



A2. In-Service Training MOOC for HR Trainers

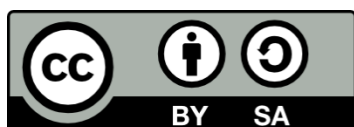
A2. In-Service Training MOOC for HR Trainers

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Module 1. Diversity and Inclusion Concepts in the Workplace

Introductory Video to the Module

Welcome to the module “Diversity and Inclusion Concepts in the Workplace” which was designed to aid trainers to train managers to define and recognise the concepts of diversity and inclusion, understand the importance and influence of diversity and inclusion policies on people and organisations, and locate EU policies promoting diversity and inclusion within the EU as an organisation as well as across our societies.

The principles of diversity & inclusivity are becoming part of our working lives and incorporating them in the workplace can only advance knowledge, creativity, and sense of belonging. A knowledgeable HR professional can assist in the formation of safe spaces that respect age, gender, race, religion, sexual orientation and disabilities, thus providing supportive work relationships, and increase employee engagement and employer branding.

Best practice workplaces report a higher employee engagement, more employee retention, better employee mental health and much higher productivity and harvesting of diverse skills & points of view. From the employer’s point of view, a well-diversified and inclusive team can increase profit, minimise losses and produce innovative products and results. An inclusive & diverse working environment is regarded highly by customers as well as in-demand talent, thus improving the overall longevity and fruitfulness of the business. Companies with more diverse teams have been shown to outperform others with a more homogeneous workforce.

The European Union has been promoting Diversity and Inclusion both within its organisational structure and across our societies. With its strategies and funding initiatives, the EU is a staunch supporter of a diverse and inclusive society. From the Citizens, Equality, Rights, and Values programme to Erasmus+ the EU has been running a series of programmes that strengthen civil society’s efforts in achieving diversity and inclusion.

Join us in our module and you can expect to learn and apply new skills and knowledge in the field of Diversity & Inclusion (D&I) as a concept.

Lesson 1

Defining Diversity and Inclusion

Unit 1. Introduction

Diversity and Inclusion (D&I) constitutes a key priority for societies and enterprises alike in order to combat discrimination and bias and to promote respect and a sense of common belonging. In order to be able to work with concepts of D&I it is necessary to be acquainted the definitions of those terms and how they are being applied in contemporary corporations.

Unit 2. Case study question

Case study

You are working in a multinational company, and you are in daily contact with colleagues from various backgrounds.

1. In which ways do you imagine your colleagues to be different from you?
2. How do you approach the fact your colleagues whose backgrounds differ from yours?
3. What do you imagine to be the hardest part in working in a diverse workforce?

Model Answer

At first, diversity does not only cover race and sexual orientation, but can also include disability, age, education level, and religious beliefs.

All people deserve respect acceptance and respect. This should also be the case in a diverse working environment. In order to foster acceptance, we must first understand the others, their ideas, worldviews, and beliefs. In turn, understanding is built on meaningful interpersonal relations, the key to which lies in active listening, empathy, and respect.

However, differences in worldviews and in communication methods may pose challenges in both an informal and professional setting. Miscommunications and conflicting ideas are to be expected in spaces with people from different backgrounds. To navigate the issue, empathy and good communication skills are needed, without trying to blame a person for the problem. In overall, and despite the challenges, diversity is recognised as a positive and enriching element.

Unit 3. Theoretical chapter

Defining diversity

Introduction

Human diversity is an obvious fact present everywhere around us. Every day we come in contact with numerous people, every one of which is a unique and different personality. However, for the scope of scientific research and application into the work environment, diversity needs another, more specific and sophisticated definition.

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Definition of diversity

The Greater Good Science Centre of the University of California, Berkeley, regards diversity as the **notion that differences between human backgrounds are conducive to innovation as well as economic, cultural, and social development**. Furthermore, this definition of diversity includes the fact that people feel and perform better when they show tolerance and open-mindedness to human diversity.

The World Economic Forum defines diversity as the **range of human differences and variations**, which can be either inherent (by birth) or acquired (through one's experiences).

In its D&I Strategy, the European Commission defines diversity **as all kinds of differences**. *Some types of diversity are more obvious than others, such as ethnicity, religion, culture and language. But diversity expands beyond just these aspects. It also refers to different (dis)abilities, educational levels, social backgrounds, economic situations, health statuses, or the place of origin – as described in the definition of "people with fewer opportunities".* (European Commission, 2021, p. 11)

Embracing diversity requires mindfulness of every dimension of human differences. It is exactly those differences that are leading to discrimination and inclusion and may pertain to:

- Age
- Race
- Ethnicity
- Religious affiliation
- Gender
- Gender expression
- Sexual orientation
- Physical and mental disabilities
- Socio-economic status
- Income
- Family status
- Health condition
- Education level



Photo by Daria

Nepriakhina https://unsplash.com/@firmbee?utm_source=unsplash&utm_medium=referral&utm_content=creditCopyText on [Unsplash](#)

It is important to bear in mind the various aspects of diversity, and not to limit them in race, gender, and sexual orientation. Socio-economic factors such as education, income, and overall socio-economic status are in many cases a reason behind discrimination.

Authors and organisations have provided various definitions of diversity, all focusing on the need to embrace and respect the differences in humans' backgrounds. Below follow the most remarkable of those definitions:

- Diversity is the focus on the **appreciation and understanding** for people with different backgrounds and cultures (Teaching for Diversity and Social Justice, Second Edition, Routledge 2007);
- Diversity is the **condition of being diverse**; especially the inclusion of diverse people (as people of different races or cultures) in a group or organization (Merriam Webster);
- Diversity is "**otherness**," or those human qualities that are different from our own and outside the groups to which we belong, yet are present in other individuals and groups (University of Maryland, "Moving Towards Community");
- Diversity takes **many forms**. It is usually thought of in terms of **obvious attributes**—age differences, race, gender, physical ability, sexual orientation,

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religion, and language. Diversity in terms of background professional experience, skills and specializations, values and culture, as well as social class is a prevailing pattern (United Nations, "Managing Diversity in the Civil Service").

Unit 4. Step-by-step Activity (how to video)

Observing diversity in everyday life.

See How-to-video & PPT named "A2_M1.L1.A1_OPENWORK_CANDIDE_EN

Unit 5. Theoretical chapter

Defining inclusion

Introduction

You have seen how diversity is defined, and you can now observe it in daily situations. Furthermore you have acquired some basic skills in recognising and respecting other people's diversities in day to day communication. This was the first step towards understanding the concept of inclusion.

Definition

Inclusion can be defined as the set of well-structured behaviours and policies aiming to make everyone feel welcome and comfortable. It is thus the behaviour that aims to **include** people from all backgrounds and characteristics and leave no one out.

"Diversity is the mix. Inclusion is making the mix work."

-Andrea Tapia, Global D&I Strategist, Korn Ferry

If diversity describes the mix of people present in a society, a group, or an organisation, inclusion describes the **culture** cultivated in this society, group, or organisation that makes all those people feel valued, confident, and welcome to be themselves, and contribute to the group as they are.

Apart from recognising diversity and pursuing inclusion, it is important to create an environment where the members of diverse backgrounds can harmoniously coexist and work

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well together. Thus, the set of behaviours and policies that ensures this good cooperation is referred to as **inclusive diversity**.



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In the graph below you may find the five levels of inclusion:

- Social inclusion
- Emotional inclusion
- Intellectual inclusion
- Spiritual inclusion
- Comprehensive inclusion

LEVELS OF INCLUSION



COMMUNITY

Social inclusion is physical, emotional, intellectual, spiritual, and quality of life



CONNECTION

Emotional inclusion is beyond physical presence to relationship



CONTRIBUTION

Intellectual inclusion is the dignity of contributing to the community



CONTEMPLATION

Spiritual Inclusion is the pursuit of meaning and purpose



COMPREHENSIVE

Comprehensive Inclusion happens with good health, quality of life, and where necessary a cure



Unit 6. Case Study Activity

Axel Springer, a major multinational publishing house, has adopted a Diversity & Inclusion (D&I) Handbook to facilitate the implementation and reinforcement of the company's core values of:

1. Integrity
2. Creativity
3. Entrepreneurship
4. Empathy
5. Sustainability

In July 2020 the company set up a Global Diversity & Inclusion Team to coordinate the company's actions towards promoting D&I within the organisation.

To achieve this goal, the Team is implementing the following activities:

- Raising awareness and increasing sensitivity on D&I topics.
- Creating learning opportunities for the company's staff.
- Supporting employees on their journey.

In order to address D&I issues with the company, the Global Diversity & Inclusion Team focuses on the dimensions of diversity found below:

- Age and Generation
- Background and Personal Context

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- Ethnic Origin and Nationality
- Gender
- LGBTQ+
- Physical and Mental Ability
- Religion & Worldview

The company recognises that those are the most important dimensions of diversity to be respected, yet sadly also the most common sources of bias, prejudice, and discrimination in our societies in general. Examples of those toxic behaviours are raising barriers to inclusion within any organisation. The barriers can take the form of exclusive structures, unconscious bias, prejudices and stereotypes, as well as microaggressions.

Thus all company staff should be aware of the reality faced by persons from diverse backgrounds and try their best to create an atmosphere of respect and inclusivity. According to the D&I Strategy, every person can contribute to promoting inclusion within the company by following the steps shown below:

- **Keep learning:** look out for opportunities to learn more about D&I. Everyone makes mistakes, but it is crucial to keep learning and expanding your knowledge.
- **Be open-minded:** show empathy towards other people's experiences and points of view. Remember that we don't all have the same experience nor opinions, and being open-minded makes us more understanding and respectful.
- **Get out of your comfort zone:** Expose yourself to new inputs and challenge your beliefs. Get to know new people, follow different sources of information, maybe even choose new things to watch on TV/streaming.
- **Participate** in the company's D&I activities.

Axel Springer's D&I Strategy ahead of 2026 has set up a series of concrete goals to integrate D&I into employees' experience. The Strategy focuses on five areas:

- **Leadership Efforts**
 - the company By 2022, the company's Top Executives will have completed primary D&I leadership trainings
 - By 2023, the performance review and reward processes for the company's Top Executives will include D&I expectations
 - By 2026, the company will reach 40-60% GBL at Top Executives positions.
- **Credible Efforts**
 - Starting immediately, the company will be making clear to its employees which behaviours it fosters as part of its inclusive culture

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- Starting from 2023, the company will publish an annual group-wide D&I report
- By 2023, the company will evaluate and communicate the business potential of increasing the diversity and inclusiveness of its products (B2C/B2B)
- By 2023, the company will upskill all employees to raise their awareness and buy-in for the D&I topics
- **Inclusive Careers**
 - From 2022 onwards, the company will tackle language as an obstacle to career progression
 - By 2023, the company will develop systems that reduce biases in the process of evaluating and promoting people
- **Talent Experience**
 - From 2022/2023 onwards, the company will offer and promote working models accommodating different personal contexts
 - By 2024, the company will have audited and redesigned people processes, policies, structures, and tools along all stages of the ELC (Employee Lifecycle)
 - By 2023, the company will help its employees take advantage of all career opportunities across the group
- **Data as a Leverage**
 - By 2023, the company will roll out and analyse Self-ID survey
 - By 2024, the company will improve its people data accessibility and quality
 - Starting from 2026, the company will conduct a yearly pay gap analysis

You can read the Handbook by clicking [here](#).

More information on the company's D&I Strategy 2026 can be found [here](#).

Follow-up or Debriefing Questions

1. How well do you think Axel Springer has identified people's needs in regard to D&I?
2. How does the company motivate its staff to support its D&I initiatives?
3. What can we conclude from the five activity areas of the 2026 Strategy?

Unit 7. Self-assessment quiz

Question 1

In social science, diversity is the concept encompassing:

- a. Racial and national differences
- b. All different background that humans may have.**
- c. Mainly differences in social status

Question 2

Which one of the following sentences on inclusion is true?

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- a. Inclusion is the key to make a diverse group of people work well together.
- b. Inclusion is the culture that allows people from all backgrounds to feel welcome and thrive.
- c. All of the above**

Question 3

The Axel Springer D&I Plan focuses more on providing D&I training the lower levels of the hierarchy than the leadership.

- a. True
- b. False**

Unit 8. Additional Learning Resources

- [Building your diversity and inclusion plan: A quick start guide](#)
In this quick start guide, we break down what should be included in a diversity and inclusion plan and how to ensure its success.
- [Introduction to Inclusion](#)

Unit 9. References

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Lesson 2

The importance and impact of D&I

Unit 1. Introduction

In Lesson 1 we briefly discussed how people from diverse backgrounds can enrich a group and how the group can promote inclusion by creating the right environment for all people to feel comfortable and valued. This Lesson focuses on why Diversity and Inclusion is important in groups, organisations, and companies and explains the impact D&I policies can have on them.

Unit 2. Case study question

You are working for a multinational company, and you attend an event where colleagues from all over the world will come. You are assigned one colleague to work with in a team, and you are expected to present a new idea to the company. You want to convince your colleague that your idea is the best one.

Imagine the following scenarios:

- a. Your colleague is from the same culture as you.
- b. Your colleague is from a totally different culture.

How would you work to present your idea to your colleague in each of those scenarios?

Model Answer

In general, one would expect the colleague from scenario a. to be easier to convince. For scenario b., a person is expected to work more on argumentation and reasoning, and focus on potential causes of disagreement and how to resolve them.

Unit 3. Theoretical chapter

How Diversity & Inclusion creates stronger teams

Introduction

Achieving greater D&I is a goal posed by all major corporations. Yet – apart from creating a positive and welcoming work environment – what is the practical benefit to companies and teams from having people from diverse backgrounds on board and incorporating them into the company structures?

