

**WRITTEN QUESTION TO THE CHAIR OF THE STATES EMPLOYMENT BOARD
BY DEPUTY M.R. SCOTT OF ST. BRELADE
QUESTION SUBMITTED ON TUESDAY 2nd MAY 2023
ANSWER TO BE TABLED ON THURSDAY 11th MAY 2023**

Question

“Will the Chair provide copies of all training materials provided over the last 5 years to public service workers in relation to ethical conduct, as well as any draft of such material intended for future delivery, and copies of the recently developed training material to which paragraph (c) of the response to [Written Question 63/2023](#) referred?”

Answer

The following corporate mandatory and statutory training is provided to all government employees which includes training material related to:

Dignity and Respect at Work

This course explores the importance of having a culture where dignity and respect are central to everyday interactions with customers and colleagues. It sets out what kinds of behaviours we encourage and highlights those that should be avoided. There is an introduction to our Dignity and Respect at Work policy, if you feel you or someone else is not treated with respect.

Diversity, Equity and Inclusion

This course provides an overview of what diversity, equity and inclusion means for the Government of Jersey and how it benefits the overall culture. This also links to the Common Strategy Priorities and the People Strategy.

The training material referred to in WQ 63/2023 is in development for the new Connect People platform and will be shared shortly.

However, the new codes of practice, which include the standards in public service (and specifically refers to ethics), form part of “MyWelcome” (the induction programme), which all new employees are required to complete. Any existing or new employees who receive a new contract of employment are provided with the link to the Codes of Practice at offer stage, and are provided with a link to the codes of practice with their contract of employment.

The training materials are appended to this answer.

Dignity and respect

Welcome. We all appreciate being listened to, valued and respected in our daily lives. This should also be the case where you work. One of our core values is '**We are respectful**'. If we all treat others as we'd like to be treated ourselves, and recognise and address unacceptable behaviours, we can all benefit. This training will explore why we need dignity and respect in the workplace and how you can help to create and maintain a positive working environment for everyone.

It will take you about 20 minutes to complete.

Select the Start button to begin.

About this course

This course explores the importance of having a culture where dignity and respect are central to our everyday interactions with customers and colleagues. It sets out what kinds of behaviours we encourage and highlights those that should be avoided. These are not always as obvious as you might think.

You'll be introduced to our dignity and respect at work policy and explore how to raise a concern if you feel you or someone else is not being treated with respect.

If you need help navigating this training, select the question mark icon at the top right of the screen for more information.

Select the Next arrow at the bottom right of the screen to continue.

The benefits of a culture of respect

The Government of Jersey has '**we are respectful**' as one of its core values. It describes the attitude and behaviours of an organisation that cares about its customers and its employees.

This **culture of respect** is an essential ingredient of any workplace, and benefits all employees.

Select each heading to find out more.

Benefits for the organisation include:

a friendlier working environment where everyone is treated with dignity and respect

- a positive culture
- a happier workforce
- higher productivity
- helping to fulfil our legal requirements and avoiding sanctions.

You

•The benefits to you and every colleague include:

a great place to come to work

- feeling valued
- having a safe place to work

What does unacceptable behaviour look like?

You have already seen the benefits of a positive work culture, but what kinds of behaviours get in the way of these? Here are some suggested behaviours. But which of them do you think are inappropriate in that positive culture?

Select all that apply and then click Confirm.

[Copying in a colleague's line manager/senior colleague on an email about a minor concern](#)

[Interrupting someone who's speaking](#)

[Eye rolling and eyebrow raising during a meeting](#)

[Cancelling a meeting with no notice / not showing up](#)

[Constantly giving someone negative feedback](#)

[Sending an email that contains negative comments about someone's appearance](#)

[Confirm](#)

Unacceptable behaviour

All forms of bullying and harassment are unacceptable.

A bully or harasser can be anyone, regardless of their position in the organisation. It can also be carried out by a group or team. It can happen face-to-face or through written correspondence. These behaviours can be **overt** or **covert**.

Select each heading.

Overt For example:

inappropriate comments about a person's appearance, personal preferences or choices

- singling one person out or treating them differently to other colleagues
- belittling, demeaning, teasing, patronising, shouting or threatening an individual in front of others or in private
- making insulting or offensive comments or jokes
- making sexual advances, including sending emails or messages with material of a sexual nature

Covert

•For example:

refusing to acknowledge contributions and achievements

- blocking promotion
- setting a person up to fail by overloading them with work or setting impossible deadlines
- regularly and deliberately ignoring or excluding individuals from work activities
- taking credit for or plagiarising work

Sometimes colleagues aren't aware that their behaviour is unwelcome - that's why we all have a responsibility to recognise it and speak up about it. You can learn more about how to do this in the raising concerns topic in this module.

RESPECT IN THE WORKPLACE

Bullying

Bullying is defined as offensive, intimidating, malicious or insulting behaviour, an abuse or misuse of power through means that undermine, humiliate, denigrate or injure the recipient. Here are four people's stories of their experiences of bullying. Would you have spotted these if you'd been working with them?

Select each person to find out more.

Yusef

I've been a member of the road team for more than a year now. But I notice that I haven't been included in any of the after-work social meet-ups that the others talk about from time to time. It makes me feel really rejected and a bit lonely. I think that they think I am boring or too serious or something. I like to have fun as much as they do. I am thinking of leaving the job

Liz

"My manager works hard and she expects everyone else to do the same. I don't mind hard work but I think she is really singling me out for the bulk of it in our team. It's almost like she wants to keep me in the office evenings and weekends. It's always me that gets the impossible tasks or the ones that nobody else wants. When I asked her about it she said something about it being character building. I think she might just be picking on me

Jonty

"It started not long after I joined the finance team. I think people were surprised that I had been given the job as I didn't have much experience and I am young compared to most of the other Account Managers. It's small things mostly - comments that I won't know about something, or that degrees aren't worth as much as experience, or when they call me the baby of the team - that kind of thing. I can take a bit of banter, don't get me wrong, but it started to get to me now. I wanted to prove them wrong but maybe it's time to move on."

Malcolm

"They call me 'Swampy' here. I'm not the only one with a nickname but I do seem to be the butt of the jokes most of the time. I don't have a lot of money for fancy clothes like some of them do, but they tease me about how I look. They say I look more like I shop in charity shops for old people. I just hope they find something else to laugh about soon."

RESPECT IN THE WORKPLACE

Harassment

•Harassment is defined as unwanted conduct related to a relevant protected characteristic, which has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual.

Harassment is often associated with the '**protected characteristics**' defined under the Discrimination (Jersey) Law 2013. The protected relevant characteristics are:

Race

- Sex
- Sexual orientation
- Gender reassignment
- Pregnancy and maternity
- Age
- Disability

Section 3 of our **Dignity and Respect at work policy** explores this in more depth. You can access the Policy online. Speak to your manager if you are not sure how to do this.

Select the Next arrow to continue.

