do is uniquely designed to meet the client's specific needs and everything we create in the training room or through the use of DVDs is aimed at being as close to 'real life' as possible. This allows the delegates to make quick connections between what they are learning in the training session and what happens to them personally, day in and day out in their working lives. Everything is made personal to the delegate, which dramatically increases learning and gets fast results. This in turn has a massive psychological impact on employee engagement and buy-in to the message that you are promoting.

Equality conference sessions

Ideal for clients who need to engage large numbers of their workforce within a short timeframe

We have worked successfully with clients who need to engage very large numbers of their workforce within a short timeframe. Presenting a conference style intervention to groups of approximately 80-100 (full day), or 40-50 (half day) allows us to capture the desired target delegate population via larger scale engagements. Our actor facilitators run 'round robin' interactive sessions for smaller groups of up to 25 at a time. Where possible, we encourage our clients to get the commitment of their Equality champions, committees or steering groups to partner with our actor facilitators, presenting information and the Equality 'mission' prior to our sessions. This approach reduces investment whilst also re-emphasising the commitment of the organisation and its management to equality by the presence of key individuals.

We are conscious that words on a page do not show the impact of our training sessions. On the next page we've included a sample half day session plan showing how a typical 'Equality, Inclusion and Diversity in Action' day (for employees) might be designed to deliver a client's key messages. After that, there is some information about our use of actors. We are always happy to try to arrange a suitable date for interested clients to come along and observe training sessions so they can see our facilitators and actors in action and experience the effectiveness of this approach for themselves.

Sample session plan

| Time | Session | Content |
|-------------|----------------------------------|--|
| 08.50-09.00 | Discrimination simulation | <p>The actor facilitator appears as a delegate and, due to the trainer's apparent personal criteria (height, age, colour of suit etc), has to sit at the back of the room. The trainer explains that, as the 'delegate' is tall, that they have to sit further back to give other people a chance – and that the exercises she has planned will be disrupted if he sits there. The 'delegate' explains that they do not have their contact lenses in and will find it hard to see the screen. A discussion ensues, which results in the 'delegate' begrudgingly sitting where asked, though vocalising his displeasure and making it clear that he will not only report this but, also, pay little attention throughout.</p> <p>The trainer reveals the actor facilitator as part of the delivery team</p> <ul style="list-style-type: none"> • How did you feel about the situation? <p>Trainer to steer conversation towards the dangers of discrimination:</p> <ul style="list-style-type: none"> • Delegate engagement • Recriminations • Effect on the rest of the group <p>Trainer explains that today is about that, and also how we can all demonstrate behaviours that create a culture of inclusion and respect.</p> |
| 9.00-9.20 | Introduction | <ul style="list-style-type: none"> • Official welcome and set the scene. • Housekeeping – toilets, fire alarm, breaks, etc. • Outline of course content. • Objectives. • Individual introductions – name, job role, hobby. • Trainer explains that this session looks at equality, inclusion and diversity, relevant legislation, what it means for the company, what it means to them as employees and how we can all be advocates, ensuring we protect ourselves and each other whilst promoting a positive message. |
| 9.20-9.50 | Setting The Scene | <p><u>Equality, Diversity and Inclusion</u></p> <p>What is the difference between Diversity and Equality? We hear these words all the time but what do they really mean?</p> <ul style="list-style-type: none"> • Actor Facilitator delivers two short speeches, as different characters, outlining perspectives on what Diversity and Equality means to them. Within these speeches the characters will voice perceptions and viewpoints that the client is aware of as being blockers to achieving an equality culture within their organisation. <p>Trainer uses these speeches as starting points for group discussion.</p> <ul style="list-style-type: none"> • When I say the word Diversity what words come to your mind? <p>Refer to the opening altercation.</p> <p>Can I say that since all of you work for the same company I can treat you all the same? What if this room was filled with 12 men all with the same skin, hair and eye colour? All born and raised in the same place on the same street going to the same school? All married with two kids, practising the same religion... could I treat them all the same? Why not?</p> <p>The meaning that we will use for Diversity is that everyone is individual and different.</p> <p>What about equality? What words come to mind when I say equality?</p> |