Diversity of ideas: a source of innovation

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The modern economy is very well aware of the benefits of *diversity of expertise*. You cannot really build a complex machine without including people with diverse expertise needed for every part and detail of the machine.

This is a good analogy with the process driving creativity and innovation in a corporation. People with different backgrounds, experiences, lives, and perspectives, can bring a plethora of new information and ideas in a company and enrich its activities.



Photo by Geralt on [Pixabay](#)

Multiple studies have shown that the presence of women in a company's leadership can increase the company's value and financial gains, while racial diversity has been proven to boost organisations' financial performance.

According to Katherine Philipps (2017), when a person is positioned within a group they perceive as homogeneous, they think that other members of the group share their perspectives, experiences, and thoughts. They are therefore less likely to engage in extensive sharing of information and ideas, a situation that in the end inhibits innovation and creativity. Furthermore, additional surveys have concluded that when a person who is different from us presents us a dissenting idea, we find it more thought provoking. Humans also tend to come up with better argumentation and reasoning when preparing to face a person with different/opposing opinions.

Academic research has so far offered evidence that **diversity can make us leave our comfort zone, think more, and use our cognitive abilities better**. It makes us work and think harder to smoothen our different perspectives and seek consensus and alternatives.

This reality has a direct impact to businesses, since this creative process taking place within diverse teams gets translated as more innovation, more creativity, and better growth for the company and the staff alike.

Unit 4. Step-by-step Activity (how to video)

How and why diverse teams cooperate and decide better

See How-to-video & PPT named "A2_M1.L2.A1_OPENWORK_CANDIDE_EN

Unit 5. Theoretical chapter

Comparative analysis on the impact of Diversity & Inclusion on companies

Introduction

In Unit 3 you observed how D&I makes us think better, and the Activity M1.L2.A1 showed you practical examples of how teams are working better with diversity. In this Unit you will learn about D&I policies from a comparative point of view and how it impacts on companies' well-being.

A comparative analysis of D&I policies in companies

Janakiraman (2011, p. 3) in the graph below summarises the impact of D&I on companies. He analyses four possible scenarios:

- High diversity with low inclusion (square A)
- Low diversity with low inclusion (square B)
- Low diversity with high inclusion (square C)
- High diversity with high inclusion (square D)

Those scenarios then have a direct impact on the following outcomes:

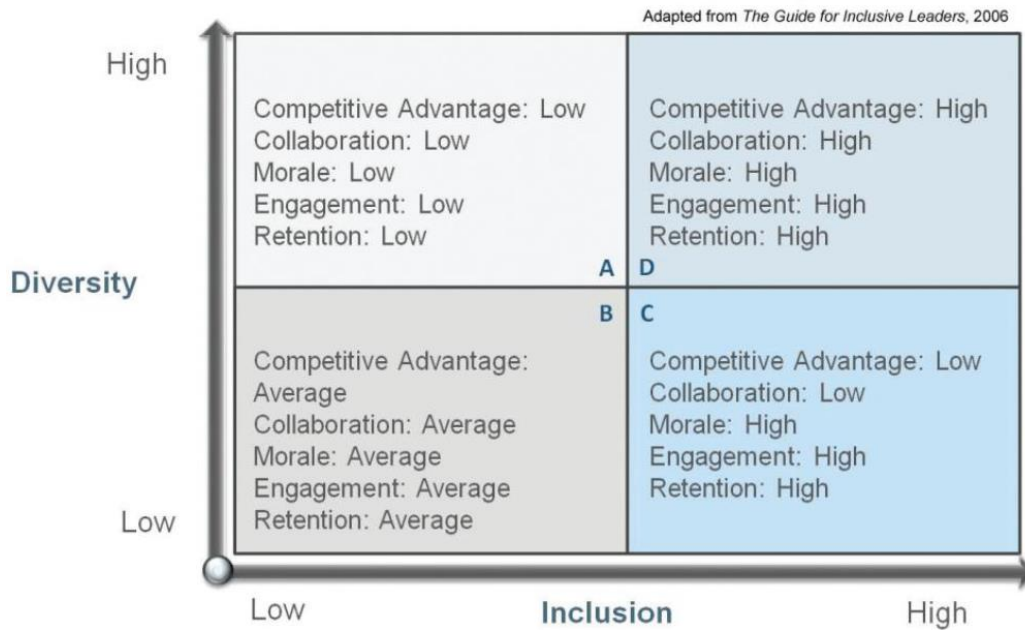
- Competitive advantage
- Collaboration
- Morale
- Engagement
- Retention

Janakiraman pursues to explore the effect of different combinations of diversity and inclusion on a company's outcomes.

Imperfect allocation of diversity and inclusion creates negative situations, for example high presence of diversity with poor inclusion policies (square A) generates worse results compared with low diversity and low inclusion policies (square B). That exists because of the high risks entailed in having a highly diverse team without a proper inclusivity strategy.

In square C one observes mixed results, with good inclusion policies in an environment of low diversity generating low competitive advantage, low collaboration rate, but high morale, engagement, and employee retention.

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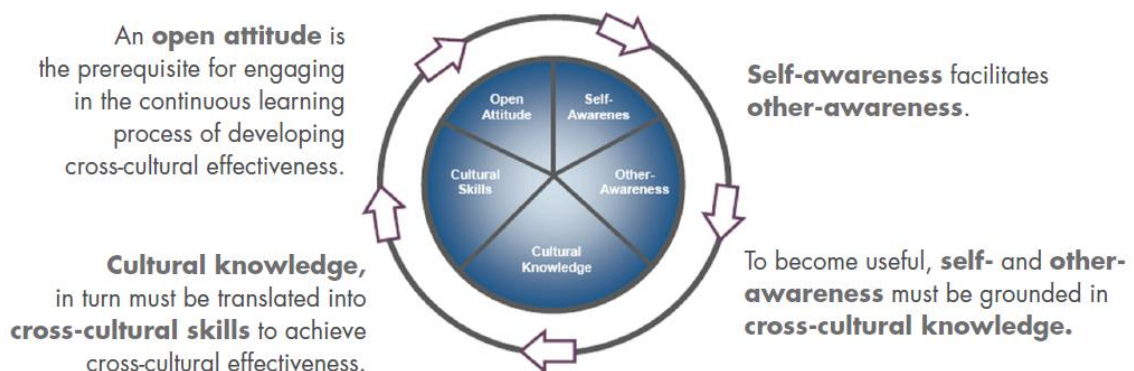
Equilibrium is reached on in square D, where a high presence of diversity is managed with a sophisticated inclusion policy, thus generating high competitive advantages, high collaboration rate, better morale, high engagement, and high employee retention.

A prerequisite for a company to achieve the equilibrium in its D&I policies is through **cultural agility**, defined as *"the ability to effectively navigate, communicate, interrelate and function well in diverse cultural settings"* (ibid., p. 4). A culturally agile leader is thus flexible and adaptable and only they are capable of harnessing the full potential of D&I thanks to their skills in reducing risks maximising opportunities.

According to the author, to reach cultural agility, a person must possess the following skills:

1. Open attitude
2. Self-awareness
3. Cross-cultural knowledge
4. Cross-cultural skills

Those skills are visualised by the author as a cycle:



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Unit 6. Case Study Activity

This activity focuses on the results of a publication by McKinsey titled "[Why diversity Matters](#)".

Please read the 3-pages long report, summarised in the following findings (McKinsey, 2015, pp.2-3).

Main findings

- *Companies in the top quartile for racial and ethnic diversity are **30% more likely** to have financial returns above their respective national industry medians.*
- *Companies in the top quartile for gender diversity are **15% more likely** to have financial returns above their respective national industry medians.*
- *Companies in the bottom quartile both for gender and for ethnicity and race are statistically **less likely to achieve above-average financial returns** than the average companies in the data set.*
- *In the United States, there is a **linear relationship between racial and ethnic diversity and better financial performance**: for every 10% increase in racial and ethnic diversity on the senior executive team, earnings before interest and taxes (EBIT) rise 0.8%.*
- ***Racial and ethnic diversity has a stronger impact on financial performance in the United States than gender diversity**, perhaps because earlier efforts to increase women's representation in the top levels of business have already yielded positive results.*
- *In the United Kingdom, **greater gender diversity on the senior-executive team corresponded to the highest performance uplift** in our data set: for every 10% increase in gender diversity, EBIT rose by 3.5%.*
- *While certain industries perform better on gender diversity and other industries on ethnic and racial diversity, no industry or company is in the top quartile on both dimensions.*
- *The unequal performance of companies in the same industry and the same country implies that diversity is a competitive differentiator shifting market share toward more diverse companies.*

Follow-up or Debriefing Questions

1. How does diversity affect companies' performance in the McKinsey study?
2. Does racial and gender diversity have a different impact on companies? Why so?
3. How does the study characterise companies' efforts in mainstreaming diversity and inclusion?

Unit 7. Self-Assessment Quiz

Question 1

How does D&I impact companies?

a. It helps their marketing campaign.

b. It boosts creativity and innovation.

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c. It creates conflicts and miscommunication.

Question 2

Being part of a diverse team helps us:

- a. Think more and form better arguments.
- b. Try harder to reach consensus and find common points of agreement.

c. All the above

Question 3

High diversity even without specific inclusion policies is beneficial to a company.

a. Right

b. Wrong

Unit 8. Additional learning resources

- [Why Diverse Teams Are Smarter](#)

This article by the Harvard Business Review sheds light on the reasons behind the success of diverse teams vis-à-vis more homogeneous teams.

- [Why Diverse and Inclusive Teams Are the Engines of Innovation](#)

Unit 9. References

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Lesson 3

Introduction to EU policies in D&I

Unit 1. Introduction

Grasping the potential benefit of D&I for every person, society, and organisation, the European Union is a staunch supporter of D&I initiatives. Promoting Diversity and Inclusion across Europe is a strategic priority supported by the EU both internally (within the EU's corporate structure) and externally throughout our societies. In the following Lesson you will learn about the EU's initiatives and funding programmes promoting D&I and how you can fully benefit from those.

Unit 2. Case study question

Case study

Imagine you are an official in the EU administration or your national government. Taking into consideration your personal experience as well as the knowledge acquired in the previous two lessons, brainstorm on the following questions.

1. How do you think the EU can promote D&I in cooperation with Member-States?
2. Thinking about the Sustainable Development Goals set out by the United Nations, how well do you think the EU is responding to them in regards to D&I?

Model answer

1. The EU possesses both the values and the budget needed to promote Diversity and Inclusion by funding initiatives and also projects furthering the cause of D&I through awareness raising activities and education.
2. By integrating the UN SDGs in all its major strategies for the future, the EU is considered a pioneer in mainstreaming D&I-related goals in its activities.

Unit 3. Theoretical chapter

General EU initiatives to promote D&I across Europe

Introduction

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This Unit analyses the EU's general initiatives to promote D&I as an ideal both within its organisational structure and throughout Europe through the Commission's People First HR Strategy, the Diversity Charters, the EU Diversity Month initiative, as well as the European Capitals of Inclusion and Diversity Award.

D&I initiatives within the EU

The EU Commission, in its effort to remain a competitive and attractive employer has set up a new Human Resources Strategy in 2022. The Strategy outlines a set of priorities for a new HR model and D&I has a significant role in this initiative. D&I concepts are integrated within the Strategy, since the Commission wants its workforce to be representative of the society and the working environment on the one hand, and to create an inclusive, accessible, and discrimination-free workplace for all employees.

Diversity and Inclusion in the Commission goes hand-in-hand with employee satisfaction, which is a basic priority for the new HR Strategy. Key initiatives within the Commission's internal D&I policies are:

- Establish full gender equality on all management levels by 2024
- Creation of a Diversity and Inclusion Office within the DG for Human Resources
- Development of learning programmes on D&I, accessible to all Commission staff
- Awareness raising campaigns
- Better accessibility to Commission physical and online infrastructure for people with disabilities
- Further enforcement of a zero-tolerance policy on behaviours undermining a diverse and inclusive workplace also through the preparation of a new anti-harassment framework
- Flexible working environment that combines both *in situ* working and teleworking
- Actions to prevent and address burnout at work

The Commission is approaching the issue of D&I from various angles, including but not limited to gender and race equality and initiatives against discrimination of all kinds. The efforts to normalise hybrid working coupled with initiatives to combat burnout, stress the Commission's agenda on improving employee's mental health, thus raising its credentials as a welcoming and friendly working environment for all.

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Source: European Commission

D&I initiatives across Europe

Diversity charters:

Diversity charters refer to the Commission's initiative to create a set of D&I principles and policies. Organisations, companies, NGOs, and private bodies can voluntarily sign their country's diversity charter, and commit themselves to the D&I principles included therein.

The EU-wide Platform for Diversity Charters, currently 26 in number, provides the space for coordination and the exchange information and good practices.

EU Diversity month

Every year, the Commission celebrates the month of May as EU Diversity month. Through the various Diversity Charters, the Commission invites member and non-member organisations to join it in celebrating European diversity through the organisation of internal and open events on D&I.

European Capitals of Inclusion and Diversity Award

This Award is complementary to the European Diversity Month and has been developed to praise the work done by towns, cities, and regions in Europe in promoting inclusion and fighting discrimination.

SDGs and EU's D&I activities

The United Nations Sustainable Development Goal number 10 envisages the reduction of inequalities. The EU has put in place legal measures since as early as 2000 in order to combat discrimination and foster equality in opportunities. More specifically, the EU initiatives cover the topics of discrimination on the base of race or ethnicity as well as discrimination in the workplace based on religion, disabilities, age, or sexual orientation.

Author: PI4SD & CANDIDE

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Gender equality was the object of a 2004 directive decreeing the equal treatment of men and women regarding their access and supply of goods and services, while in 2006 this equality was broadened also to include employment and occupation.