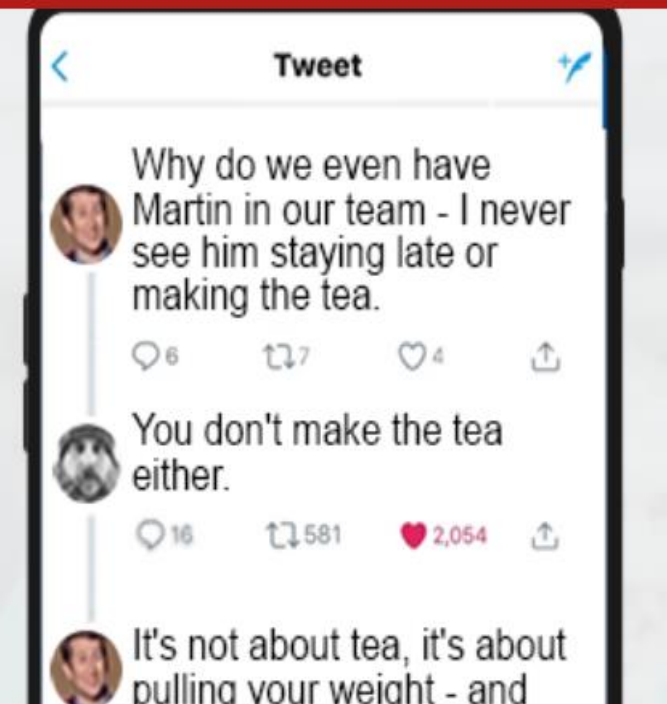
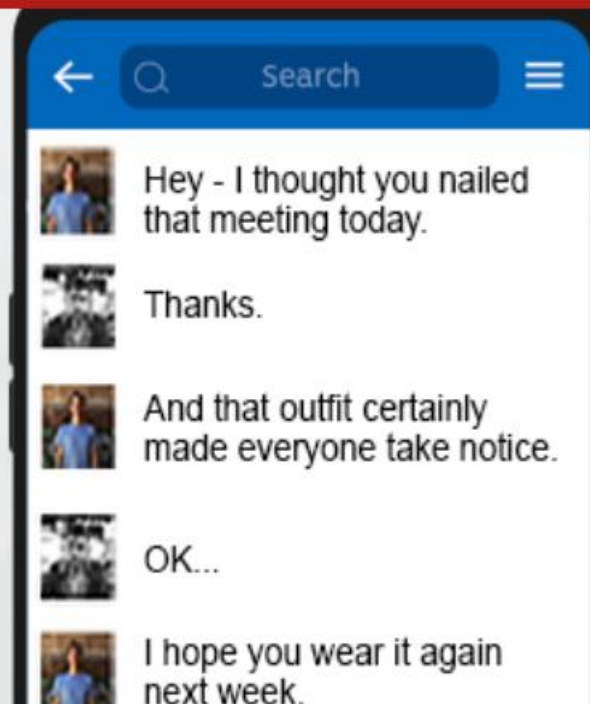
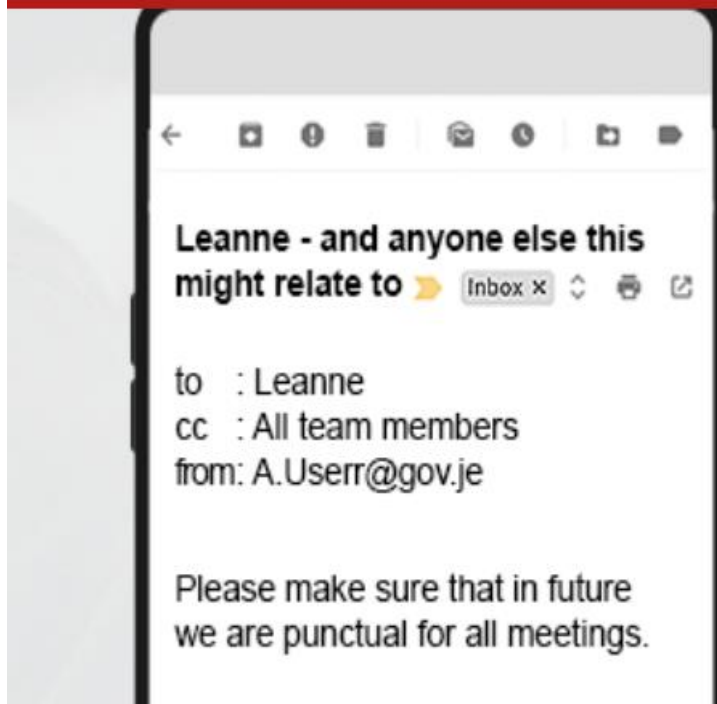
RESPECT IN THE WORKPLACE

Other forms of communication

The examples you have seen so far are face-to-face ones.

Bullying or harassment can take place face-to-face, behind your back, by telephone, email, text, social media or any other form of communication. [Our Dignity and Respect at work policy](#) applies equally to other forms of communication – notably online: email, social media, SMS. Here are some examples of unacceptable online communication.

Select the Next arrow to continue.



RESPECT IN THE WORKPLACE

Legitimate management

- Sometimes it is necessary and appropriate for managers to assign individuals or groups with particular tasks or to give constructive feedback.

For example, the following are acceptable behaviours by a manager, under the right circumstances:

Providing legitimate and constructive feedback about your work performance, or other work-related issues

- Allocating tasks, setting reasonable development goals, standards or deadlines

These should not be confused with bullying or harassment. It is, of course, important that this kind of feedback and duty allocation is given in a respectful and considerate manner.

Select the Next arrow to continue.

What do you think?

Take a look at this email about a team member's recent performance, written by her manager. Do you think it represents fair treatment of the team member or is it an example of bullying or harassment?

Select your answer and then Confirm.

[Yes - it is bullying and harassment](#)

[No - it isn't bullying and harassment](#)

[It is impossible to tell](#)

[Confirm](#)

Diversity, Equity and Inclusion

Welcome. This training will provide you with an overview of what diversity, equity and inclusion means for us and the benefits it delivers to our workplace and culture. You can also discover how you play an important part in making that culture a reality.

It will take you about 25 minutes to complete.

Select Start to begin.

Our commitment

As an organisation the Government of Jersey takes Diversity, Equity and Inclusion to heart - it should be at the **centre of all our work** in public service.

Our vision is to develop and embed an inclusive culture across the Government with Diversity, Equity and Inclusion (DEI) being a thread through everything that the Jersey public service considers and does. DEI is at the heart of our People Strategy, its four commitments and is implicit in "Our Values".

In the **Common Strategic Policy** it states 'The shared ambition of this Government is for Jersey to be a place where everyone can thrive. A place where people can afford a home, find good work, enjoy life, love, raise a family, and stay active, healthy, and financially secure throughout life. A place that cares for its community, environment, culture and heritage" - whatever our role, we all have a part to play in making that society possible every day.

It's more than a tick box exercise.

Valuing a diverse and inclusive workforce isn't just morally right and socially desirable - it also brings great benefits! It promotes:

- a more desirable place to work attracting the best people to the organisation
- improved colleague engagement
- strengthened links between government policy and delivery
- increased customer approval
- compliance with legislation
- improved standing and reputation

You can explore an overview of our Common Strategic Policy by clicking the button below.

Select the Next arrow at the bottom right of the screen to continue.

About this course

This course explains what diversity, equity and inclusion are and what they mean for our organisation. It outlines what your role is in ensuring they are an active part of our culture, wherever you work in the Government of Jersey.

You can also learn about the legal obligations we have to make sure all colleagues are protected against discrimination of any kind, what can get in the way of this happening and what you can do to help.

If you need help navigating this training, select the question mark icon at the top right of the screen for more information.

Select the Next arrow to continue.

Diversity, equity and inclusion

Part 1 of this module explores the meanings of the core terms. Part 2 looks at why this is important to you as an individual, to us as an organisation and to the wider community, and also the legal framework that underpins our commitment. Part 3 explains our roles and responsibilities, and Part 4 explores best practice and some of the hurdles we sometimes have to overcome. Part 5 puts your understanding into practice in the form of a short challenge based on realistic situations.

Select the first part to begin.

PART 1 SOME DEFINITIONS

Introduction

Diversity encompasses acceptance and respect of our differences and seeing the positives in them, whereas **inclusion** describes the behaviours and culture of an organisation in relation to diversity.