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| | | <p>The meaning we will use for Equality is <i>equal access to opportunities.</i></p> <p>What about inclusion? What words come to mind when I say inclusion?</p> <p>The meaning we will use <i>“Inclusion is a sense of belonging: feeling respected and valued for who you are by your colleagues so that you can do your best work.”</i></p> <p>“Is your company committed to Equality and Diversity?” “How do you know?” “What is the evidence?”</p> <p>Trainer to add that, yes, because they have to. But also, they outline the business case, including gaining equality accreditation status where applicable to the client organisation.</p> <p>Trainer to introduce that, “You have your policies and procedures. Have you all read and memorised your policies and procedures on Equality and Diversity? Not the expectation, but do you know where to find them? Do your teams know they exist and where they can access them?”</p> <p>“What do the policies and procedures do for you and your organisation? Give guidance and provide consistency. What can’t they do? Change attitudes and behaviours. Just because you have your policies and procedures, it doesn’t mean that everyone is following them.”</p> <p>“If the benefits of diversity are recognised and acted upon within your organisation, what does it invite potential clients to think? (That their project will be in safe hands with robust structures in place etc.) How does that affect the individual?”</p> |
| 09.55-10.05 | Diversity issues | <p>Is it right to say that we all have prejudice? What is prejudice? Pre-judgement.</p> <p>Where do we get our prejudice? Family, up-bringing, media, experience, culture?</p> <p>Trainer anecdote around the experience in the shipyard in Italy. Fast forward to recruitment.</p> <p>We start to stereotype. What does stereotype mean? All Asians like curry. All Germans white socks and sandals. All Americans are loud, obnoxious and eat at McDonalds. From our stereotypes we start making assumptions. Can we get rid of our stereotypes? What can we do?</p> |
| 10.05-10.30 | Introduction to Legislation | <p><u>Equality Act 2010</u></p> <p>Short facilitator presentation on the Equality Act, 90% of which came into force in October 2010 and which draws together much previous equality legislation and strengthens and simplifies it. Delegates brainstorm what sorts of discrimination they think might be covered under this act:</p> <ul style="list-style-type: none"> • age • disability • gender reassignment • marriage and civil partnership • pregnancy and maternity • race |

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| | | <ul style="list-style-type: none"> • religion or philosophical belief • gender • sexual orientation <p>Trainer adds that while 'socio-economic' criteria are not covered by the Equality Act, it is considered best practice to include this in consideration of equality, inclusion and diversity at work. It refers to those in or from deprived areas or socially excluded groups.</p> <p>Trainer encourages group to be open about their feelings about equality legislation and draws out the benefits to them and their teams of this legislation being in place.</p> <p>How has this Act informed the client organisation's policies and procedures?</p> <p>We need to be consistent in our approach. '<i>If in doubt, don't</i>' – what does this mean?</p> |
| 10.30-10.40 | Tea Break | |
| 10.40-10.50 | Discrimination, harassment and victimisation | <p>Quick small group activity to define the terms 'direct discrimination', 'indirect discrimination', 'harassment' and 'victimisation' to ensure they are understood and used correctly and that delegates understand where 'banter' can fall in legal terms as compared to discrimination.</p> <p>Facilitator also explains the term 'vicarious liability' and how this affects the manager and the organisation.</p> |
| 10.50-11.20 | Legislation Activity | <p>The delegates are divided into groups and each group is to have a discussion around the nine protected characteristics and the issues they might encounter in their teams around these topics. After the discussion the break out groups must present their findings to rest of the group.</p> |
| 11.20 – 11.50 | Leading a culture of Respect | <p>"Does discrimination still happen at your organisation?"</p> <p>"What does it look like?"</p> <p>"What do we <i>all</i> need to do in order to demonstrate our commitment to equality values?"</p> <p>Small group activity to decide and present back on the behaviours they need to demonstrate and what those would look like in action to best create a respectful, inclusive culture. Trainer and actor facilitator sit with one group each to steer the conversation.</p> |
| 11.50-12.20 | RESPECT Scenario | <p>Actor facilitator and a volunteer conduct a conversation around an equality issue. (<i>Scenario 1</i>)</p> <p>A pre scripted scenario is presented to and explored by the delegates. Using the Stop-Start technique a volunteer conducts a conversation with the actor facilitator. The remainder of the group coach the volunteer to a positive outcome.</p> |
| 12.20 – 12.30 | Recap and Close | <p>Recap of equality behaviours. Discussion around how delegates are going to demonstrate them. Personal pledges.</p> <p>Summary of the day and any questions.</p> <p>Trainer to remind delegates that it's in their hands and, if they feel they've done all they can, that HR is there as a safety net.</p> |

Using actors in training

We've all experienced the power of watching actors on television, perhaps in our favourite soap or drama. We associate with them, get absorbed in their lives and problems and wish we could give them our advice!

