

v. Additional resources

Ministry of Manpower (MOM)

MOM formulates and implements manpower policies in Singapore. The MOM website provides various resources relating to our workforce and workplace, including resources to foster inclusive and harmonious workplaces. All materials in this toolkit are available for download at <http://www.mom.gov.sg/employment-practices/WDM>.

Tripartite Alliance for Fair Employment Practices (TAFEP)

TAFEP was set up to promote the adoption of non-discriminatory and responsible employment practices among employers, employees and the general public.

TAFEP provides a range of services, tools and resources, including training workshops, advisory services, and educational materials, to help organisations implement fair employment practices and to comply with employment legislation. It also provides tools and training to help organisations manage diverse populations. Visit the TAFEP website at www.fairemployment.sg for more information.

v. Additional resources

National Integration Council (NIC)

NIC was set up in April 2009 to promote and foster social integration among Singaporeans, and with new Singapore Citizens and Permanent Residents.

It seeks to promote initiatives that comprehensively meet integration needs in schools, workplaces, the community, and through the media; create a sustainable, active network for effective social integration efforts across Singapore; and internalise core Singaporean values among Singaporeans and others living, working and playing in Singapore.

NIC launched the Community Integration Fund (CIF) on 16 September 2009 to encourage ground-up social integration efforts from the people, private and public sectors. Companies can apply for the funding to co-fund projects that provide opportunities for new immigrants, foreigners and locals to interact and communicate with each other, and improve their understanding of each other's culture, values and norms.

For more information, visit the website at **www.nationalintegrationcouncil.org.sg**

National Integration Working Group for Workplaces (NIWG-W)

NIWG-W is one of the four working groups set up to support the National Integration Council (NIC). NIWG-W works closely with our partners in industry and the unions to pursue various measures to help employers understand the benefits of an integrated workplace, and to build capabilities to manage diversity. For more information, visit the website at **<http://app.nationalintegrationcouncil.org.sg/WorkingGroups/Workplaces.aspx>**

Human Capital Singapore (HCS)

HCS is the approved national centre for Continuing Education and Training. It trains and develops people managers so that they can re-design critical HR processes, identify and build needed competencies and deploy best HR practices to meet the changing expectations of the industry.

HCS conducts a HR WSQ certified training course ("Develop a Strategy for Managing Diversity") which is targeted at HR practitioners to guide them in implementing workplace diversity management practices. Visit the website at **<http://www.hcs.com.sg/>** for more information.

Appendix II – Managers’ competencies – leading diverse teams

To build an inclusive and harmonious workplace, it is important that managers are able to effectively lead diverse teams, and supervise colleagues of different backgrounds (e.g. age, nationality, race/culture, gender). The key competencies and behaviours which managers should display to foster an inclusive and harmonious workforce are outlined in Figure 1 below. More details of the behavioural indicators of each category are set out in the table on the following page.



Figure 1: Manager’s competencies – leading diverse teams

Managers' competencies – leading diverse teams (behavioural descriptors)

Competency area	Behavioural indicators
Self-awareness: the ability to understand oneself and the impact that one's perceptions and attitudes have on others	<ul style="list-style-type: none"> ➔ Examines own behaviour styles, beliefs and attitudes ➔ Expresses feelings and emotions appropriately and in a way that does not cause undue problems for others ➔ Thinks about own negative feelings before reacting ➔ Reflects and learns from experience ➔ Demonstrates a positive attitude towards others
Understanding others: awareness of different generations/cultures, styles and values; the ability to understand differences in team and help them feel valued	<ul style="list-style-type: none"> ➔ Flexible and open to other perspectives, even when these conflict with his/her own ➔ Aware of, respects and relates well to others from varying backgrounds ➔ Communicates in a way that encourages trust and cohesion between people with different backgrounds and beliefs ➔ Avoids offending people in verbal and non-verbal communication that are based on religion, race, gender, age etc. ➔ Recognises that people have their own individual communication style ➔ Understands that communication problems may be rooted in language and style rather than underlying motive or intent
Developing self and others: the ability to ensure both self and others are able to achieve their maximum potential in a diverse team	<ul style="list-style-type: none"> ➔ Open to learning new values, attitudes and feelings ➔ Willing to change own patterns of behaviour in the interests of the organisation and the people who are affected by it ➔ Takes initiative to give feedback to help people understand others' point of view ➔ Takes action to ensure that all employees are given the opportunities to learn and develop ➔ Regards working with people from different backgrounds as an opportunity for mutual learning
Communication: the ability to communicate sensitively and effectively in a respectful manner with employees of diverse backgrounds	<ul style="list-style-type: none"> ➔ Examines own communication style when working with people of different backgrounds and adapts as necessary ➔ Ensures that there are clear communication channels where all employees can feel safe to give input and feedback ➔ Communicates own thoughts and feelings to others sensitively and respectfully ➔ Surfaces tensions, deals with conflicts, biases and intolerable behaviours and produces a positive outcome for all groups of employees ➔ Shows commitment in communicating effectively when faced with difficult people and situations