Equity means each individual or group of people is given the same resources or opportunities. Equity recognises that each person has different circumstances and allocates the exact resources and opportunities needed to reach an equal outcome.

Here you can explore the differences between these related concepts. Look at the images here of a party and spot the difference.



Non-diverse



Diverse but non-inclusive



Diverse and inclusive

"It is not our differences that divide us. It is our inability to recognise, accept, and celebrate those differences."

Audre Lorde - American writer, feminist, womanist, librarian, and civil rights activist.

Select the Next arrow to continue.

Equity and inclusion and belonging

Let's take a look at the distinctions between these terms in practice with an example based on the provision of viewing facilities at a sporting event.

Select each image to find out more.

Equity



•Here individuals are given different support to make it possible for them to have equal access to the view. They are being treated equitably.

In the workplace examples would be:

Extra time in assessments to account for dyslexia

- A fridge for people to store food with allergies and/or alternative menu options
- Additional parking spaces, and/or wheelchair access for people with disabilities

Here all three can see without any support or accommodation. The replacement of boards with a mesh fence means that nobody has needed to be treated differently so everybody feels they belong here. This is inclusive by design.

'Inclusive by design' means that the system **does not have to be adapted** to individuals' needs or make them feel like they need to be treated differently to have equal access or opportunity. It is proactive rather than reactive and has **considered diversity from the outset**.

This approach considers the diversity of people's needs and ensures that we develop frameworks that support them - thus promoting a sense of belonging for everybody.

One such example would be flexible working for all.

Inclusion and belonging



SOME DEFINITIONS

Your thoughts

Now you know what we mean by diversity, equity and inclusion what do you think are the benefits of this kind of culture for colleagues, how we work and the workplace itself?

Select all that apply and then click Confirm.

[It creates a more desirable place to work](#)

[What is lost in productivity is compensated for by the gain in fairness](#)

[It increases customer approval of the services we provide](#)

[It ensures behaviour is adequately monitored](#)

[It improves colleague engagement](#)

[It helps attract the best people to the organisation](#)

[Confirm](#)

Special treatment?

Kerry is a Government of Jersey employee. She has a bad back, so her manager has arranged for her to have a standing desk rather than a seated one. Her colleagues feel they are not being treated equally. Are they justified in thinking this?

Select an option and then click Confirm.

[Yes](#)

[No](#)

[It depends](#)

[Confirm](#)

Part 2

WHY IT'S IMPORTANT

Introduction

Encouraging a culture of diversity, equity and inclusion has wide-ranging benefits:

For you: In terms of the employee experience, opportunities, job fulfilment, and feeling valued.

For us: It makes good business sense, enhances our reputation as an employer and attracts a wide pool of talent. It results in a workforce that is reflective of the community it serves and promotes a culture in which new ideas, learning and growth can flourish. Diverse groups make better decisions.

For our island: It helps us provide the best possible service we can to our customers, the community and the wider environment.

WHY IT'S IMPORTANT

The legal framework

Now you've been introduced to the meanings of the different ideas within diversity, equity and inclusion, it's time to look at the legislation and best practice that underpins them.

This includes **your responsibilities** in upholding our values and expected behaviours in this area.

Although a culture of Diversity, Equity and Inclusion makes good sense for individuals and organisations, it also needs to be **protected in law**.

Laws are brought into existence to:

- establish standards
- maintain order
- resolve disputes
- protect liberties and rights.

The **Discrimination (Jersey) Law 2013** was brought in (and recently updated) to protect individuals against discrimination on the grounds of a number of **protected characteristics**. These characteristics are shown in the images here.

Discrimination happens when an individual is treated **less favourably** due to a protected characteristic, or through the use of discriminatory criteria or practices.

Click the Find out more button to see an example.



WHY IT'S IMPORTANT

Discrimination

Discrimination can take different forms - and not all of them are obvious.

Select each image to find out more.



Direct discrimination

Direct discrimination

•Direct discrimination happens when someone openly **denies access or opportunity** to certain groups of people or individual members of that group, or by **segregating** them in some way.

Here are some examples:

Posting a recruitment advert which states you're looking for someone young and physically fit to join a team. This directly discriminates against anyone considered to be old.

- Not permitting an assistance dog to enter the premises as there's a 'No dogs' rule in place.
- Consistently referring to a transgender female using a male pronoun.



Indirect discrimination

Indirect discrimination

•Indirect discrimination happens when we create **conditions which will exclude** certain groups of people or individual members of that group.

Examples include:

holding interviews on the top floor of a three story building, with no lift or disabled access

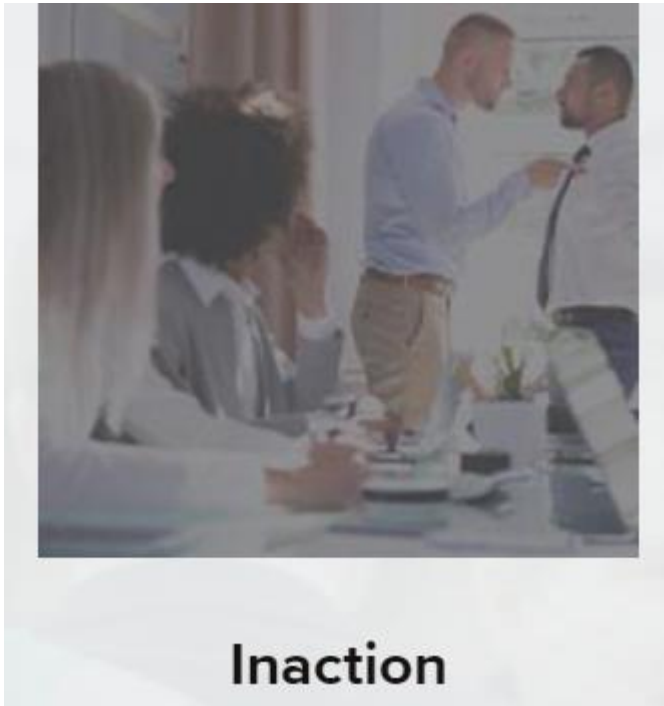
- providing only male or female toilets
- requiring all applications for benefits to be completed in the applicant's own handwriting and in

WHY IT'S IMPORTANT

Discrimination

Discrimination can take different forms - and not all of them are obvious.

Select each image to find out more.



Inaction

•This is perhaps the least obvious form of discrimination - **doing nothing** to address situations that **deny opportunities** to certain groups or individual members of that group, or **condoning disrespectful behaviour** towards them is equally an example of discrimination.

Examples include:

being aware of bullying or harassment taking place but not doing anything about it

•being aware that you have a number of customers who are disabled but not making alterations and changes to the business to accommodate their needs.

Inaction refers to not looking in to or exploring the options for alterations and changes to the business to accommodate needs. This might include providing disabled access ramps to buildings, providing or modifying facilities, equipment or workspaces, providing

WHY IT'S IMPORTANT

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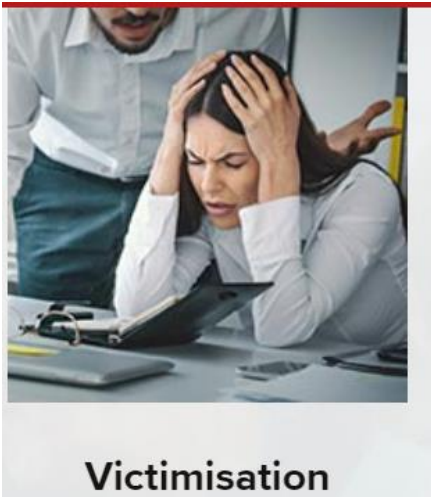


Harassment

Harassment

•Harassment is any kind of **unwanted behaviour** linked to a protected characteristic that a group or individual finds **offensive**. The unwanted behaviour might be: spoken or written abuse

- offensive emails
- tweets or comments on websites and social media
- images and graffiti
- physical gestures
- facial expressions
- offensive 'banter'.