Room for improvement exists in regards to education, healthcare, housing, and others, where the EU initiatives offer less protection against discrimination (EU Agency for Fundamental Rights, 2019, p. 21).

Unit 4. Step-by-step Activity (how to video)

The European Capitals of Diversity and Inclusion Awards

See How-to-video & PPT named "A2_M1.L3.A1_OPENWORK_CANDIDE_EN

Unit 5. Theoretical chapter

EU funding lines promoting D&I

Introduction

Apart from initiating significant D&I strategies in its organisational structure and promoting general initiatives to boost the visibility of D&I issues across Europe, the EU has made its financial means and funding mechanisms available for financing a plethora of projects and activities throughout the continent. This Unit offers an overview of the most significant of those mechanisms, namely the Citizens, Equality, Rights, and Values programme, Erasmus+, and the European Solidarity Corps.

The programmes

CERV

The Citizens, Equality, Rights, and Values (CERV) programme was launched in 2021 and aims to support the development of "open, rights-based, democratic, equal and inclusive societies based on the rule of law".

The programme includes four pillars:

1. Equality, Rights and Gender Equality
2. Citizens' engagement and participation
3. Daphne – fighting gender based violence and violence against children
4. Union values

The main target audience of the CERV programme includes civil society and its organisations in local, national, and European level. The programme is being developed by the Directorate-General for Justice and Consumers (DG JUST) and co-managed by the European Education and Culture Executive Agency (EACEA).

Erasmus+

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Erasmus+ is the European Union's oldest programme supporting education, youth, training, and sports in Europe. It spans 35 years of synergies and trans-European mobility and boast a budget of €26.2 billion for the 2021-2027 period. The programme supports cooperation and mobility opportunities in the following sectors:

- higher education
- vocational education and training (VET)
- school education
- adult education
- youth
- sports



Erasmus+
Enriching lives, opening minds.

Source: European Commission

Erasmus+ is organised in Key Actions (KA). Below follow some basic information on each KA.

- KA1 supports individual learning mobilities (it targets students, staff, trainers, youth workers, and youth in general)
- KA2 supports cooperation between organisations and institutions. It includes Innovation Alliances, Capacity building actions, the Erasmus Mundus programme, etc.
- KA3 supports policy reform actions in improving the quality of education and training, and fostering international learning and cooperation between authorities.
- Jean Monnet: The Jean Monnet programme supports the development of forward-looking teaching and research activities in universities on EU studies.
- Sport: The Sport programme supports actions promoting cooperation in sport and physical activity.

ESC

Through the European Solidarity Corps (ESC), the EU supports young Europeans to engage in solidary volunteering activities from humanitarian aid to environmental activities. People aged

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18 to 30/35 are encouraged to join the Corps and generate sustainable impact through their activity.

It is worth mentioning that both the Erasmus+ and the ESC programmes are designed to take heed of potential barriers to participation, understand diversity, and act towards including everyone in their activities by following an accessible and inclusive approach (EACEA, 2021, pp.10-11). Both programmes thus feature mechanisms ensuring D&I being a priority in the assessment phase and the accessibility and user-friendliness of the programmes. The mentorship and financial assistance activities of the programme as well as the language learning support are only some of the D&I-related initiatives put in place to guarantee that the Erasmus+ and ESC remain open to all people in Europe and beyond (ibid., pp. 12-14).

Unit 6. Activity

Case study

Click [here](#) and find your country's Diversity Charter. After carefully looking at its latest activities, select two that mean most to you. Then brainstorm on the following questions:

1. Why did you select those specific activities?
2. How do you think those activities help further D&I in your country?



Logo of the Greek Diversity Charter. Source: <https://diversity-charter.gr/>

Unit 7. Self-assessment quiz

Question 1

Which of the following funding programmes are focusing on the issue of the rule of law>

- a. European Solidarity Corps
- b. Jean Monnet programmes
- c. Citizens, Equality, Rights, and Values programme**

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Question 2

Which one is the EU's oldest programme on D&I?

- a. Erasmus+
- b. Citizens, Equality, Rights, and Values programme
- c. European Capitals of Inclusion and Diversity Awards

Question 3

If you were a sports club, which programme would be more suitable for you?

- a. European Solidarity Corps
- b. The Sports key action of Erasmus+
- c. Jean Monnet programme

Question 3

Civil society organisations can apply for funding in:

- a. Erasmus+
- b. Citizens, Equality, Rights, and Values programme
- c. Both

Unit 8. Additional Learning Resources

- [Inclusion and Diversity Strategy 2021-2027](#)
Let's work together strategically within Erasmus+ & European Solidarity Corps to achieve a greater impact on the lives of young people with fewer opportunities.

Unit 9. References

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Module 2.

Best Practices for Forming diverse and inclusive teams and organizational cultures.

Introductory Video to the Module

Welcome to the module “Best Practices for Forming diverse and inclusive teams and organizational cultures” which was designed to aid Human Resources trainers to train managers, in a step-by-step manner, on how to assess Diversity & Inclusion (D&I) in the workplace, hire for Diversity & Inclusion (D&I), and on how to design effective coaching interventions that promote Diversity & Inclusion (D&I).

As the management guru Peter Drucker famously said, “If you can't measure it, you can't manage it”, meaningfully tracking Diversity & Inclusion (D&I) in the workplace is of great importance. Having the data that will let the company know where it starts and measuring the progress towards reaching the goals set is the first step towards creating a culture that favours Diversity & Inclusion (D&I).

The next step is to attract the best talent possible for forming diverse and inclusive teams. And this cannot be done without having a Diversity & Inclusion (D&I) hiring strategy that supports an unbiased, balanced and inclusive recruitment process. But attracting a diverse candidate pool is only the start. Companies need to actively create safe spaces, supportive work relationships, employee engagement, and a workplace that offers equal opportunities to all, so as to retain the talents they hire. And this cannot be achieved without continuous coaching of the workforce.

Human resources trainers are strategically positioned to coach managers in order to support them in their effort to create and maintain inclusive and diversified teams. Embedding in the companies' continuous learning and development programs impactful coaching interventions focused on Diversity & Inclusion, is the key to empower employees to feel valued and respected in the workplace and to achieve the successful implementation of the company's Diversity & Inclusion (D&I) action plan. This is the only way to ensure that Diversity & Inclusion (D&I) is not only addressed as a compliance issue, but it lies in the heart of the organisational culture.

Join us in our module and you can expect to learn and apply new skills and knowledge in the field of Diversity & Inclusion (D&I) at work. We hope you will enjoy your learning journey!

Lesson 1

Assessing Diversity & Inclusion (D&I) in the workplace

Unit 1: Introduction to the module

Diversity & Inclusion agendas are high on the list of priorities of companies nowadays in order to attract and retain talent, create a thriving organisation and maximise their turnover. In order to design a D&I strategy, create action steps, follow them through and assess its success, companies need useful hard quantitative data (Romansky et al., 2021).

Unit 2: Case study question

Case study question

A construction company has decided to improve their D&I status and has set an agenda of improving their D&I metrics in sex and race representation by 0.5% in the following year. You are hired to assist in the process and train managerial staff to improve their inclusiveness and leadership style.

- What metrics would you use to assess the baseline situation?
- How would you assess diversity?
- How would you assess inclusion?

Model Answer

The first issue to consider is the organisation itself: where is it based, what is the particular ecosystem it operates in and caters for, what changes would be meaningful for this company and which metrics would be more appropriate to measure change. A construction company based in Europe would most probably benefit from gender, race and marital status representation metrics throughout all departmental roles to assess diversity and employee feedback forms to assess inclusiveness as a baseline step.

Unit 3: Theoretical Chapter

The Importance of Measuring D&I in the Workplace

Introduction

The importance of a Diverse and Inclusive environment has been illustrated in numerous studies as being conducive to motivation, creativity, well-being, talents acquisition, low mobility and of course innovation and economic profit gains (Ely, R.& Thomas, D.A., 2020). The European Union, through strategies like the EU Gender Equality Strategy 2020- 2025 and the European Disability Strategy 2021-2030 (European Commission, 2020; European Commission, 2020), has pushed towards this direction and companies all over the world are addressing the issue. From the previously accepted notion of "cultural fit" to meaningful "diverse and inclusive" workplaces, companies need meaningful ways of assessing their D&I efforts.

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Different ways of looking into measuring D&I in the workplace

Metrics provide quantifiable data in order to be able to make sense of the qualitative data of human diversification, thereby neutralising the emotion attached. Metrics are also useful in achieving set goals, following the "What gets measured, gets done" principle. In order for these metrics to be useful, a unified definition of a target level of D&I needs to be specified (Menzies, F., 2018; Menzies, 2020; Maltese, A., 2016; Fleischmann, A. 2021).

A. Measuring D&I for improving the processes within the organisation

Meaningful D&I metrics can aid in tracking risk and opportunities, assessing progress of existing programs and calculating costs and benefits of the investment initiatives. In detail, useful metrics can be used to (Anderson, B., 2020; Menzies, F., 2018; Menzies, 2020; Maltese, A., 2016; Fleischmann, A. 2021):

1. Clarify the baseline situation (D&I maturity), evaluating risks and opportunities
2. Set deliverable goals and targets for action
3. Plan the course of action and assign accountability for deliverance
4. Introduce meaningful and targeted trainings for all levels of staff
5. Measure the overall impact in terms of D&I metrics, cost effectiveness, employee's well-being and other relevant indices
6. Identify areas for improvement and adjust the plan accordingly
7. Design the company's future D&I policies as well as strategies accordingly. All efforts need to orchestrate the company's overall vision and policies to support the company's ongoing commitment to D&I environments
8. Provide meaningful indices on the financial return on investment to further engage all stakeholders within the company as hard data can provide more robust, objective and rational evidence for the D&I case in the workplace initiative and can steer all efforts towards improved
9. Develop meaningful Corporate Social Responsibility efforts to showcase the continued effort in creating D&I inside and outside the company
10. Develop improved leadership models
11. Ensure all company departments are in-line with the D&I strategies
12. Streamline the Hiring processes for talent acquisition. Job candidates have shown that a diverse and inclusive workplace can be of utmost importance in job selection
13. Abiding to specific legislation around D&I in the workplace
14. Improve companies' marketing efforts
15. Use metrics that provide quantitative data in a qualitative process, thereby neutralising the emotion attached. Hard data can provide more robust, objective and rational evidence for the D&I case in the workplace initiative

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Photo by [Firmbee.com](https://www.firmbee.com) on [Unsplash](https://www.unsplash.com)

B. Measuring D&I for outside stakeholders

A company's D&I applied policy is of utmost importance to outside stakeholders for improving its value, reputation and economic indices. In detail, metrics are necessary in order to (Menzies, F., 2018; Menzies, 2020; Maltese, A., 2016; Fleischmann, A. 2021):

1. Provide meaningful metrics for the stakeholders outside the company to showcase company's commitment to D&I
2. Provide measurable data on the financial return on investment to improve company's reputation to investors as well as the public eye
3. Improve on the Employer Branding and therefore talent acquisition
4. Showcase the results of the company's D&I efforts and lead by example

Considerations

- A. Diversity can span across age, culture, race, ethnicity, sex, sexual orientation, degree of disability, education, family status, professional expertise, faith, languages spoken etc and can be more visible. But Inclusion is not visible and can be trickier to assess. Metrics need to incorporate both as diversity without inclusion does not mean effectiveness (Hayton, E., n.d.).
- B. Metric assessments need to conform to all relevant GDPR legislation for the handling and encrypting of the data as a number of these metrics handle personal information that can put individuals in danger or be used with discrimination. Homosexuality for instance is still illegal in some countries and metrics taking into account sexual preferences need to be handled with utmost care. In order for these metrics to be of any relevance, employees, clients and suppliers need to be granted safety and anonymity (Menzies, F., 2019).
- C. Metrics need to be specifically designed to give accurate results for the company at hand: the local context, the workforce profile and the business leaders. Diversity metrics must be targeted to measure each organisation's specific needs (cultural, political, legal, historical) in order to design appropriate solutions. For instance, measuring gender equality is a global concern, but not all industries or parts of the world are equally affected by it (Menzies, F., 2018).

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Unit 4: Case Study Activity

Assessing D&I at work successfully

Microsoft, an IT giant is at the forefront of inclusivity and diversification and has adopted a number of strategies to achieve a D&I index of 88% in a program named “listening, learning, and responding”. In order to be able to assess its continuing efforts, Microsoft has installed a number of assessment tools:

- annual employee engagement survey to assess inclusion
- self-identifying initiative to identify diversity

Apart from the above, Microsoft has set a number of other initiatives to assess D&I more roundly, such as:

- effective listening to employee sentiments
- a short survey sent to a random sample of employees each day
- a tailored HR intake process called AskHR questions
- employee resource groups,
- Microsoft 365 Workplace Analytics data
- many other formal and informal feedback loops

These measures allow Microsoft to tailor the initiatives and its strategies accordingly in order to adapt the course of action. Furthermore, they allow Microsoft to understand that listening, learning and responding has never been more important, when it comes to moving the work forward concerning D&I.

This case study was derived from: Microsoft (2020). [*Global Diversity & Inclusion Report 2020*](#).

Follow-up or Debriefing Questions

4. How well do you think Microsoft managed to successfully assess its score concerning D&I at work?
5. Why do you think it is important for Microsoft to include questions in their annual D&I survey regarding factors like authenticity, belonging, and belief in Microsoft’s commitment to diversity?
6. Could you consider other assessment measures that Microsoft should implement in order to go a step further and become more inclusive and diversified as a company?