<p>Commitment to inclusiveness: display of exemplary behaviours and taking lead in matters relating to inclusive and harmonious workplaces</p>	<ul style="list-style-type: none"> ➔ Plays a lead role in organisational programmes and initiatives to create and support an inclusive and harmonious workplace ➔ Displays actions or speak of words that supports inclusiveness in organisation ➔ Shows a strong commitment to making the workplace inclusive for team members ➔ Encourages staff to work in diverse teams and to acknowledge others
<p>HR disciplines: the ability to make fair employment decisions and to provide equitable opportunities</p>	<ul style="list-style-type: none"> ➔ Understands HR issues which are related to diversity of workforce (e.g. promotion, placement on projects, career development, compensation and benefits, performance appraisal, etc.) ➔ Makes HR decisions for team or department based on merits and competencies ➔ Acknowledges and recognises individual and team contributions
<p>Flexibility in management: the ability to adapt working styles and make work arrangements to cater to the needs of different groups of employees</p>	<ul style="list-style-type: none"> ➔ Creates and develops an environment in which all employees can express themselves and act without fear regardless of their background ➔ Values the benefits that different people bring to the organisation ➔ Understands and acts on what motivates people as individuals and adapts communication styles accordingly ➔ Be sensitive to emotions of team members and responds accordingly taking their backgrounds into consideration

Appendix III – Employees’ competencies – working in diverse teams

To build an inclusive and harmonious workplace, it is important that employees are able to work effectively with colleagues from various backgrounds (e.g. age, nationality, race/culture, gender). The key competencies and behaviours which employees should display to foster an inclusive and harmonious workforce are outlined in Figure 1 below. More details of the behavioural indicators of each category are set out in the table on the following page.



Figure 1: Employee's competencies – working in diverse teams

Employees' competencies for working in diverse teams: behavioural descriptors

Competency area	Behavioural indicators
Self-awareness: the ability to understand oneself and the impact that one's perceptions and attitudes have on others	<ul style="list-style-type: none"> ➔ Examines own behaviour styles, beliefs and attitudes ➔ Expresses feelings and emotions appropriately and in a way that does not cause undue problems for others ➔ Thinks about own negative feelings before reacting ➔ Reflects and learns from experience ➔ Demonstrates a positive attitude towards others
Appreciating needs of others: awareness of different generations/ cultures, styles and values; the ability to understand and embrace differences in a diverse team	<ul style="list-style-type: none"> ➔ Demonstrates empathy and sees things from other people's perspective ➔ Takes the initiative to know colleagues ➔ Understands the social, psychological or cultural forces that shape other's views ➔ Able to appreciate and respect people from different, backgrounds, values and beliefs ➔ Knows that treating people fairly may mean treating them differently according to their ability and background ➔ Be mindful of others' emotions and responds accordingly ➔ Engages in behaviours that reflect a general understanding of inclusiveness at the workplace
Communication: the ability to communicate sensitively and effectively when dealing with a diverse team	<ul style="list-style-type: none"> ➔ Examines own communication style when working with people of different backgrounds and changes as necessary ➔ Communicates own feelings to others sensitively ➔ Shows commitment in communicating effectively when faced with difficult people and situations
Flexibility and adaptability: demonstration of creativity when solving problems and adaptability when working with a diverse group of people	<ul style="list-style-type: none"> ➔ Adjusts one's expectations of working style and pace when working with diverse groups of people ➔ Sensitive to the stress encountered by people who are the minority ➔ Openly values the benefits that different people bring to the organisation ➔ Adapts communication style accordingly upon sensing the emotions of others
Developing self: the ability and willingness to seek out opportunities to learn about other diverse groups and learning to conduct oneself appropriately in a diverse team	<ul style="list-style-type: none"> ➔ Open to learning about new values, attitudes and feelings ➔ Willing to change own patterns of behaviour in the interests of the organisation and the people who are affected by it ➔ Takes active steps to request for feedback to understand other people's point of view and seek right opportunities to learn and develop ➔ Regards working with people from different backgrounds as an opportunity for mutual learning

Appendix IV - Sample recruitment interview questions

To build an inclusive and harmonious workplace, the recruitment of candidates is an important first step. Organisations should go beyond selecting candidates based on their skills, knowledge and experience, to also include their ability to work with or manage diverse teams in the assessment criteria.

Some sample questions which organisations can use to assess the ability of candidates to work with or manage diverse teams are as follow:

For employees:

- ➔ Can you share what the culture of your last organisation was like? What did you like or dislike about it?
- ➔ Can you provide an example of an instance where you had to work with a colleague of a different background (i.e. age, race/culture, gender, nationality). How did you manage it?
- ➔ What do you think is important in making such a working relationship work?
- ➔ Can you give an example of how you adapted your own working or communication style to work with different team members or work situations?
- ➔ How well do you work with new colleagues of a different background? What do you do to establish a working rapport with them?
- ➔ Can you provide an example of an instance where you found it difficult to get your colleague(s) or supervisor(s) to agree with your recommendation/decision due to differences in values, cultures or background? What did you do about it?