Victimisation

Victimisation

•Victimisation is where someone is **treated badly** as a result of an action they have taken in relation to discriminatory behaviour towards them or another person. For example, where they have: made a complaint under the legislation

- alleged that another individual has committed a prohibited act
- assisted someone else who has made a complaint.

The reason for the treatment does not need to be linked to a protected characteristic.

Question

Now you have explored the importance of ensuring a culture of diversity and inclusion where you work, who do you think is responsible for making it happen?

Select your answer and then Confirm.

Senior management

People Services colleagues, responsible for hiring staff

Line managers in direct contact with individuals

Colleagues who design and deliver training

All colleagues

Confirm

ROLES AND RESPONSIBILITIES

Taking responsibility

As you have seen, we all have a part to play in creating a workplace where diversity, equity and inclusion are part of how we do things every day. However, certain roles have specific responsibilities.

Select each icon to find out more.

Leadership and management

All managers at all levels are expected to demonstrate their own commitment to promoting equity and diversity.

This means ensuring all employees are aware of their responsibility to treat others with respect, consideration and without prejudice and following up on any issues or reporting.

For more information see the Equity and Diversity Policy [here](#).

Directors General

Directors General must ensure that their department is compliant with equity and diversity legislation and the promotion of equal opportunities for all.

People Services

- The role of the People Services Team within the Government of Jersey is to: advise line managers on equity and diversity, particularly when recruiting or promoting employees
- provide advice and support to all employees if they feel they are being disadvantaged in any way due to their particular characteristics
- support and promoting equality across the organisation.

ROLES AND RESPONSIBILITIES

Taking responsibility

As you have seen, we all have a part to play in creating a workplace where diversity, equity and inclusion are part of how we do things every day. However, certain roles have specific responsibilities.

Select each icon to find out more.

Line managers

- Specific duties for line managers include:
ensuring their department is aware of its responsibilities under the Diversity Policy through regular training, professional development and other measures
- giving equal opportunities to those who share a protected characteristic and those who do not
- adapting where possible to the specific needs of individuals (for example through 'reasonable adjustments' to the workplace or equipment provided).

All colleagues

- Regardless of their role or workplace, all colleagues are responsible for:
treating all colleagues, service users, visitors, volunteers or contractors fairly and with respect
- adapting where possible to the specific needs of all individuals.

For more information see the Equity and Diversity Policy [here](#).

ROLES AND RESPONSIBILITIES

Reporting

- If you experience or observe discrimination in any of these forms you should raise a concern.

You can use the same process that applies to Bullying and Harassment Policy to raise a concern. Speak to your manager if you don't know how to do this or where to find the page online.

You should not:
ignore it

- think 'It's nothing for me/us to worry about'
- believe it is a 'storm in a teacup' so it will blow over. The basic rule is: 'If in doubt, report it'.

Remember, it is the responsibility of all employees, particularly line managers to challenge any discriminatory behaviour that is occurring. We all have a role to play and a responsibility to speak-up if we experience or see behaviour that is inappropriate.

Select Return to menu.

PART 4: BEST PRACTICE

Developing your awareness

•If you share information or communicate with colleagues in any format, it must be representative of the diversity of the community and should not discriminate against groups or individuals. This should be considered at all times and includes, for example, web content, emails, job advertisements, procedures writing and guidelines documents.

Specialist training is provided to those who recruit, select, promote and appraise employees. Speak to your manager if this will be part of your role.

In the meantime, whenever a decision needs to be made, you should look at it through a diversity and inclusion lens:

Identify the differences and the associated needs

- Consider how you can adapt to ensure you are being inclusive
- Ask yourself whether there a risk of a biased decision being made - and if so can you reduce its effect?
- Once your decision is made, are you satisfied you have been fair and inclusive in your approach?

One thing that can get in the way of our best intentions is 'unconscious bias' - and we'll look at that next.

Select the Next arrow to continue.

BEST PRACTICE

What is unconscious bias?

In life, we frequently have intentional thoughts or make conscious decisions and judgements **based on our thoughts**. However, many of us, **without even thinking about it consciously**, will tend to think either **positively** or **negatively** about people with certain characteristics. These are called unconscious biases. Our biases are usually influenced by our background, cultural environment and personal experiences.

This can have an impact on the decisions we make in the workplace. So, we need to be aware of them and challenge them.

Here's a quick exercise for you. Click the image below and think about the people who might fit the descriptions shown in the animation. How do you feel about them? Positive? Negative? No particular opinion?

Click this image. Then select the Next arrow to continue.

UNCONSCIOUS BIAS?

Didn't go to university

BEST PRACTICE

Addressing bias

•It has been recognised that when unconscious bias takes place where we work, it can really get in the way of a diverse and inclusive culture. Impacts can be serious in areas such as recruitment, promotions, assigning responsibilities and also in equity of pay. It can also lead to people experiencing more limited opportunities or indeed affect any area of work where decisions need to be made that affect individuals.

So how can we address these biases, both as an organisation and as individuals? [MyDevelopment portal](#) is a useful resource with more about unconscious bias while here are some guidelines to keep in mind.

Be aware of any bias you might have and where and when you might apply it.

- Understand what parts of the organisation might be affected.
- Hold yourself and your colleagues accountable for any bias.
- Have the confidence to identify, challenge and develop solutions for any non-inclusive practices or behaviours.

Select Return to menu.

Part 5: CHALLENGE

Introduction

Welcome to 'The Challenge' - your chance to test your understanding of the areas we've covered relating to diversity, equity and inclusion. You'll be presented with two situations and you'll need to decide what the best approach is in each case.

There's no pass or fail element to this challenge, but you'll get an overall score at the end - so you have a chance to improve your results if you wish.

Good luck!

Select Start to begin.

ACKNOWLEDGEMENT

Summary

Here's a reminder of the key points to remember in this training.

Select each heading to find out more.

What is diversity, equity and inclusion all about?

Diversity encompasses acceptance and respect, seeing the positive differences present in a group or society.

Equity is about ensuring that every individual has an equal opportunity to make the most of their lives and employment.

Inclusion describes the behaviours and culture of an organisation embracing diversity. This is about removing any systemic barriers and considering the needs of the diverse population so not to set anybody apart.

Promoting diversity, equity and inclusion in the Government of Jersey should be at the heart of everything we do. It's not just the right thing to do, it also delivers benefits to the business and everyone in it.

What does the law say?

•The four principle purposes and functions of Diversity and Equity law are to:
establish standards

- maintain order
- resolve disputes
- protect liberties and rights.

The Discrimination Law (Jersey) 2013 protects individuals in Jersey against discrimination on the grounds of certain protected characteristics.

Discrimination happens when an individual is treated less favourably due to a protected characteristic

What does discrimination look like?

What does discrimination look like?

•Discrimination can take various forms – some obvious, some less so. The types include:
direct discrimination

- indirect discrimination
- inaction
- harassment
- victimisation.

If you experience or witness any of these you should feel **confident and supported** in your action to speak up. Raise a concern, don't ignore it or hope it will pass.

Roles and responsibilities

All colleagues, regardless of role or location, must play their part in creating and maintaining an inclusive and diverse culture. This means treating all colleagues, service users, visitors, volunteers or contractors fairly and with respect.