Unit 5: Theoretical chapter:

Steps to setting meaningful D&I metrics

Introduction

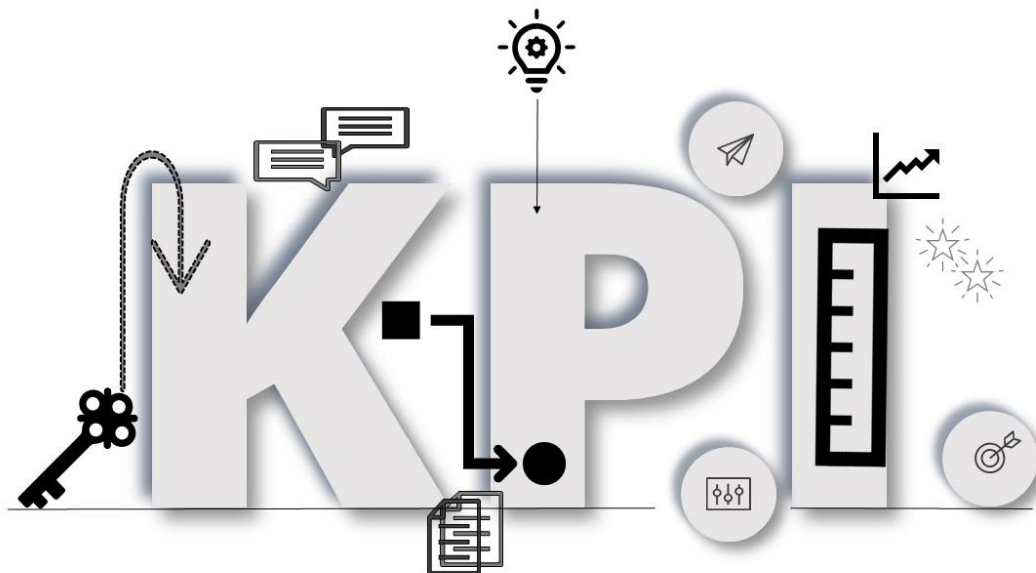
While diversity might be easier to assess since in most cases it is more obvious, what drives excellent team results is a workplace that fosters diversity with inclusion. Diversity on its own, without inclusive leadership and excellent communication skills might mean cultural barriers, different value levels, poor team commitment and turnover. Diversity can be a passive

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representation of different groups, while inclusion means active integration of all individuals in the working processes of the organisation and results (Menzies, F., 2019; Sherbin, L. & Ripa, R., 2017).

What are the best metrics for each company?

No one single metric has been chosen as the best practice index, or the gold standard and a need for standardisation of terms measured and tools is imminent (Maturo et al., 2019; Sweigart, L., 2020). One needs to take into consideration what a meaningful metric is for the specific organisation. For instance, political ideology might be an issue than needs to be addressed, while in another it is gender diversification or sexual orientation. Each company is set in a unique area, in a different ecosystem, with different target groups, suppliers and stakeholders. What makes sense to measure for one company is not necessarily what is an issue for other companies. That is the reason companies within their eco-system have developed tailor-made indices to assess their own metrics and performance and a number of consulting firms have created their own assessment tools (Fleischmann, A., 2021; Microsoft, 2021)



What metric to use?

A helpful way of deciding which assessment tool to use is according to the end product for assessment and across all aspects of the company, from hiring to working, retention and discharge Identification metrics. Metric types can be divided into three categories (Menzies, F., 2018):

1. **Diagnosis Metrics.**

This set of metrics aids the company to identify the problematic areas and measure its progress across this field.

They can be as follows:

- A. Representation: How is each group represented in the workforce across departments, the marketplace and industry benchmarks, diversified by factors such as age, sex, race, marital status etc.

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- B. Retention: Compare the average work life of the employees in the company within groups and between the company and the workforce in general
- C. Recruitment: Metrics to compare the number of applicants from different groups applying for new positions as compared to the workforce pool or labour market representation
- D. Selection: A metric to track the actual appointments of applicants' from selected monitored groups to non-members of a monitored group
- E. Promotion: Assessing the promotions of employees from monitored group to other employees
- F. Development: Monitoring the opportunities for employee development, such as training, coaching, lateral moves etc. of individuals across groups
- G. Pay & Benefit: Tracking the financial and non-financial earnings of individuals from within and outside monitored groups
- H. Employee engagement: Assessing the overall engagement of employees to their roles within the department and across decision-making points. This is the most important metric to assess inclusion as well as diversity and self-assessment questionnaires are the most common method of assessment
- I. Employee focus groups: Organising facilitated focus groups to assess a variety of D&I factors as other aspects of the working life
- J. Exit Interviews: The interview before an employee leaves an organisation can help shed light to a number of D&I factors at the workplace
- K. Employer brand: A metric assessing how the brand is perceived by prospective employees among different groups
- L. Grievances & lawsuits: Metrics tracking the grievances across identity groups
- M. Customer diversity, experience & loyalty: What is the brand's real target group and how brand-loyal are customers across identity groups?
- N. Supplier diversity: How diverse are the supplies to the organisation across different groups?

2. Progress-tracking metrics

These metrics are useful to ascertain whether efforts are being successful, and goals are achieved. The diagnosis metrics can act as a baseline assessment of the initial situation and other metrics, such as diversity awards, participation rates in coaching programs across groups etc can ascertain progress.

3. ROI-based metrics

This set of metrics is based on Return on Investment (ROI) measures and is a useful indicator to ascertain the cost-benefit of any designed action for stakeholders within and outside the organisation. These metrics can include market penetration, employee retention, productivity metrics etc, depending on where the D&I efforts of the company are focused towards

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Unit 6: Step-by-step Activity (how to video)

See How-to-video & PPT named "A2_M2.L1.A1_OPENWORK_PI4SD_EN

Unit 7: Additional Learning Resources

- [Top Ways Companies Are Measuring Their Diversity and Inclusion Progress](#)
As companies continue to elevate and prioritize their diversity and inclusion efforts, they have increasingly looked for ways to use data as both a meter and a motor, a tool to track improvement and to drive it.
- [Diversity and Inclusion Self-assessment](#)
A tool that can be beneficial to your efforts to build a high-performing culture of D&I

Unit 8: Self-assessment quiz

Question 1

The golden standard for assessing Diversity is:

- a. The Gartner Scale
- b. Counting the number of employees being represented by each group through departments
- c. There is yet not one single assessment tool to measure diversity**

Question 2

One can improve on a company's D&I maturity metrics by measuring Diversity without measuring Inclusion:

- a. Yes, they are two different entities, and they can be measured separately
- b. No, they need to measure alongside to have a better understanding of the situation**

Question 3

One can use ready-made tools that apply to most companies, such as tools for self-assessment, tools for ROI etc.

- a. True, these tools are universal, applicable for most companies
- b. False, each company's profile needs to be studied in order to create meaningful metrics to accurately measure the company's metrics and design strategies**

Question 4

Measuring diversity within and across-departments provides a better picture than measuring diversity within departments only

- a. True. Some metrics such as female representation may be good across the company but only in few departments, such as the labour department and not the managerial positions**

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- b. False. The cost of this extra measurement is unnecessary and will only slow the addressing of the D&I policies

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Lesson 2

Hiring for Diversity and Inclusion

Unit 1: Introduction

A successful D&I strategy in a company needs to incorporate all sectors of a company, from the baseline metrics to acquiring new members of staff, in order to form diverse teams that work well together. Acquiring new talent and reducing mobility seems to be a challenge for most companies and hiring for Diversity and Inclusion can prove a helpful aspect to attract top talent (Mann, 2020).

Unit 2: Case Study Question

Question

A clothing company whose target group is Gen Z is facing some criticism for their staff not following D&I principles and want to improve their status and hire for new talent.

- How can they ensure that through their hiring process they are improving their teams while improving on their D&I metrics?
- How can you ensure the newly-acquired employees feel included and your team is diverse?

Model Answer

The necessary steps are as follows:

- Assess baseline D&I maturity metrics and targets
- Create a role profile that is in line with the D&I principles
- Create role specification
- Ensure that your applicants pool is diverse
- Create a selection process that abides to D&I principles
- Reassess your D&I metrics
- Ensure your continuing efforts, trainings and strategies are in-line with the D&I strategies of the companies and all departments are working as agents of change

Unit 3: Theoretical Chapter:

Applying D&I principles in the hiring process

Introduction

The hiring process is one of the most important steps towards improving a company's D&I profile, as incorporating new staff members can create more diverse environments and improve inclusion metrics as well. Alongside this, the HR teams need to ensure they cast the best fit for the job, while keeping in mind the necessary hard and soft skills that the applicant can bring to the company and the existing team dynamics.

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The goal of recruitment and selection should be to maintain low cost in the number and quality of employees needed to meet the company's human resources needs (Armstrong, M., 2006). This goal needs to be aligned with the company's D&I strategies and the legal framework in order to provide equal opportunities to all interviewees. Companies that offer good D&I metrics can reduce the risk of workforce turnover (Atcheson, S., 2021). A number of companies have already made pledges to improve diversity hiring practices in the last years and the numbers are increasing (Cox, G. & Lancefield, D., 2021).

Methods to improve D&I in the hiring process

The best way to improve the hiring process and acquire talented individuals that are diverse and can be included is by reducing bias throughout the 3 steps of the recruitment procedure.

Role Profile

Describes information such as salary, working hours and specifications such as traveling requirements, training needs and career opportunities (Zervaki, D., 2021). One needs to be mindful that the Role Profile for the job does not exclude a number of individuals and be more flexible in the specifications of the job to allow for a larger pool of applicants to apply, such as including a hybrid working environment (Microsoft, 2021). Language training and AI solutions or cross-cultural training of HR professionals can be useful in providing more D&I role descriptions (Minkie, R., 2021).

Person Specification

Describes the employees' needed hard and soft skills, character traits, working experience and technical abilities. Again, as above, one needs to be inclusive and look for a diverse pool of applicants when deciding on the Job Specification. The new era of digital access to work may mean taking the work to the talent, instead of bringing the talent to the work and a larger access to cross-cultural teams, bringing more diversity than ever to the table (Minkie, R., 2021). Person specifications also need to include measures such as performance to avoid hiring managers out of referrals and not their actual skills and expertise (Cox, G. & Lancefield, D., 2021).

Applicant Pool

Recruitment can come from within or outside the organisation. Both methods have their pros and cons but hiring from outside can improve the metrics of D&I, while hiring from within may perpetuate a low diversification, since a referral-based hiring can perpetuate cultural skewedness. Referrals from a single ethnic group may mean hiring from a certain ethnic group (Stahl, A., 2020). An important factor that may induce bias and attract a uniform pool of applicants is where the job posting may appear and how inclusive the language it is, so one needs to be mindful and post job postings more diversely (Minkie, A., 2021; Taylor, T.C., n.d.). Technologies such as AI-based candidate selection software that create the applicant pool have been formed, as well as software to hide applicant's gender, name and other info to reduce unconscious cultural and other bias (Stahl, A., 2020). Posting job vacancies with only job-specific data in the hiring process can ameliorate unconscious bias as well (Kapriano, K., 2021). Lastly, a non-diverse pool of applicants might mean a non-diverse hiring process and one might need to reconsider all practices (Forbes Coaching Council, 2021)

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During the hiring process

Some companies have acquired talent without CVs or even on job simulations to see the applicant's talent on the job. There are alternatives, such as companies that offer services that match overlooked talent from underrepresented backgrounds (Kerpen, D., n.b.). A non-diversified talent acquisition team can also inflict unconscious biases in the process (Maurer, R., 2020).

Considerations

Recruiting the best candidate can be a delicate art in its own:

- ➔ The Great Resignation has meant immense mobility and a constant need for hiring new candidates, with an ever-decreasing skilled applicant pool to choose from (Maskiel, L., 2021). That makes underrepresented candidates even more sought-after by a large number of companies (Woods, A., 2021)
- ➔ The new candidates may be under skilled in terms of soft skills and there is an evident skills gap for soft and hard skills (Tyler, 2020). Upskilling of the existing task force may be needed (Hughes, O., 2022) and a number of large companies have already encompassed these efforts
- ➔ New areas of expertise at the wake of the pandemic have proven in high demand with applicants being scarce, such as in the technological fields (Microsoft, 2021)
- ➔ Many firms have even worsened their D&I indices due to the Great Resignation, it could be difficult working conditions, it could be lack of inclusion in the company's environment (Mann, K., 2020)
- ➔ A company's Employer Branding and the way each company is perceived by future employees is well improved when the company has shown a good track record for D&I practices and it can attract a more diverse pool of applicants (Man, J., 2021)

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Apart from the above, the hiring process is one part of the equation, while making the employee feel included, heard and respected in the team is a continuing effort throughout and across departments and is a continuing goal. Cross-cultural continuing education, leadership initiative and a continuing commitment to D&I efforts is necessary.

Unit 4: Case Study Activity

Using a skills-based hiring approach as part of a DEI strategy

In striving to build an equitable place of opportunity, Steelcase aims to attract and retain the best talent from diverse backgrounds at all levels of the organization. Steelcase, a global leader in the office furniture industry, set out to implement a diversity, equity, and inclusion (DEI) strategy, recognizing that building a diverse workforce means going beyond traditional hiring practices (W.K. Kellogg Foundation, 2022).

In developing this strategy, Steelcase set up goals that prioritize skills-based hiring and expand the pool of talent from which it can hire.

To implement this, Steelcase took the following actions:

- Created a deep data analysis system for hiring practices and listened to employees to understand the current state and to identify opportunities
- Researched best practices for skills-based hiring
- Created positions within HR specifically for people who specialize in developing new pipelines and sources for diverse talent
- Removed barriers to entry, such as industry experience, whenever possible
- Revamped job postings to eliminate biased language
- Shifted away from a "résumé and pedigree" focus to a skills and competency, evidence-based approach
- Developed a playbook on diverse hiring practices for hiring managers and recruiters

So, Steelcase produced a more equitable recruitment and hiring program to support its goal to diversify the workplace. Its updated hiring practices have brought in talented workers from all backgrounds because of the focus on candidates' competencies, skills and experiences over traditional benchmarks such as educational performance. It also began to focus on identifying diverse talent as early as possible, leading to a more diverse class of interns during the summer of 2022.