For managerial positions:

- ➔ Have you ever managed a team which comprised individuals of very different profiles and backgrounds? How did you facilitate a culture of teamwork? What do you think is important in managing such a team?
- ➔ Can you provide an example of how you adapted your own management style to work with different team members?
- ➔ Can you provide an example of an instance where you had difficulties managing a subordinate due to differing backgrounds? What did you do to overcome it?
- ➔ If you had a few team members who were not able to work together or get along, what would you do in this situation?

Appendix VI - Sample performance appraisal form

Organisations should take into account employees' commitment to work well and manage a diverse team in the performance management system. To do so, the competency areas and behavioural descriptors outlined on pages VI-2 to VI-3 can be customised and incorporated into the appraisal system. A sample template is outlined below for reference.

Sample performance appraisal template

Rating scale	Descriptor
1 – Outstanding	Exceptional performance in all areas of responsibility. Planned objectives were achieved well above the established standards and accomplishments were made in unexpected areas.
2 – Exceeding expectations	Consistently exceeds established standards in most areas of responsibility. All requirements were met and objectives were achieved above the established standards.
3 – Met expectations	All job requirements were met and planned objectives were accomplished within established standards. There were no critical areas where accomplishments were less than planned.
4 – Needs improvement	Performance in one or more critical areas did not meet expectations. Not all planned objectives were accomplished within the established standards and some responsibilities were not completely met.
5 – Did not meet minimum standards	Did not meet minimum job requirements. Performance was unacceptable. Responsibilities were not being met and important objectives had not been accomplished. Required immediate improvement.

For Employees

Competency area	Descriptor	Rating					Evidence
		1	2	3	4	5	
Self-awareness	Demonstrates an ability to understand oneself and the impact that one's perceptions and attitudes have on others.						
	Demonstrates awareness of different generations/ cultures, styles and values; has the ability to understand and embrace differences in a diverse team.						
Communication	Demonstrates the ability to communicate sensitively and effectively when dealing with a diverse team.						
Flexibility and adaptability	Demonstrates adaptability when working in a diverse team.						
Developing self	Able and willing to seek out opportunities to learn about other diverse groups and to conduct oneself appropriately in a diverse team.						

For Managers							
Competency area	Descriptor	Rating					Evidence
		1	2	3	4	5	
Self-awareness	Demonstrates the ability to understand oneself and the impact that one's perceptions and attitudes have on others.						
Understanding others	Aware of different generations/cultures, styles and values; able to understand differences in the team and help them feel valued.						
Developing self and others	Demonstrates the ability to ensure both self and others are able to achieve their maximum potential in a diverse team.						
Communication	Demonstrates the ability to communicate sensitively and effectively when dealing with a diverse team.						
Commitment to diversity	Displays exemplary behaviours and takes the lead in matters relating to building an inclusive and harmonious workplace.						
HR disciplines	Demonstrates the ability to make fair employment decisions and to provide equitable opportunities.						
Flexibility in management	Demonstrates the ability to adapt working styles and make work arrangements to cater to the needs of different groups of employees.						

Appendix VIII - Sample exit interview questions

BASIC QUESTIONS

- ➔ Why have you decided to leave the company?
- ➔ What does your new company offer that encouraged you to accept their offer and leave this company? (This can be in terms of opportunities for advancement, salary, annual leave, working hours, maternity/family leave).

PERSONAL AND PROFESSIONAL DEVELOPMENT

- ➔ Do you feel you had the resources and support necessary to accomplish your job? If not, what was missing?
- ➔ Do you feel you were given equal access to opportunities that arose, either relating directly to work, training and/or learning and development, or to chances of advancement?
- ➔ Were your job responsibilities characterised correctly during the interview process and orientation?
- ➔ Did you feel a part of the team you were working with and the company culture?
- ➔ Describe factors that limited your ability to contribute effectively.

Appendix VIII - Sample exit interview questions

MANAGEMENT SUPPORT

- ➔ The quality of supervision is important to most people at work. How was your relationship with your manager?
- ➔ What could your supervisor do to improve his or her management style and skill, especially pertaining to the management of diverse employee populations?
- ➔ Did you feel that the management helped you accomplish your personal and professional development and career goals?
- ➔ Was the management understanding of your needs (be it age, race/culture, gender or nationality) when it came to assigning roles and responsibilities?

AREAS OF IMPROVEMENT AND NEED

- ➔ What would you recommend to help us create a more inclusive and harmonious workplace?
- ➔ Do you have any recommendations regarding work-life balance, maternity/family leave, working hours for older workers, or integrating employees of different backgrounds into an inclusive and harmonious workplace?