Managers at all levels have an additional role and accountability to ensure their teams are aware and actively promoting equity and diversity and to demonstrate their own commitment to making it happen.

The People Services Team are available to advise and support all colleagues on all issues relating to equity and diversity. They also have a role in promoting the culture within our organisation.

[Unconscious bias](#)

Unconscious bias

Many of us, even without even thinking about it consciously, will tend to think either positively or negatively about people with certain characteristics. These are called **unconscious biases**. Our biases are usually influenced by our background, cultural environment and personal experiences.

This can have an impact on the decisions we make in the workplace. So, we need to be aware of them, challenge them and identify solutions to turn them into inclusive practices and behaviours. The [MyDevelopment portal](#) has some useful information on this subject.

[Next steps](#)

This course provides an overview of how we all have a part to play in promoting a culture of diversity and inclusion in the Government of Jersey. The [MyDevelopment portal](#) provides additional resources on the topics of Equity and Diversity.

Speak to your line manager to find out if you require additional training in your role.



TEAM
JERSEY

Team Jersey Lead Academy

**Diversity, Inclusion &
Belonging**

Setting the Scene

Diversity is the "what"; **inclusion** is the "how." **Diversity** focuses on the makeup of your workforce (demographics such as gender, race/ethnicity, age, sexual orientation, veteran status, etc...) and **inclusion** is a measure of culture that enables diversity to thrive

Let's have a quick recap of the pre-work

Diversity in the workplace refers to the total makeup of the employee workforce and the amount of diversity included.

Inclusion is where those differences are seen as a benefit, and where perspectives and differences are shared, leading to better decisions. Everyone should have a right to equal access to employment and, when employed, should have equal pay and equal access to training, development and opportunities.



Belonging is where workers feel secure, supported, accepted, and included.

Gallup Engagement Hierarchy



How Diversity, Inclusion & Belonging Work



**Diversity
Without
Inclusion**



Belonging

**Inclusion
Without
Diversity**



**Inclusion
&
Diversity**



Any questions or reflections? What are your positive stories?

“Diversity is being invited to the party; inclusion is being asked to dance.”

Verna Myers, Diversity and Inclusion Vice President for Netflix

“Diversity is a fact... inclusion is an act!”

The Benefits of Diversity, Inclusion and Belonging Activity

As well as being the right thing to do, there are clearly some benefits associated with working to enhance our diversity, inclusion and belonging. State three benefits that you feel have positive impact on the GoJ.

What is the benefit?

What positive impact does this have?

Who does this impact?

1



2



3



Complete page 11 of your workbook and a quick comfort break

The Benefits of Diversity, Inclusion and Belonging



Protected Characteristics

When we talk about diversity we refer to 'Protected Characteristics'. What do we mean by this?

Discrimination Law 2013 protects individuals in Jersey against discrimination on the grounds of protected characteristics

Discrimination happens when an individual is treated less favourably due to a protected characteristic, or in the application of discriminatory criteria or practices

What are the protected characteristics of Jersey?



Disability, Age, Race and Sex which includes Gender Reassignment, Pregnancy and Maternity, and Sexual Orientation



Take a look at the different people shown below.



1. What immediate beliefs or assumptions do you have about these people?

2. What are the dangers and implications of these assumptions?

Unconscious/Implicit Bias

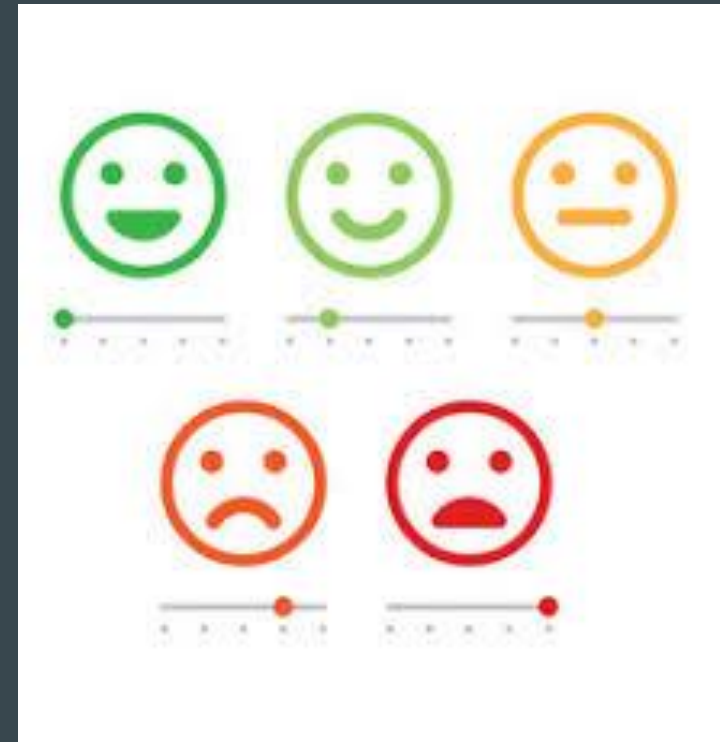
Unconscious bias refers to a **bias** that we are unaware of, and which happens outside of our control. It is a bias that happens automatically and is triggered by our making quick judgements and assessments of people and situations, influenced by our background, cultural, environmental and personal experiences.



Implicit bias refers to the same area but questions the level to which these **biases** are **unconscious** especially as we are being made increasingly aware of them.

The logo for the Boston Symphony Orchestra, featuring a stylized grey graphic of a violin and bow above the text.

**BOSTON
SYMPHONY
ORCHESTRA**



<https://www.youtube.com/watch?v=dVp9Z5k0dEE>

Different Types of Unconscious Bias



AFFINITY

Affinity bias is when we favour people who we share qualities with. For example, liking someone because they went to the same school as you.



BEAUTY

Beauty bias suggests that we prefer attractive people and believe they would do a better job than someone less conventionally attractive.



CONTRAST

Contrast effect is when we compare one thing to another, rather than judging the whole application on its merits.



GENDER

Gender bias is when you think one gender may be better for a role than another. This is largely based on stereotyping.



HALO

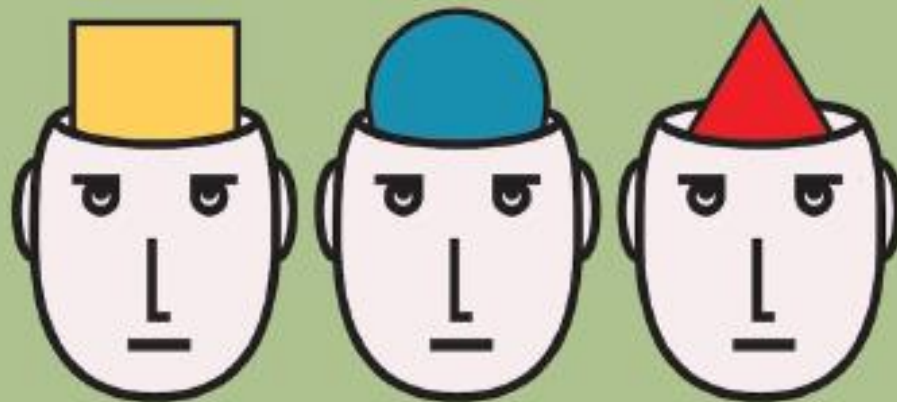
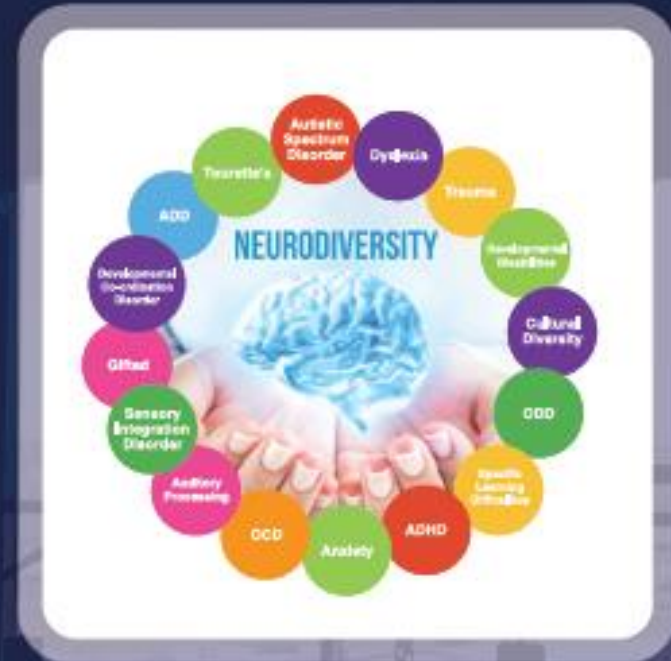
Halo bias is when you focus on one great positive, while ignoring any flaws that may not make them suitable for the role.