Together, these efforts resulted in a recent cohort of new hires that include 55% women (up 2% from last year) and 30% racial or ethnic minorities (U.S. data only).

Along its journey, Steelcase highlighted three core takeaways it would recommend to other companies seeking to implement a similar initiative:

- Start small and learn quickly
- Favor progress over perfection
- Design a system approach to goal setting, measurement and progress tracking

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This case study was derived from the: W.K. Kellogg Foundation (2022). *Using a skills-based hiring approach as part of a DEI strategy. Steelcase Case Study*

Follow-up or Debriefing Questions

1. What factors do you think contributed to the formation of a more equitable recruitment and hiring program for Steelcase? What considerations did the company take into account so as this initiative to be a success?
2. What Steelcase can do in order to sustain these efforts?
3. By reading this case study, can you imagine following a similar strategy in your company for ensuring that your hiring process will be in line with diversity and inclusion goals?

Unit 5: Theoretical Chapter:

Essential interviewer's skills and tools for hiring for D&I

Recruiters that hire while adhering to the company's D&I efforts need to show a number of hard & soft skills that allow for such a position (Davies, J., 2020). One of the most important problems facing recruiting teams' D&I efforts is bias (Lamb, A., 2021). Whether conscious or unconscious, bias is a mitigating factor in the hiring process. Some bias can be conscious, such as referral bias, and some can be unconscious, such as similarity bias: we tend to instinctively like people who are similar to us more than people who are dissimilar (Poovathany, E.J., 2021). Another common subconscious bias is the Confirmation bias, a well-documented bias that blocks information that is opposite to the person's already-held belief (Sans, N., 2019). Other sources of unconscious bias are certain cultural or personal held limiting beliefs, such as gender, disability, or sexual orientation stereotypes.



<https://www.pexels.com/photo/man-in-black-suit-jacket-sitting-beside-woman-in-brown-long-sleeve-shirt-4344860/>

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Some important hard & soft skills recruiters need to train and develop on are as follows:

1. **Diversity and Inclusion Skills.** These can be acquired by continuing training, learning and exposure to a variety of cultures and diverse backgrounds. Acknowledging one's own biases is a first step to working towards improving on them. Ensure recruiters have been subjected to diverse working environments and can easily acknowledge skills and talents in all applicants.
2. **People Skills.** Improved rapport and communication create better interview circumstances, can help the recruiter see the traits and characteristics needed for the position more clearly and creates a better experience for the interviewee (Davies, J., 2020)
3. **Networking and Sales Skills.** These skills allow recruiters to expand on the applicant pool and attract talent from more diverse sources
4. **Critical Thinking/ Clear Judgement.** A recruiter that can read body language, read between the lines, pose the right questions and assess the applicant's eligibility for the job post as well as their positioning within the existing team dynamics
5. **Time Management.** Excellent time management skills are necessary to allow for the maximum efficiency in candidate screening and professionalism.
6. **Data-Driven.** The recruiter needs to be able to think rationally, silence the inner biases, examine candidates based on their job-specific traits and look for evidence rather than hunches.
7. **IT-Savvy.** Be able to work with new technologies that allow for reduced bias in the screening and application process
8. **Active listening skills.** The recruiter needs to be able to focus, let the applicants express themselves and mediate a good conversation flow, that will allow him/her to be able to discern the specific details necessary for the job
9. **Focus on skills, rather than experience.** Trainability is one of the key assets new hires need to have, as well as soft skills (Rockwood, S., 2021) and since a golden standard for assessing these traits has not yet been established, the recruiters need to be able to assess these skills.

A helpful tool might be using a standardised interview script and scorecards, to assess all applicants in the same, job-specific traits (Taylor, TC., n.d.)

A recruiting team that is comprised from a diverse pool of recruiters from diverse backgrounds, ages, genders etc is more likely to recruit diverse individuals (Cox, G. & Lancefield, D., 2021; Sans, N., 2019) as there is a better understanding of stereotypes and active avoidance of them. An even better recruiting team might be one with different backgrounds, across departments, to be able to selectively assess the necessary traits.

Unit 6: Activity

See How-to-video & PPT named "A2_M2.L2.A2_OPENWORK_PI4SD_EN

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Unit 7: Self-Assessment Quiz

Question 1:

A diversified recruiting team can more readily identify skills from underrepresented candidates:

- a. **True, members of underrepresented groups are more open and capable of recognizing talented individuals while avoiding biases**
- b. False, one can deal with their conscious biases and be able to actively recruit with D&I principles in mind

Question 2:

What steps can be taken to attract a more diverse applicant pool?

- a. Job posting advertised in a variety of diverse sources
- b. Job posting written in inclusive language
- c. Employer branding that focuses on the D&I policies within the company
- d. Job description that allows for more diverse background applicants
- e. **All of the above**

Question 3:

What steps can be taken to reduce hiring interview biases?

- a. Anonymous applicant screening based on AI
- b. Initial applicant selection based on job-specific skill level
- c. Use of specific job interview charter and specific measuring scales for all interviewees
- d. **All of the above**

Unit 8: Additional Learning Resources

- [Inclusive Hiring Resources Guide](#)

The Inclusive Hiring Resources Guide (IHRG), developed by the Talent Acquisition & Diversity team (TAD) in partnership with members of the recruitment community and the Office for Equity, Diversity, Inclusion, and Belonging (OEDIB), provides recruiters and hiring managers with resources and tools to help mitigate biases in our hiring practices and create a more diverse and inclusive workforce.

- [Diversity Hiring: 6 Steps to Hiring More Diverse Candidates](#)

A 6-step how-to guide for attracting diverse candidates to help you achieve your diversity hiring goals.

- [12 ways to improve your diversity recruiting strategy](#)

In this article, we're going to examine how you can move the dial on your own diversity strategies.

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Lesson 3

Creating Effective Coaching Interventions that Promote D&I at Work

Unit 1: Introduction

Diversity, equity, and inclusion are often treated as buzzwords or, to some employees, the annual harassment training they take each year for compliance. Many organizations feel the pressure from employees, customers, investors, and suppliers to focus on DEI. So, the moral imperative for increasing workforce equity, diversity and inclusion is clear. However, it is not clear what strategies and practices are the best interventions for increasing workplace diversity and inclusion. One answer is investing in and nurturing a coaching culture. DEI coaching can make the DEI imperative personal and actionable. Experienced and credible coaches can guide the exploration, awareness, and action planning of creating a D&I culture that makes a substantial difference (Frodsham, 2020)

Unit 2: Case Study Question

Question

In recent years, the discussion about the discrepancies between coaching and training has been particularly prominent since coaching seems to have been used as the synonym for training worldwide. Some suggest that the reason for this fashion is linked to a shift in perception. Training is often seen as a hierarchical delivery of information and therefore evokes negative connotations of not being congruent with the desire of organisations to be seen as forward-looking by embracing coaching (as opposed to training) as a change driver. As a result, many corporate trainers have re-branded themselves as 'facilitators' or 'coaches'

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in order to meet the demand of the market. In addition, some HR professionals may themselves be confused about coaching as a 1-to-1 training that can serve as a training replacement.

- How would you define training and coaching?

Model Answer

- Training is sharing of knowledge, teaching of skills, encouragement of attitudinal and behavioural change, by a trainer. Approach can be either facilitative (discussions, group activities...) or presentational (slides, lecturettes, recommendations...) (Warshawski, n.d.)
- Coaching is supporting another individual make progress on a topic of their choice, by listening, questioning and challenging respectfully. Helping them come to their own conclusions and next steps (Warshawski, n.d.)
- Coaching is defined as unlocking a person's potential to maximise their own performance. It is helping them to learn rather than teaching them (Whitmore, 2002).
- Coaching is a process that enables learning and development to occur and thus performance to improve' (Parsloe, 1999).

Unit 3: Theoretical Chapter:

The role of Coaching in Advancing an Organisation's Diversity and Inclusivity Efforts

Introduction

Research shows that organisations with greater gender, ethnic, and cultural diversity in their executive teams outperform peer companies on profitability. But there is an elephant in the room when it comes to developing and embracing a diversity and inclusion performance culture. Many organisations approach this issue by running diversity training programmes and awareness seminars, alongside HR procedures to ensure absolute diversity and equity in the workplace for all. The real challenge though is to change deeply ingrained behaviours across the workforce, where old habits and assumptions create often unconscious biases that can reduce a total and true commitment to diversity and inclusion.

A 2019 meta-analysis of nearly 500 implicit bias studies found that attempts to correct underlying biases rarely result in long-term behavioral changes. While leaders who are sent to implicit bias training sessions leave with a heightened understanding that biases exist, they often lack the tools to take sustained corrective action. Absent of any concrete action items, leaders revert to the status quo (Forscher et al, 2019)

Whilst the responsibility to embrace diversity and inclusion lies with all of us, it will be up to the leaders in the organisations - at all levels - to set the tone and example for this. HR might set procedural guidelines and organisational protocols, but an inclusive organisational culture lives through the way behaviours are played out every day in the workplace. And that is a leadership and management responsibility.

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When combined with other D&I efforts, coaching is a powerful and effective method that helps leaders and managers arrive at their own solutions instead of being told the steps they should take.

In the agile era, understanding how to coach through a wider systemic lens of inclusion, belonging and diversity is going to be one of the critical tools for supporting and making a positive impact - a crucial asset in the multi-layered complexities that coaches, organizations, leaders and teams are going to face in their new expanded role (Shah, 2022).

The International Coaching Federation (ICF) defines coaching as “partnering with clients in a thought-provoking and creative process that inspires them to maximize their personal and professional potential.”

With coaching, the leader/manager — or any coachee — sets his or her own agenda and desired outcomes, and the professional coach ensures accountability every step of the way. It allows for framing the conversation differently than traditional training, because it is empowering and leader focused. Leaders/managers set their own individual goals around D&I and learn to build capacity instead of dependency when it comes to identifying their own solutions to common D&I and other workplace challenges (Collins, 2022).



<https://www.pexels.com/photo/woman-wearing-teal-dress-sitting-on-chair-talking-to-man-2422280/>

The five core values to what makes D&I coaching so valuable

D&I coaching can serve employees and organisations as follows (Ibis Consulting Group, n.d.):

- 1. Safe – judgment free space – to explore and discover:**

Author: PI4SD & CANDIDE

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D&I coaching can provide a safe – judgment free space – for individuals to explore their own biases and identify actions to overcome them.

2. Take D&I training from learning to action:

A D&I coach can provide support, feedback and accountability that will allow employees and organisations to take D&I training from the learning stage to actual implementation.

3. Paradigm/Mindset Shift:

D&I coaching can support a paradigm and mindset shift that has D&I issues transition from an 'add on' to an imperative for an organization's bottom line.

4. Follow through at all levels:

D&I coaching is a tool that can be used with individuals at all levels of an organization.

5. Become Comfortable with the discomfort:

D&I issues are not often associated with comfort and ease, therefore they are often ignored. D&I issues require individuals to be willing to explore areas unfamiliar to them, be willing to be uncomfortable and be willing to make mistakes. D&I coaches can support individuals in acknowledging their concerns, addressing their discomfort and encourage action anyway.

Coaching should only see the potential, talent, and capabilities of others, it can be unbiased and has the sole purpose of helping others be the very best they can be and perform outstandingly well. This means that coaching conversations when done well, is honest, and transparent and have no motive other than helping someone learn, develop, and perform better. Coaching should also help people feel involved in decisions that affect their work, supported, and valued. In short, coaching makes people feel included, no matter who they are or what job they do (Coaching, 2021).

Coaching, which high-performing organisations make available to managers and employees at all levels, can strengthen the muscles needed to create inclusive workplace cultures and boost engagement from all employees (Collins, 2022).

Unit 4: Activity

See How-to-video & PPT named "A2_M2.L3.A3_OPENWORK_PI4SD_EN

Unit 5: Theoretical Chapter:

Essential coaching skills for HR Trainers/Professionals

Coaching is one of the critical tools for supporting and making a positive impact - a crucial asset in the multi-layered complexities that organizations are going to face in their new expanded role. A diverse pool of coaches is not just a nice to have, it is and will be a necessity. Regardless of which psychological theories, techniques, and frameworks are used within coaching, the coaching process relies entirely on the interpersonal interaction in one form or another. Indeed, 'the essence of coaching is putting people first' (Palmer and McDowall, 2010).

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Ultimately, all coaches need to know how to coach with a wider lens of inclusion, belonging, diversity and equity. Without these tools there is a missed opportunity.

Mastering your coaching framework means having the curiosity, presence, sensitivity and empathy so a coachee from a very different background can open up and share their lived experience.

HR and adult trainers should be both good coaches and coach trainers. Being a coach and being a coach trainer, are two very different things. Both require a unique set of skills, and just because someone is a successful and competent coach, it does not necessarily follow that they will be an effective coach trainer, and vice versa.

Core Coaching Competencies for HR/Adult Trainers/Professionals

According to the International Coach Federation (2019) the core coaching competencies for HR and adult trainers and other professionals are:

A. Setting the Foundation



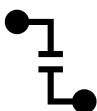
1. Demonstrates Ethical Practice

Definition: Understands and consistently applies coaching ethics and standards of coaching.

2. Embodies a Coaching Mindset

Definition: Develops and maintains a mindset that is open, curious, flexible and client-centered.