Acting is therefore a powerful development tool. We are able to use carefully designed and scripted scenarios that are absolutely key to the delegates' everyday roles, responsibilities and challenges. It quickly catches their attention, engages them and gets them talking about real issues in a real way. Scenarios can be low-key or highly provocative – we are careful to match our approach to what will work best with your delegates.



Very few delegates like role-play. It often sends the most confident people into nervous wrecks! In our forum theatre workshops the delegates become directors and only take the spotlight if they feel confident to do so. This means learning becomes non-threatening and delegates find they can learn just as if they were playing the actor's role but without the pressure. Our scenarios allow delegates to recognise character traits and behaviours – either positive or less helpful – that they may share with the characters. Being outside the emotional stresses associated with the

scenarios allows delegates to objectively call a pause with the actors, give advice and re-direct the action to a positive conclusion.

Our facilitators will stop the action at any point and encourage delegates to ask the actors searching questions that allow them to understand how the actor is feeling on a deeper level. This in turn enables delegates to best decide how to influence the situation to a positive outcome. Through testing out different interactions the delegates experience for themselves what exactly works. Relevant models and techniques are then explored with the facilitator to highlight key learning moments.

You will recognise many of our actors from the television. They are gifted at making a scene become incredibly real and are trained to work along our trainers to deliver high impact learning with us.

“Delegates are challenged to think and behave differently and have many opportunities to practise, reflect and re-practise positive behaviours. This is partly due to the thorough research Keystone conducts in advance (to ensure actors have the appropriate language and understanding) and partly due to the actors' unique skills in balancing acting with facilitation.

Actors are able to translate delegates' ideas and reported anecdotes into 'live' scenarios, ready to be explored and worked through by the delegates. This makes the sessions highly energetic, immediate and effective. I have immense admiration for the actors' ability to listen to the delegates and turn their reality into training material and then into a successful outcome.”

Chloe Tucknott, OD Manager, Balfour Beatty Rail

“Working with Keystone has been a breath of fresh air. The creativity they brought to the process of designing innovative and interactive programmes to help us deliver Performance Development and Diversity programmes has resulted in interactive workshops using a forum theatre approach. We have seen an immediate impact on the behaviours of our people and subsequently improved performance across our business.”

Joanne Mercer, Head of Learning and Development, Vinci

The acting itself holds a mirror up to the delegate’s every day behaviour and invites him or her to reflect upon their own approach to situations – always in an enlightening and supportive way.

Feedback from delegates who attend our acting-based learning programmes is always the same. They can’t believe how much more they learnt than they ever expected. Not only does it allow them to learn at a rapid rate, it also ensures a real behavioural change back in the workplace.

“Extremely satisfied as the actors made a difference to the day.”

“Actors were superb, gave good examples and advice.”

“Hit the point with realistic situations we have.”

“The workshop was truly engaging and “liberating” and will put into practice in the foreseeable future. Using the actors and having to direct them was a very interesting concept and created lots of positive debate. It has given me the confidence to approach situations in a more effective, confident, and professional manner. It was an enjoyable, entertaining and positive experience.”

Delegates from VINCI Construction

Why work with Keystone?

There are many companies that provide acting workshops but what makes us different is that our roots lie firmly in learning and development. We use our extensive business experience to create powerful development solutions and then work with our associate actors to bring this to life through a range of techniques such as forum theatre, hotseating, real play, stealth and talking heads.

We use drama and DVDs as just some of our many training tools because they get the best results in certain circumstances. This means that our focus is not on the actor but on the delegate and the change in behaviour that is required from them by their organisation. This also



means that our clients can rest assured in our ability to support them through large cultural change programmes that are directly in line with their business objectives.

Delegate feedback

“Very engaging.”

“The right level of detail in all subjects.”

“Trainer very knowledgeable.”

“Very useful course giving me tools to present and communicate [diversity] to the workplace.”

“Good interactive course.”

“Course kept my attention throughout the day with a good mix of presenting styles.”

“Good overview of equality and diversity.”

“Enjoyed role play, provided a good learning context, pre-course material was a good exercise to get everyone thinking about the topic.”

“Good role playing, useful to see ‘real life’ situations being acted out.”

“Have learned new techniques which I can use straight away when dealing with [diversity].”

“Thank you for an extremely interesting and informative course. The topic was approached in very inclusive manner and enabled all to contribute.”

“Extremely good, informative and interactive.”