HORNS

Horns bias is the opposite of Halo bias. This focuses on one great negative characteristic, while ignoring all positive characteristics.

Neurodiversity is the natural range of difference in human brain function. In the **workplace**, it's an alternative thinking style, such as dyslexia, autism, ADHD and dyspraxia. Differences are recognised and respected just as any other human variation.



Individually complete:

- My Role as a Team Jersey Lead & Unconscious Bias (page 15)
- Diversity, Inclusion & Belonging Values Self-Assessment (page 16- 18)

In pairs:

- Arrange a time to speak to your 'buddy'
- Share your self reflections - discuss, challenge and share – what positive actions can you take?

Diversity, Inclusion and Belonging

With Mary Curtis, Calmera Business Consultancy

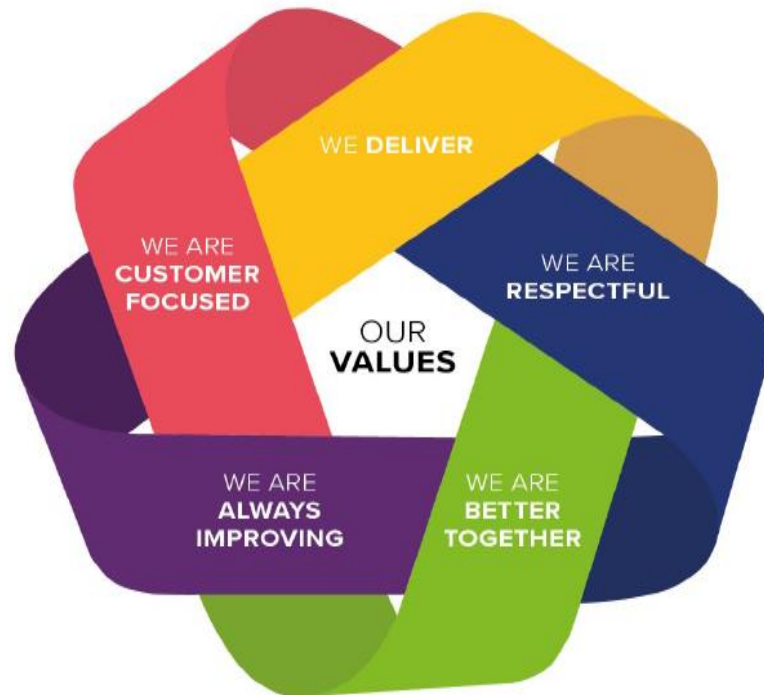
An *ESPRESSO* welcome...

Session Objectives

By the end of this session, you will be able to... The internal resources available

1. Outline key concepts regarding Diversity, Inclusion and Belonging (DIB)
2. Clarify important line manager responsibilities for DIB within equality legislation including Disability Discrimination
3. Understand the GoJ Disability Strategy and how this influences my role as a manager
4. Outline the impact of Unconscious Bias on DIB- particularly in relation to my roles and responsibilities as managers
5. Embrace inclusivity within my team and know how to create a high performing team

Before we get started...



What is your understanding of the terms:

- Diversity
- Inclusion
- Belonging



Diversity, Inclusion and Belonging

- **Diversity:** is about recognising difference. It's acknowledging the benefit of having a range of perspectives in decision-making and the workforce being representative of the organisation's customers
- **Inclusion:** is where people's differences are valued and used to enable everyone to thrive at work. An inclusive working environment is one in which everyone feels that they belong without having to conform, that their contribution matters and they are able to perform to their full potential, no matter their background, identity or circumstances. An inclusive workplace has fair policies and practices in place and enables a diverse range of people to work together effectively
- **Belonging:** is the feeling of security and support when there is a sense of acceptance, inclusion, and identity for a member of a certain group or place, and as the basic fundamental drive to form and maintain lasting, positive, and significant relationships with others



*Diversity is having a seat at the Table
Inclusion is having a voice
Belonging is having that voice heard*

Line Manager Responsibilities

We are all responsible for ensuring diversity, inclusion and belonging in the work place. However, as line managers, we have additional responsibilities.

Please give examples of how line managers can promote and support the above.



GoJ Core Values

We are respectful

- We care about people as individual and show respect for their rights, views and feelings

We are better together

- We share knowledge and expertise, valuing the benefits of working together

We are always improving

- We're continuously developing ourselves and our services to be the best they can be for Jersey

We are customer focused

- We're passionate about making Jersey a better place to live and work for everyone

We deliver

- We're proud of Jersey as a place and are passionate about shaping and delivering great public service

Impact of Discrimination

Why managers need to address discrimination:

- Impact on employee's wellbeing, performance at work and intention to stay
- Adversely affects employment opportunities
- Result in failure to recognise skills-based abilities, potential and experience
- Result in possible time spent and costs relating to claims made
- Increased absence levels
- Grievances and disputes within the team
- Poor reputation outside the team
- Reduced innovation and creativity