B. Co-creating the Relationship



3. Establishes and Maintains Agreements

Definition: Partners with the client and relevant stakeholders to create clear agreements about the coaching relationship, process, plans and goals. Establishes agreements for the overall coaching engagement as well as those for each coaching session.

4. Cultivates Trust and Safety

Definition: Partners with the client to create a safe, supportive environment that allows the client to share freely. Maintains a relationship of mutual respect and trust.

5. Maintains Presence

Definition: Is fully conscious and present with the client, employing a style that is open, flexible, grounded and confident

C. Communicating Effectively

6. Listens Actively

Definition: Focuses on what the client is and is not saying to fully understand what is being communicated in the context of the client systems and to support client self-expression.



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7. Evokes Awareness

Definition: Facilitates client insight and learning by using tools and techniques such as powerful questioning, silence, metaphor or analogy

D. Facilitating Learning and Results



8. Facilitates Client Growth

Definition: Partners with the client to transform learning and insight into action. Promotes client autonomy in the coaching process.

So, on a day-to-day level, HR/Adult trainers must use their coaching skills to listen, appreciate and include others to encourage diversity and equity in the workplace. They must interrupt harmful or biased language or behaviour and encourage quieter and unrepresented voices to speak up. They must delegate work equitably and with consideration as to how best to nurture talent across their team whilst achieving the results required. And through coaching, they must set a strong example of the behaviours we all need to show to encourage talent, diversity, and inclusion to flourish throughout the organisation.

Unit 6: Case Study Activity

Unsuccessful Coaching. The Case of Seema

Seema, a talented, emotionally strong and respected senior staff nurse, brought to the coaching session a huge dilemma she was facing. She absolutely loved her work at a leading London hospital but was getting married in a few months.

There was a lot of subtle pressure from her fiancé and his family to give up her job. The shift work, and irregular hours, were not considered fitting and acceptable for a future daughter-in-law who would be joining their family system.

For Seema, leaving her nursing career would be heart-wrenching but she felt there was no other choice. Whereas her own family had been accepting of her career decision, her future in-laws were not as supportive.

Over many sessions her coach, following a linear questioning style of coaching model, explored areas such as future self, limiting beliefs, choices, purpose and values. However, it quickly became very clear to Seema that her coach was missing the mark and just didn't understand the depth of her dilemma or what it felt like to be caught up in the different cultural systems of work and family. She also felt that her coach's questioning style was somewhat judgemental about the culture of origin of her in-laws' family and was lacking in empathy. Overall, the session was ok at a superficial level; however, Seema left feeling dejected and not fully seen or heard by her coach.

The dilemma that Seema was facing was more than just complying with her future family's desires. It was deeply rooted in her lived experience of a second-generation immigrant and immersed in the expectations of her future role as the wife of the eldest son in his ancestral family system. Her parents had emigrated to the UK from Sri Lanka in the 1960s and had made many sacrifices to give her the best life they knew. She was torn between conscious and unconscious loyalties to many systems: her ancestors, family, culture, gender and nursing profession. Despite her dream of rising in the ranks of her role and her loyalty and sense of

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purpose attached to her nursing career, at this time in her life her hidden loyalty and sense of belonging - like a magnetic field - was pulling her in the direction of what she needed to do to belong to her family and cultural system of origin.

In the few months of working with Seema, her coach hadn't truly understood her lived experience, identity or the many systems she belonged to. Unknown to her coach, Seema left the coaching experience feeling disappointed and misunderstood.

This case study was derived from: Shah, S. (2022). *Diversity, Inclusion and Belonging in Coaching: A Practical Guide*. KoganPage

Debriefing Questions

Before answering the debriefing questions, read carefully the theoretical chapter entitled "Essential coaching skills for HR Trainers/Professionals". Additionally, visit the website of the International Coaching Institute and learn more about the specific skills a coach should possess that are provided analytically under each one of the 4 competencies' areas: [ICF Core Competencies](#)

1. Why do you think this coach couldn't meet the needs of Seema?
2. What qualities and characteristics a coach needs to possess in order to coach someone from a very different background and life experience from his/hers?
3. How would you effectively coach someone whose culture, sexual identity, religious belief, social class, ancestral history, language and family background are very different from yours?

Unit 7: Self-Assessment Quiz

Question 1:

Coaching is defined as:

- a. Unlocking a person's potential to maximise their own performance**
- b. Training another individual make progress on a specific topic
- c. A process that enables learning and development

Question 2:

Coaching, which high-performing organisations make available to managers and employees at all levels, can strengthen the muscles needed to create inclusive workplace cultures and boost engagement from all employees

- a. True**
- b. False

Question 3:

According to the International Coach Federation (2019) the core coaching competencies for HR and adult trainers and other professionals are:

- a. Demonstrates Ethical Practice**
- b. Maintains Presence**

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- c. **Listens Actively**
- d. **Evokes Awareness**
- e. **All the above**

Unit 8: Additional Learning Resources

- [The Three Plays and Four Skills of Great Coaches](#)

Great coaches are idiosyncratic. Almost without fail, to know a great coach is to know a character. Some are affable and easy to laugh or crack a joke, others are intense and focused. Some are rigid in their routines, others adapt on the fly and trust their instincts. And yet, amidst the differences, there are a few core things that make a great coach a great coach.

- [Eight coaching skills every HR leader should master](#)

Good leaders are good coaches. HR leaders are on the frontline of guiding, inspiring and encouraging people to perform and change. By effective coaching of those around them, they become game changers. So, what are the coaching skills that every HR leader should master?

- [How To Develop A Coaching Plan: 12 Examples and Templates](#)

A coaching plan is a proposed strategy for coaching clients to get from where they are to where they want to be. It lays the groundwork for how the coach and client will work together to help the client achieve a goal. The benefit of using a coaching plan is that the individual has clarity of their path to accomplish a goal.

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Module 3

Essential soft skills for inclusive teams: Servant Leadership, Emotional Intelligence, Communication Skills

Introductory Video to the Module

Welcome to the module "Essential Soft Skills for Inclusive and Diverse Teams" which was designed to aid Human Resources trainers to train managers, in a step-by-step manner, on how to become servant leaders that communicate actively and effectively and are emotionally literate human beings so as to support and promote Diversity & Inclusion (D&I) in the workplace authentically and successfully.

A well-working, agile, inclusive and diverse team can only be formed by managers who are able to foster a conducive, welcoming, equitable working environment that drives employee morale, boosts customer satisfaction and drives bottom-line success.

The necessary skills for effective leadership and management are much more than the traditional hard skills of degrees and certifications. In this post-innovative era, the much sought-after skills are more focused on servant leadership, improved communication skills and high emotional intelligence.

Servant leadership includes and welcomes diverse and inclusive teams making every individual feel inspired, respected and heard while addressing their needs and ensuring their growth. This approach fosters creativity, performance, better emotional health, growth and brand loyalty. A bottom-down approach is not enough. Servant leadership concerns everybody, despite their role or hierarchy.

Effective communication can improve delays, and lost work hours, and create an understanding and a feeling of effectiveness and unanimity in the team. Communication skills help improve the diversity and inclusivity of the team and empower groups that were previously underrepresented to feel more valued, respected and heard in the workplace.

Emotional intelligence includes an array of soft skills that can be improved and honed to create lasting results in forming inclusive and diverse organisational cultures.

Join us in our module and you can expect to learn and apply new skills and knowledge in the field of Diversity & Inclusion (D&I) at work. We hope you will enjoy your learning journey!

Lesson 1

Servant-Leadership as a Gateway to Diversity in the Workplace

Unit 1: Introduction to the module

In the agile age, in the age of flexibility and speed, the successful businesses are those that can be sustainably developed so as to be able to innovate and foster positive change for their workforce, as well as for the community they serve. Within this framework every employee, regardless of their role, should act as a leader because leadership is the driving force for organizational excellence. And servant leadership is the ideal leadership model as it can serve the formation of a culture that supports the progress towards embedding diversity and inclusion in the workplace.

Unit 2: Case study question

Case study question

You have in front of you the reports of your team and you're mentally scrambling for reasons as to why you blatantly missed the goals and key objectives set by your company. Your mind is bouncing from one employee to another, analysing their performance over the past several months and you're thinking: why am I the manager with the worst employees? You are in front of your director as you have meeting for performance review. You take a deep breath and begin rapidly explaining the challenges faced, failed technology and inexperience of your team. The difficulty of working with others within the organization. Their lack of response that impedes your ability to meet the goal.

- Why do you think your team underperforms?
- How do you think you could change this situation?

Model Answer

The issue here is a leadership issue. It is all about your ability to influence individuals/teams and not directly manage them. It seems that the manager described in this short case study is not physically present, giving employees a window into his/her work, listening to them. He/she probably doesn't try to understand what people think and feel, what they know regarding company's mission, goals and key objectives. The only thing this manager does is to blame the others and the working environment for his/her failure. This situation could change if he/she devotes time and energy to his/her development as a servant leader, who leads by example, listens to employee's concerns, encourages a positive attitude to change, works to improve the workplace and reflects on his/her team's progress.

Unit 3: Theoretical Chapter

The role of Servant Leadership in fostering D&I at Work

Introduction

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People in companies feel included, that they are treated fairly and respectfully, are valued and belong not only because business mission, policies and practices foster this kind of working environment. Research has found that a leader's actions contribute to a 70% difference as to whether an individual employee reports feeling included (Bourke and Titus, 2020). And this really matters because the more people feel included, the more they speak up, go the extra mile, and collaborate — all of which ultimately lifts organizational performance.

Servant Leadership

Diversity and inclusion is part and parcel of leadership function and should be viewed as such. Inclusive leadership is emerging as a unique and critical capability helping organizations adapt to diverse customers, markets, ideas and talent. Inclusive leaders share a cluster of six signature traits (Bourke and Titus, 2020):

- **Visible commitment:** They articulate authentic commitment to diversity, challenge the status quo, hold others accountable, and make diversity and inclusion a personal priority.
- **Humility:** They are modest about capabilities, admit mistakes, and create the space for others to contribute.
- **Awareness of bias:** They show awareness of personal blind spots, as well as flaws in the system, and work hard to ensure a meritocracy.
- **Curiosity about others:** They demonstrate an open mindset and deep curiosity about others, listen without judgment, and seek with empathy to understand those around them.
- **Cultural intelligence:** They are attentive to others' cultures and adapt as required.
- **Effective collaboration:** They empower others, pay attention to diversity of thinking and psychological safety, and focus on team cohesion.

Inclusive leaders are servants to those over whom they have authority. The servant-leader is servant first... It begins with the natural feeling that one wants to serve, to serve first. Then conscious choice brings one to aspire to lead. That person is sharply different from one who is leader first, perhaps because of the need to assuage an unusual power drive or to acquire material possessions.

Servant leadership was coined by Robert K. Greenleaf in 1970 and is defined as a "philosophy and set of practices that enriches the lives of individuals, builds better organizations and ultimately creates a more just and caring world." (Center for Servant Leadership, 2021).

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<https://www.pexels.com/photo/a-group-of-people-with-their-hands-together-5583258/>

The first of the four (4) principles of servant leadership is to encourage diversity of thought. Servant leadership encourages everyone to think outside the box and considers every perspective when tasked with moving the needle forward. The final decision is the byproduct of a collective collaboration and exchange of ideas. Power never rests with one person, but with everyone on the team contributing to the end result (Hayzlett, 2019).

The other three key principles of servant leaderships are (Hayzlett, 2019):

- Create a culture of trust.
- Have an unselfish mindset.
- Foster leadership in others.

which all foster the creation of an inclusive and diverse culture.

Dr. Justin Irving and Dr. Gail Longbotham (2007) in their study titled, "Team Effectiveness and Six Essential Servant Leadership Themes" Indicate that if leaders who followed the servant leadership methodology applied the following themes to their workgroup, there was a significant increase in overall effectiveness:

- Providing Accountability
- Supporting and Resourcing
- Engaging in Honest Self-Evaluation

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- Fostering Collaboration
- Communicating with Clarity
- Valuing and Appreciating

Traditional leaders often rule with an iron fist. As we know, this approach fails to get results. The servant leadership style requires a leader fully committed to employees' satisfaction. It is all about connecting to your workforce. Servant leaders are akin to gardeners. Their task is to create a nurturing environment and cultivate with care. They provide everyone with a safe place to openly share ideas (no matter how radical they may be), collaborate, and experiment, as well as empower them to perform their best. Servant leaders embody compassion, emotional intelligence, and inclusivity traits. As such, leaders who foster belonging and inclusion in this manner are more likely to have high-performing and creative teams that can help accelerate innovation and enhance business agility.

Unit 4: Case Study Activity

Building a More Diverse and Inclusive Cloudera

Cloudera's mission is to empower people to transform complex data anywhere into actionable insights faster and easier. Cloudera wants to become a more welcoming, inclusive place to work and they believe that servant leadership is key to building a diverse, high-performing team.

In order to foster D&I they launched a pilot sponsorship program, which pairs executive sponsors and proteges from 19 underrepresented minorities and women who work at Cloudera. Going beyond the typical mentorship program where mentors provide sound advice to mentees, their six-month sponsorship program is designed to forge connections and representation in executive meetings for those who might not typically have it and to elevate talent and voices from across the organization. In short, sponsors will advocate for their proteges to ensure that they have the opportunities to succeed. This, in turn, helps create a more diverse pipeline for leadership positions in the company.

This case study was derived from: Cloudera (2020). [*Building a More Diverse and Inclusive Cloudera: Our First Steps*](#)

Follow-up or Debriefing Questions

7. How do you think the four (4) principles of servant leadership are incorporated into this pilot sponsorship programme?
8. What traits these sponsors should have in order to advocate for their proteges?
9. How can organizations, and not just individual leaders, become models of servanthood? Is it possible to practice servant leadership in a competitive corporate climate?