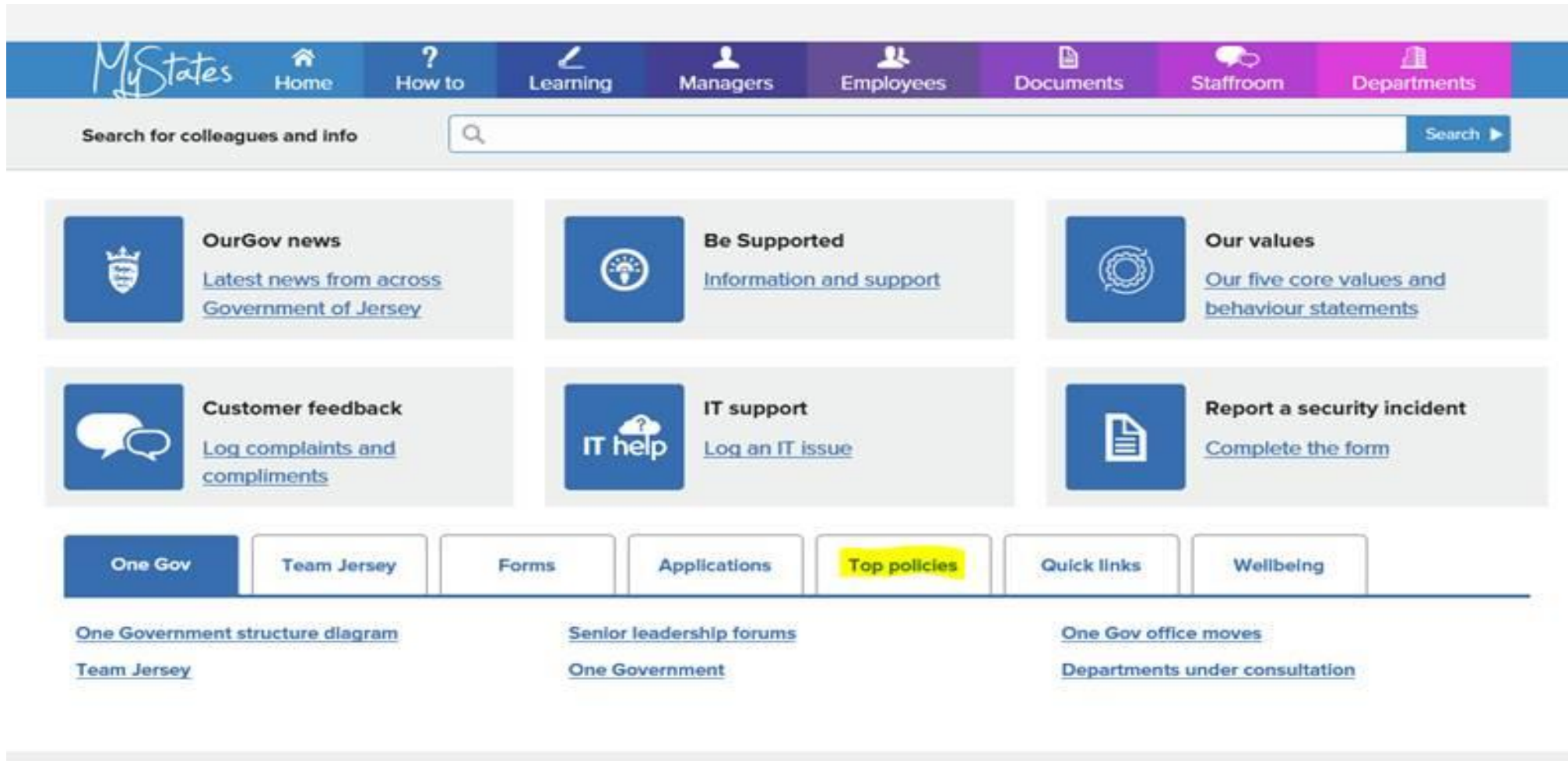


Workplace behaviour: what managers need to do



- Ensure all employees understand and engage with inclusion in how they do their jobs and work with colleagues and customers
- Reflect respect and dignity for all in the organisation's values and ensure these are reflected in the way you manage your team on a daily basis
- Make clear that everyone has a personal responsibility to uphold the standards and behave in an inclusive way
- Focus on fairness, inclusion and transparency, ensuring that merit, competence and potential are the basis for all decisions about recruitment and development, and be alert to the influence of conscious and unconscious biases.
- Ensure policies are followed that deal with all forms of harassment, bullying and intimidating behaviour, making clear that such behaviour will not be tolerated and setting out the consequences of not adhering to GoJ policies
- Develop an open culture with good communication channels, open dialogue and active listening providing for employee voice and that different groups feel able to access them – ensure regular 1:1 meetings
- Actively seek people's ideas and take action on feedback

MyStates: Finding Policy Documents



The screenshot shows the MyStates website interface. At the top, there is a navigation bar with the MyStates logo and several tabs: Home, How to, Learning, Managers, Employees, Documents, Staffroom, and Departments. Below the navigation bar is a search bar with the text "Search for colleagues and info" and a "Search" button. The main content area features six service tiles:

- OurGov news**: Latest news from across Government of Jersey
- Be Supported**: Information and support
- Our values**: Our five core values and behaviour statements
- Customer feedback**: Log complaints and compliments
- IT support**: Log an IT issue
- Report a security incident**: Complete the form

Below the service tiles is a horizontal menu with the following items: One Gov, Team Jersey, Forms, Applications, **Top policies** (highlighted in yellow), Quick links, and Wellbeing. Underneath this menu, there are three columns of links:

- Under One Gov: [One Government structure diagram](#), [Team Jersey](#)
- Under Top policies: [Senior leadership forums](#), [One Government](#)
- Under Quick links: [One Gov office moves](#), [Departments under consultation](#)

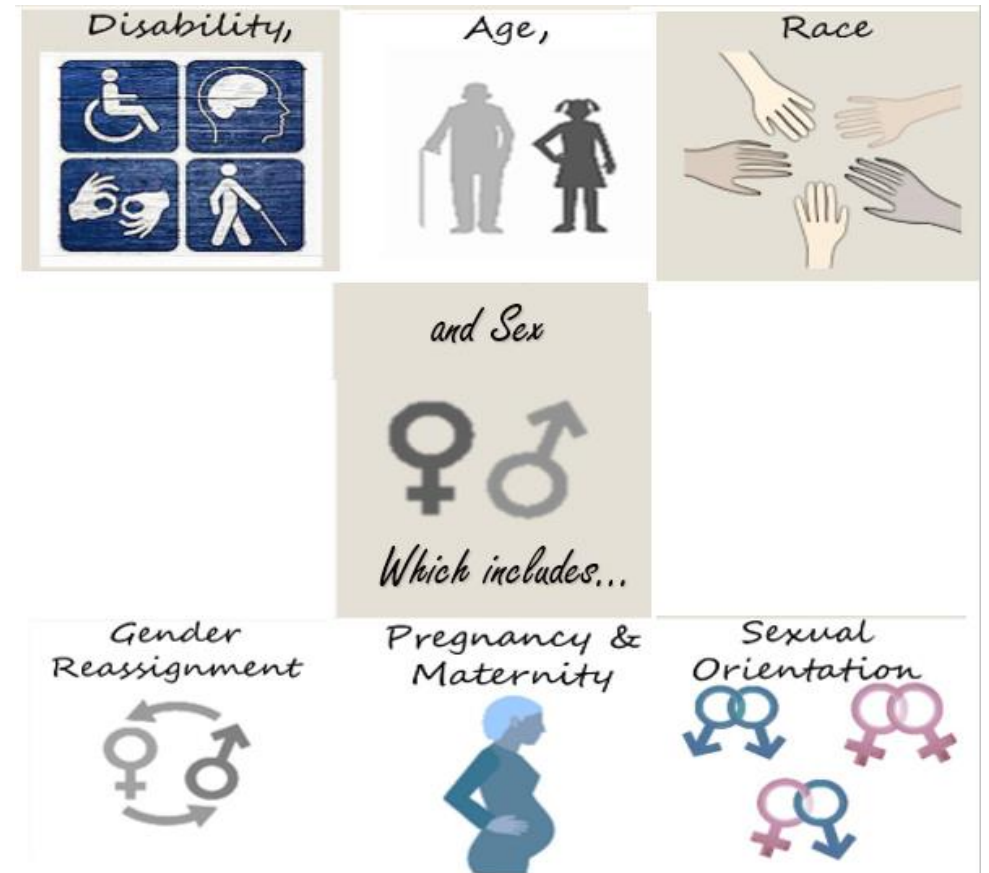
***Or ask 'peoplebot' on teams, your request will remain anonymous*

Discrimination (Jersey) Law 2013



Discrimination law 2013

- Protects individuals in Jersey against discrimination on the grounds of protected characteristics
- Discrimination happens when an individual is treated less favourably due to a protected characteristic, or in the application of discriminatory criteria or practices



Discrimination legislation and best practice

The following types of behaviour must be avoided:

- **Direct discrimination:** Openly denying access or opportunities to certain groups of people or individuals with a protected characteristic
- **Indirect discrimination:** Creating conditions which adversely affect persons with a protected characteristic and cannot be shown to be a proportionate means of achieving a legitimate aim
- **Inaction:** By not addressing situations which deny opportunities to certain groups or condoning disrespectful behaviour

Discrimination legislation and best practice

The following types of behaviour must be avoided:

➤ **Harassment:**

- Creating an intimidating, hostile, degrading or offensive environment
- Violation of dignity (bullying behaviour etc.)