Unit 5: Theoretical chapter:

Servant Leadership for Serving Adult Students

Introduction

Learning and development (L&D) leaders are perhaps especially suited to servant leadership. The same motivations that lead many training professionals to enter the field — a desire to help others grow, for example — lend themselves well to a servant leadership style of management. Matt Tenney, chief executive officer of The Generous Group and author of “Serve to Be Great: Leadership Lessons from a Prison, a Monastery, and a Boardroom” says that learning leaders are in the fortunate position of essentially being forced to be a servant leader as a result of their role. Whether a learning leader has direct reports or not, they are responsible for the development of many people within an organization, which is a key aspect of being a servant leader (Oesch, 2020).

Servant Leadership and Servant Teaching

As evidence accumulates regarding the positive impact of servant leadership on teaching outcomes, servant-leadership ideas and frameworks have found their way into teaching literature. Contemporary research has demonstrated that servant-leadership principles positively influence the learning environment. The practice of servant leadership in a learning community creates a supportive, respectful, and demanding environment, which is conducive to cultivating learners with grit and a growth mindset (Chan, 2016). Furthermore, by integrating servant leadership into adult learning environments is positively associated with learners’ engagement and indicators of learning. But more importantly, it enhances the formation of inclusive and diversified learning communities.

Servant teaching is about putting a comfortable method of teaching aside and learning from the students which teaching methodologies work best for them. Servant leadership in the classroom speaks to the universal human longing to be known, to care, and to be cared for in pursuit of the common good. At its core, servant leadership involves creating and sustaining trainer-learner relationships around a shared sense of purpose and accountability for the whole (Bowman, 2005).

The ten (10) characteristics of a servant adult trainer are:

1. Listening
2. Empathy
3. Healing
4. Awareness
5. Persuasion
6. Conceptualization
7. Foresight
8. Stewardship
9. Commitment to the growth of people
10. Building community.

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Servant Leadership in Adult Education

Adult learning environment should be a lively, active atmosphere in which sophisticated thinking and deep professional learning take place. By following practices grounded in the literature on servant leadership and the broader field of adult education, trainers will have the opportunity to enhance their relationships with the learners and avoid creating strained, exclusive, uncommunicative learning environments. These practices are (Olsen, 2018):

- ✓ **Empower Through Motivation:** servant teachers allow students to take a more active role in their learning, which builds internal motivation. Furthermore, they give a chance to the learners to demonstrate their communication skills and knowledge of the subjects. Finally, they should strive to create a highly collaborative learning environment. When the students are facilitating a discussion in front of the class, it is important that I, as the instructor, still be just as engaged.

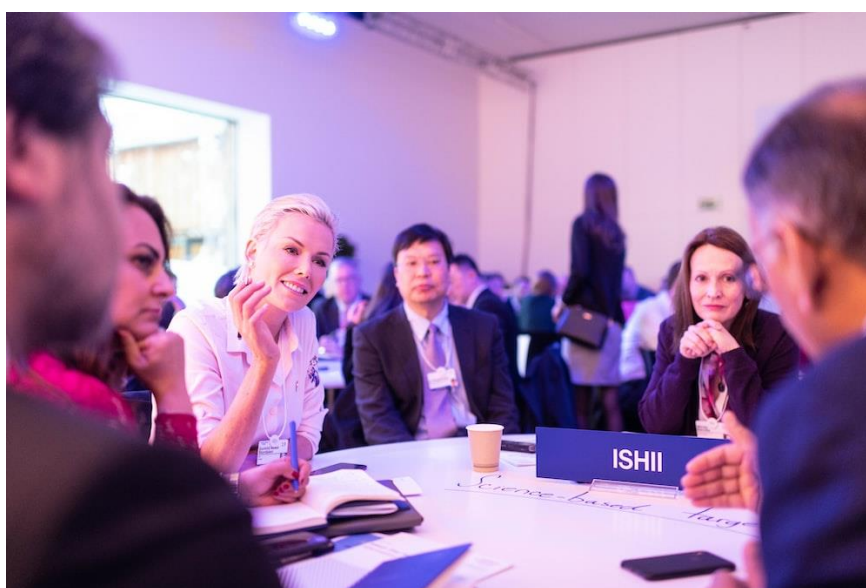


Photo by [Evangeline Shaw](#) on [Unsplash](#)

- ✓ **Explain Your Reasoning for Teaching the Topic:** as said, one of the leading, motivating factors for adult learners is relevance and pragmatism. Learning becomes more meaningful when learners are interested in the topic because of its usefulness. Communicating the intent of the trainer regarding the teaching topic and setting the expectations high is important.
- ✓ **Display Enthusiasm and a Positive Attitude:** a knowledgeable and enthusiastic instructor can make a difference in students' motivation and willingness to become actively engaged with the subject matter. According to Bulger and his colleagues, there is a strong correlation between a positive learning environment and student success. Servant teachers should strive for high levels of student achievement, thereby cultivating enthusiasm in the classroom.
- ✓ **Be Caring and Approachable:** teaching as a servant leader necessitates caring about your students enough to connect to what matters to them both inside and outside the classroom. Establish a dialog and rapport with your students by asking questions that are not too personal but still convey a sincere concern for their well-being.

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- ✓ **Feed Their Intellectual Appetite:** servant teachers must be committed to the growth of their learners, which is a key component of servant leadership, and encourage them to step outside their intellectual comfort zone. A servant leader believes that everyone can gain new understanding and skills, as well as produce greater achievement by questioning assumptions, reframing problems, and approaching old situations in new ways.
- ✓ **Put the Needs of Your Students First:** a servant trainer should always observe the characteristics of his/her learners, their behaviour, their learning styles and adapt accordingly.
- ✓ **Invite Disagreement and Debate:** the servant teacher must create psychological safety for learners, for nothing will shut down unguarded dialogue quicker than a hostile, judgmental classroom environment. If students do not feel safe to express their opinions and feelings, discussion and freethinking will be stifled. If students believe they have a voice and their point of view has value, they will be much more apt to speak up. Trainers must privately confront students who, for example, roll their eyes at a classmate's comment and let them know that disapproving reactions and nonverbals are not appropriate in a professional environment.
- ✓ **No Free Lunch:** while servant teachers care for the whole person, they are not pushovers. A good servant teacher should set high standards and expect adult learners to walk into class prepared, contributing this way to their personal and group learning. A combination of high standards and empathetic understanding serve to encourage adult students to learn and grow as thinkers. Servant trainers should be tough and demanding, yet helpful and compassionate toward learners that are faced with certain challenges.
- ✓ **Feedback is a Two-Way Street:** while adult students should be held accountable for their contributions to the learning environment, teachers should provide effective and timely feedback for them to adequately assess their progress. But it is equally important the servant trainer to receive feedback regarding his/her teaching style and techniques from the learners.

Unit 6: Step-by-step Activity (how to video)

See How-to-video & PPT named "A2_M3.L1.A1_OPENWORK_PI4SD_EN

Unit 7: Additional Learning Resources

- [Servant Leadership, its Principles, and Examples in the Workplace](#)
Dive into servant leadership watching the video that is included in this article, as well as by studying the examples of servant leadership in the workplace provided.
- [An Innovative Tradition: Servant-Leadership as a Gateway to Diversity in the Workplace](#)
Learn what it means to be a servant leader and think more deeply about servant leadership.

Unit 8: Self-assessment quiz

Question 1

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Servant leadership focuses on the behaviors that leaders should exhibit to _____:

- c. Successfully improve productivity
- d. Support followers' personal development**
- e. Gain advantage over others
- f. Improve followers' skills

Question 2

Servant leadership promises to make important outcomes. Which outcome is unique and sets servant leadership apart from most of the other leadership approaches?

- a. Organizational performance
- b. Leader growth
- c. Societal impact**
- d. Followers' goal accomplishment

Question 3

When Greenleaf originally conceived of servant leadership, he predicted the use of this approach would produce a ripple effect. What did he mean?

- a. Followers themselves would become servant leaders.**
- b. Followers would accomplish more company goals.
- c. Positional leaders in organizations would become irrelevant.
- d. Organizations would increase financial donations to the community.

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Lesson 2

Emotional Intelligence: A Key Pillar of Diversity and Inclusion

Unit 1: Introduction

We live in a fast-paced world of high complexity, where change occurs rapidly in the business world. Advanced technology changes the way we live and work. Stress is rising. Even if we have the chance of communicating instantly, we feel isolated. There is an urgent need for agility, self-leadership and effective cooperation in the workplace, especially in an age where we are more connected than ever before with diverse people we might not share histories with. Within this framework, Emotional Intelligence is a vital tool for success and for forming diverse and inclusive teams.

Unit 2: Case Study Question

Question

Rahul is a manager working for multi-national corporate out of Bangalore. Three years ago, his company joined the popular conversation around 'Diversity and Inclusion'. His new team was no longer homogenous and now presented with generational, gender, cultural, language and religious differences. As well as this, there were many more less visible differences beneath the surface. Rahul realized that many of his well-intentioned communications were being misunderstood and this was causing tension. He soon had to negotiate and manage all these differences to gain his people's co-operation, and to ensure his they would come together to be a star performing team.

- How did he achieve it?

Model Answer

He had to become a 'Cultural Chameleon', using his experience as a highly emotionally intelligent individual. Emotional Intelligence (EQ) was the key that helped Rahul to move from fearing differences, to embracing the diversity of this wonderful team.

This case study question was derived from the: PeopleBuilders (2022): *Emotional Intelligence is at the Heart of Diversity and Inclusion*

Unit 3: Theoretical Chapter:

The Importance of Emotional Intelligence in the Workplace

Introduction

It is the new world of work which has accentuated the need for – and rise of – emotional intelligence. Greater competition, increased speed and quantity of information, working across sites, regions – and sometimes different countries – has meant that people have to cope with unprecedented levels of change, and increased levels of pressure at work (mc Learning, 2023).

People's expectations of what they want from their organisations and leaders have altered. Staff now need to feel their manager is 'worthy' of their 'followership' rather than simply 'following' because of their role. Leaders and managers, in turn, have to be more flexible, more creative, more adept and more responsive if they want to survive let alone grow. And they need to be able to maintain their own motivation and momentum in difficult and challenging situations (mc Learning, 2023).

What is Emotional Intelligence?

Scientific research proved that Emotional Intelligence (EI) is more important than one's intelligence (IQ) in attaining success in his/her life and career.

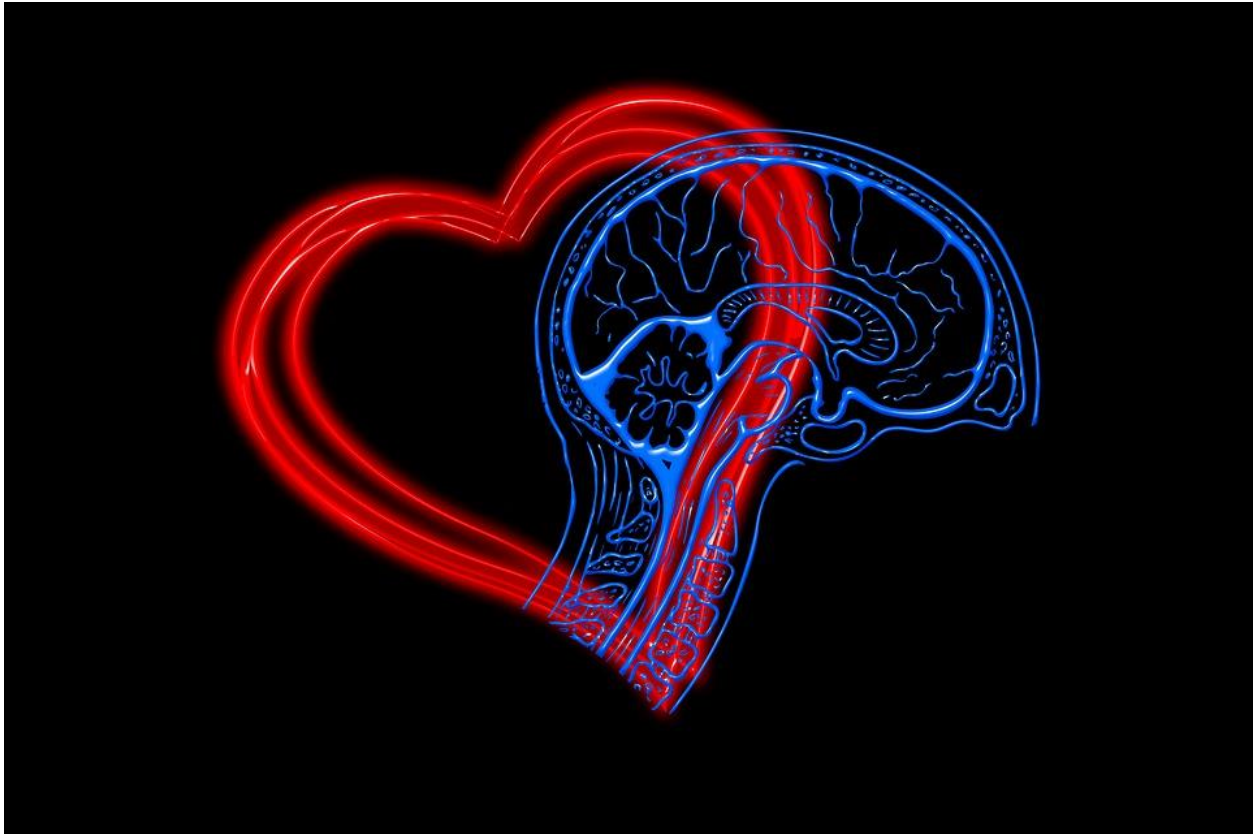
Emotional Intelligence means being smarter with feelings.