Employer is duty bound to investigate

➤ **Victimisation - Subjecting an individual to a detriment because they have:**

- Made a complaint under the legislation
- Alleged a person has committed a prohibited act
- Assisted someone else who has made a complaint



Genuine Occupational Requirements

It is acceptable to establish a requirement for persons to have a protected characteristic if it can be evidenced that, having regard to the nature or context of the work, –

- (a) It is an occupational requirement
- (b) The application of the requirement is a proportionate means of achieving a legitimate aim;
- (c) The person that this requirement applies to does not meet it (or there are reasonable grounds for not being satisfied that the person meets it)

Where possible reasonable adjustments must be made - What could these be?



Discrimination (Disability) (Jersey) Regulations 2018

The definition is quite different from that adopted under the UK's Equality Act and is broad in its scope. Its approach is more aligned with a social model than a medical model with the expectation that there will be no requirement for a detailed examination of personal functionality of the claimant. There is a requirement for the individual to have a 'long-term' impairment which is an impairment which has lasted or is expected to last for at least six months.

Disability: one or more:

- Physical, mental, intellectual or sensory impairments
- Which can adversely affect a person's ability to engage or participate in any activity in respect of which an act of discrimination is prohibited under this Law
- Long term: has or is expected to last longer than 6 months / life

Please give examples of what might be considered a disability

Absence considerations

- Managing employees with a disability's attendance is difficult if the impact of the disability on the absences is not fully considered.
- Consider the trigger points in your Absence Management policy – do they need to be adjusted for disabled employees?
- Taking action for disability-related absence will not automatically be justified if the adjusted trigger points are exceeded
- Trigger levels are only a starting point to assess the impact of absences on the team
- Managers must still produce specific evidence to demonstrate that the warning is a proportionate means of achieving a legitimate aim.
- Managers should also:
 - Consider other options available
 - Seek medical advice from your Occupational Health Advisors

Unconscious Bias

- The Hidden Brain - A host of brain functions, emotional responses, and cognitive processes that happen outside our conscious awareness but have a decisive effect on how we behave
- A kind of prejudice you have that you aren't aware of, that affects the kinds of impressions and conclusions that you reach automatically, without thinking
- Unconscious bias may lead a person to act in a way that is at odds with their intentions
- Unconscious bias influences people subtly, not overtly. It derives much of its power from the fact that people are unaware of it

Consider the comments on the picture



Maintaining an essential focus on diversity, inclusion and belonging during COVID-19 (CIPD) – Manager considerations



- Consider those with caring responsibilities. For example, the working ability of those with childcare responsibilities will be impacted by school closures. As one Bloomberg article notes ‘when the virus closes schools, restricts travel, and puts aged relatives at risk, [women] have more to do’
- Support those worried about spreading infection to vulnerable family members - be aware of the roles employees play outside of work and how they will be impacted by any remote working arrangements
- Some employees won’t have optimal workspaces at home, which can have physical health implications. Some may have difficult home environments, live alone and might lack social support.
- Maintain good links with the team and be aware of what additional support is available for those who may struggle to work remotely - might include signposting employees to the GoJ Employee Assistance
- As well as those with physical health conditions that put them at higher risk of serious illness, this time can be difficult for those with mental health issues or those concerned about receiving ongoing medical treatment
- Consider what support is needed for employees with mental health issues. More regular catch-ups with employees and making reasonable adjustments where required, as well as signposting to resources

Conditions for success

Build Powerful Relationships

Achieve through influence not control, promotes teamwork and partnership

Builds and sustains effective alliances

Forges dynamic alliances with others to provide world class services.

Creates Capability

Successfully leads teams, realises potential, creating a learning environment where diverse talent thrives.

Creates a Successful Team Jersey Culture

Works corporately to create cohesion, breaks down silos and achieves through common goals.

Generates Ambition

Sets the highest performance and ethical standards, holds people to account.

Delivers Transformation

Articulates a clear vision, wins hearts and minds, and takes balanced risks.

What factors keep inequality in place at work?

- Prejudice and bias (whether unconscious or not) still exists in the workplace, and this is associated with discrimination
- Many issues contribute to inequality, from lack of women or BME in leadership positions to perceptions of disabled job applicants
- The factors maintaining inequality begin at the first touchpoint of the employee lifecycle: access to jobs
- Performance evaluations for different groups may be biased, whether this be so-called benevolent discrimination (giving overly positive ratings to certain groups), or biased ratings from managers who believe that diverse teams are not as cohesive and therefore will have lower performance
- Throughout the employee lifecycle, bias and stigma may influence an individual's experience at work, with research shining a light on the barriers faced by those with disabilities.

Benefits of Diversity, Inclusion & Belonging

Talent: Research on the psychological contract shows that people want to work for employers with good employment practices. They also want to feel valued at work. To be effective, managers need everyone who works for them to make their best contribution. It is important to create an open and inclusive workplace culture in which everyone feels valued, respects colleagues, and where their contribution is recognised. Flexible working and job design are part of attracting and retaining talented people

Effective Service Delivery: A diverse workforce can help to inform the development of new or enhanced services and meet the GoJ's customer requirements. However, people need to feel they have a voice in the organisation to allow their different perspectives to be heard

GoJ reputation: Departments need to consider social responsibility in the context of diversity as social exclusion can damage the effectiveness and support for the organisation

Having a wider range of backgrounds and experience inevitably facilitates more innovative ideas, allows organisations to make more informed decisions and ultimately become more productive over time

What does success look like?

- Actively promote equality and diversity through all policies, practices and structures
- Challenge unacceptable behaviour and create a workplace where employees feel they can raise a grievance without fear of reprisal
- Encourage and support diversity within departments
- Demonstrate and promote considerate and fair behaviour
- Create an environment where employees celebrate and encourage positive attitudes towards equality and diversity
- Treat all employees with dignity and respect
- Recognise and value individual skills and contributions
- Demonstrate through words and actions that equality, diversity and inclusion is invaluable when considering business and operational needs

GoJ Disability Strategy

The Disability Strategy was developed in partnership and focused on 5 main priorities, namely, to ensure disabled Islanders:

- Have support to communicate and access information
- Have greater access to the island
- Have good health and wellbeing
- Have access to education, employment and enriching activities
- Have equal rights and experience equality The strategy is supported by an Implementation Group which consists of disabled Islanders, voluntary and community organisations, private sector representation and Government of Jersey officers from a range of departments



Disability in Jersey (Disability Strategy)

- At present, 14% of the Island's population are disabled as defined by the UK Equality Act 2010. That translates into roughly 13,900 people. With an ageing population, these numbers are set to increase – we know that at least 51% of Islanders aged over 85 are disabled
- What is more, two thirds of all households are estimated to have at least one person with a functional impairment (difficulty carrying out everyday tasks due to a sensory, physical or mental impairment). This is around 35,000 individuals
- Government of Jersey to set up an action group to explore how to act as a positive employer for disabled people:
 - Identify 'champions' or mentors to support those who have recently entered the workplace
 - Promote opportunities and support disabled people to change jobs / progress in their career

Challenge

Identify approaches for managing individuals and teams which lack commitment to diversity, inclusion and belonging.

What can you do as line manager?



Thank you for your time...

ESPRESSO session recap

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Please don't forget to complete your post course feedback.