Emotional Intelligence is a competence that enables human beings to understand and manage effectively their emotions as well as the emotions of others, so as to live in harmony with themselves and with their fellow human beings (Goleman, 2005).

Sometimes people get too caught up in emotions and get overwhelmed. Others push emotions away, try not to feel, and miss important signals. Neither extreme is very effective.

Emotional Intelligence means using emotions and thinking together – it's about balance.

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<https://pixabay.com/illustrations/heart-mind-emotional-intelligence-4682756/>

Emotional Intelligence comprises of five dimensions, five skills, which are (Goleman, 2005; Cornwall, 2010; Birt, 2022):

1. Self-awareness:

It concerns the ability to understand how we feel, to acknowledge our mood and how we think about this certain situation. It's about recognizing an emotion as it happens, it's about knowing what creates an emotional response for us and how this condition affects us. Being aware of your feelings helps you understand how others might perceive your emotions. You might use self-awareness at work to understand how you are viewed by your coworkers, clients or managers.

2. Self-regulation:

It concerns accepting what we feel and controlling our emotions so as to direct our behavior. It's about taking responsibility for own performance, being flexible and open to new ideas and change. Being in control of your feelings is essential in any situation because your emotions strongly affect other people. You might control your emotions on the job by adjusting your feelings to have good relationships with your team members.

3. Self-motivation:

It concerns the ability to motivate ourselves for chasing our dreams and fulfilling our purpose. It's about willing to improve ourselves or to meet a standard of excellence by committing to clear stated goals, by being positive and optimistic, by demonstrating grit, by seeing the opportunities behind any problem and by living in the flow. For example, having a desire to complete all your daily tasks successfully might be displayed as intrinsic motivation to your employer — and a way of fulfilling your own inner needs and goals.

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4. Empathy:

It concerns the ability to understand the emotions of others, to put ourselves in someone's else shoes. It's about sensing what others need to progress or to overcome a difficult situation, discerning the feelings behind the needs and wants of others, "reading" a group's power relationships and leveraging diversity. Understanding the feelings of others allows you to handle workplace situations more effectively. For instance, when a coworker is showing signs of dismay, you can react with empathy to alleviate a situation that might have become worse.

5. Social skills:

It concerns the ability to develop good relationships with others and live in harmony with them. It's about managing others' feelings, communicating effectively sending clear messages, inspiring and motivating others, managing change in teams, negotiating and resolving disagreements, building strong bonds, collaborating successfully and building strong teams. Having stronger social skills — like effective communication and respect — allows you to listen, speak and resolve conflicts more effectively.

The abbreviation for Emotional Intelligence is "EI" and it's measured using the **Emotional Quotient- EQ**.

Emotional intelligence is a learnable skillset. How emotionally intelligence we are depends on our experiences, the way we grew up and our beliefs. And all these could be changed.

Emotional Intelligence at Work

Emotional intelligence is important at work so you can perceive, reason with, understand and manage the emotions of yourself and others. Being able to handle emotions gives you the ability to guide and help people and create a safe environment, as well as it can help you be happier and more successful. Emotional Intelligence helps individuals at work to (Zervaki, 2019):

- Achieve more effective results;
- Be in a state of well-being;
- Make better decisions;
- Form stronger relationships;
- Handle their ego effectively;
- Be positive change carriers;
- Communicate effectively;
- Be more self-disciplined;
- Live based on a moral code that consists of respect, trust, openness, honesty, authenticity, a will for continuous learning;
- Be successful, defining success as the situation in which personal achievements have a positive impact on others;
- Be creative in a human-centered way;
- Manage conflicts effectively;

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- Be lifelong learners;
- Develop strong networks;
- Cooperate successfully;
- Motivate others and themselves as well;
- Take responsibility of their actions;
- Be focused on the important things;
- Build a successful brand based on authenticity;
- Achieve win-win results when negotiating.

Unit 4: Case Study Activity

Improving Team Relationships Using an Emotional Intelligence Lens

The Situation

CiCi and Daisy are in the customer service department. They need to work together in order for the department to be successful and to perform their own jobs optimally. The manager assigned CiCi the responsibility of teaching Daisy a new process. This was a great opportunity for CiCi to step up to a leadership role and for Daisy to become a more valuable member of the team.

This was a win-win situation. What could possibly go wrong?

The Reality

CiCi, the “go-to person” in the department, is pleased to be tapped to teach Daisy the new process. She digs right in to figure out how to tell Daisy all the details of the new process and even creates several exercises for Daisy.

Daisy is a person who always wants to do her best and is pleased to be selected to learn this new process. Daisy puts herself under a lot of pressure to excel but has some concerns about training with CiCi based on previous experiences.

Things start out smoothly while CiCi explains the new process. Daisy listens and takes notes but is soon overwhelmed by the amount of information she is getting. Daisy asks questions about how the details relate to one another in order to make connections, but CiCi isn't interested in making those connections.

CiCi explains again, this time a little slower and a little louder. Detecting undertones of impatience, Daisy becomes even more confused. She is concerned that CiCi thinks she is stupid, and Daisy is reluctant to ask more questions. She can't understand why Daisy isn't getting it. She has broken down the concepts to their most elementary levels so Daisy should be able to grasp them. She thinks Daisy's questions show that she is not able to understand even these simple parts of the process. CiCi goes back to the beginning again and tells Daisy about the new process, this time very slowly and even more loudly.

Daisy is overwhelmed and doubts her ability to understand the concepts being presented—now for a third time. Her brain is spinning with thoughts about her inability to learn, about

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word of her failure being the source of gossip throughout the company and about ultimately being fired from the company. These thoughts take over Daisy's ability to pay attention to CiCi's detailed explanations. From her perspective, Daisy sees herself as a failure, and she is terrified by the situation. She tries to keep calm but can't stop the runaway thoughts of uselessness and stupidity that are overwhelming her. She bolts out of the room, not stopping until she gets to her car where she sobs uncontrollably. Daisy calls her supervisor from her car and tells her she has left work and won't be back today and maybe not tomorrow.

CiCi has no idea what has happened. She was just doing her job. She was just teaching the details of the process when Daisy jumped up and ran out of the room. CiCi shrugs and goes to lunch with some friends and is still puzzled when she returns to work.

The Result

Daisy was out of work for two weeks. She wanted to resign but was convinced to return after she saw a counselor. She and CiCi do not talk or communicate with one another. CiCi was put on a Performance Improvement Plan for her poor performance in this and other situations where she interacted with others in the company.

Expense

- Loss of work from Daisy and CiCi.
- Potential loss of two knowledgeable and valued employees.
- Potential hiring activities for these two positions such as interviewing, onboarding and training.
- Distraction, disruption and distress caused in the department as a result of the situation.
- Time lost in bringing the new process to more department members.
- Reduction of customer service quality due to fewer available resources.
- Erosion of the bystander attitude and motivation throughout the department.

What Happened Next

CiCi and Daisy went through an assessment of Emotional Intelligence and implemented individual coaching sessions with a counsellor. An HR professional was also involved in this situation providing insights to the counsellor, concerning the two employees.

This case study was derived from the: High Performing Systems Inc. (2019). [*Using a skills-based hiring approach as part of a DEI strategy. Steelcase Case Study*](#)

Follow-up or Debriefing Questions

4. What do you think were the results of the Emotional Intelligence assessment for these two employees and how they led to the aforementioned result?
5. How do you think that the situation would have been avoided in the first place?
6. What have you learned by this case study that can be related to your company?

Unit 5: Theoretical Chapter:

Emotional Intelligence at the Heart of Diversity and Inclusion

Actively supporting D&I in the workplace should be demonstrated the behaviors of a company's personnel, and not just by having some policies, or talking about D&I. Emotional intelligence is an essential element in the implementation and adoption of diversity and inclusion practices.

Research shows that the foundation of DEI in any workplace is emotionally intelligent leaders and teams—it is the key to a successful and growing organization (Velasco, 2021).

A team with generational, gender, cultural, language and religious differences requires highly emotionally intelligent individuals to communicate easily, collaborate effectively and create meaningful relationships (Leblanc, 2022).

Emotional Intelligence enhances Diversity and Inclusion in workplaces as follows (PeopleBuilders, 2023):

1. Developing Empathy: Empathetic individuals are able to put themselves in the shoes of others and understand what they are going through. They are able also to show compassion, avoiding the empathy trap. Moreover, they are willing help others to improve the situation. Empathy is at the core of successful leadership in diverse groups. This is a crucial skill in dealing with differences and helps in building stronger relationships.

2. Reducing Unconscious Bias: The benefit of unconscious bias is that it can help us to make quick decisions however the downside is that it happens unconsciously and can bring negative into complex social situations. Knowledge of unconscious bias alone is not enough to reduce workplace bias. Emotional intelligence can mitigate the impact of these unconscious bias by improving self-awareness, assertiveness, adaptability and impulse control.

3. Creating An Inclusive Culture: As the popular saying goes '*Diversity is a reality, but Inclusion is a choice*'. Emotional Intelligence provides relationship management skills to make an inclusive culture a reality. Research has proven that Emotional Intelligence is a predictor for multicultural competence. People displaying 'Emotional Common-sense' is critical to develop inclusive teams.

4. Improving Mindfulness: A diverse workforce can create positive or negative social situations. Emotions are organized responses to internal or external events. It can result in negative or positive meanings for the individuals. Understanding your inner landscape is vital to determining your response to various social situations. Mindfulness is a regular practice of emotionally intelligent individual.

5. Improving Constructive Thinking: Constructive thinking is particularly important for corporate leaders. It helps them to create win-win solutions, to generate creative ideas, to settle disagreements, to influence cooperation and to build trust. Emotionally Intelligent people have higher self-awareness and impulse control that helps them to apply knowledge to immediate situations.

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<https://www.pexels.com/photo/employees-looking-at-the-notepad-8127811/>

Individuals/leaders/managers that are highly emotional literate human beings, possess the following skills that are imperative for forming a culture that enhances D&I (Leblanc, 2022):

- **Self-love:** They have good self-esteem and a positive attitude. They are comfortable with who they are, and they are aware of their strengths and limitations.
- **Self-control:** They are able to listen without jumping to judgment. They can adapt smoothly to change.
- **Recognition:** They are able to understand how others are seeing things. They maintain a strong desire for wanting to see the people around them succeed.
- **Connection:** They are driven to want to be their best by learning new things, growing and improving. They are curious and open to different ideas.
- **Empathy:** They have the capacity to understand or feel what another person is experiencing from within his or her frame of reference. They believe in others and give the same importance to everyone.

Unit 6: Activity

See How-to-video & PPT named "A2_M3.L2.A2_OPENWORK_PI4SD_EN

Unit 7: Self-Assessment Quiz

Question 1:

What makes emotional intelligence so important for a good manager?

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- c. It helps them train employees in technical skills
- d. It helps them manage their own emotions and those of their employees**
- e. It is easy to learn and teach
- f. It isn't important in the workplace

Question 2:

Which of the following is NOT an element of emotional intelligence?

- f. Self-regulation
- g. Motivation
- h. Manipulation**
- i. Compassion

Question 3:

What is emotional intelligence?

- e. Ability to understand how your emotions affect your behavior and decisions
- f. Ability to understand other people's emotions and how they affect their behavior and decisions
- g. Ability to use knowledge of emotions to help employees feel better
- h. All of the above**

Unit 8: Additional Learning Resources

- [Daniel Goleman on Compassion](#)

Daniel Goleman, author of Emotional Intelligence, in this video, asks why we aren't more compassionate more of the time.

- [The Power of Emotional Intelligence](#)

Why do people with average IQs outperform those with the highest IQs 70% of the time? It all comes down to emotional intelligence. And unlike IQ, emotional intelligence is a choice and a discipline, not an innate quality bestowed upon the lucky. In this powerful and entertaining talk, Dr. Travis Bradberry, coauthor of Emotional Intelligence 2.0, shows you how to use this critical skill to your advantage. Watch the video to learn more!

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Lesson 3

Communication as a Key to Diversity and Inclusion in the Workplace

Unit 1: Introduction

It is widely accepted that communication skills are of paramount importance for individuals, teams, and businesses as effective communication at work can be transformative. The rise of remote and hybrid work highlights the necessity for every leader/manager/employee to enhance their communication skills. But communication is at the root of building and maintaining diversity and inclusion in the workplace, as well.

Unit 2: Case Study Question

Question

A very effective member of your team has a significant blind spot in how her communication style was offensive to the group. She is known for her tenacity, problem-solving skills, and leading an ethnically diverse workforce. Her effectiveness as a junior manager and subject matter expert makes her a valuable asset. You don't want to lose her and you don't feel that she intentionally communicates in a prejudicial manner.

- How are you going to react to this situation?

Model Answer

Your first step could be assisting her in understanding her blind spots by using questions as a tool. This could lead to her admitting that she gets frustrated with others who don't have the same communication style. The second step could be to look at her perceptions and how she views the world and the blind spots on "how others should view the world". Additionally, you could use a self-assessment test that could support her to look at her

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personality structure, how she views the world, her character strengths, her motivational needs and her patterns of distress.

Unit 3: Theoretical Chapter:

The Importance of Effective Communication in the Workplace

Introduction

Workplace communication is the exchange of information between employees in a work environment. This includes face-to-face conversations, emails, chat messages, videoconferencing, phone calls, and other methods used to convey information in the workplace. Nonverbal communication like eye contact, body language, and tone of voice are also important aspects of workplace communication (Coursera, 2022).

According to the statistics, 57% of employees report not being given clear directions and 69% of managers are not comfortable communicating with the employees in general (Solomon, 2016). From the statistics, it is clear that there is a need to improve communication in the workplace.

The importance of effective communication at work

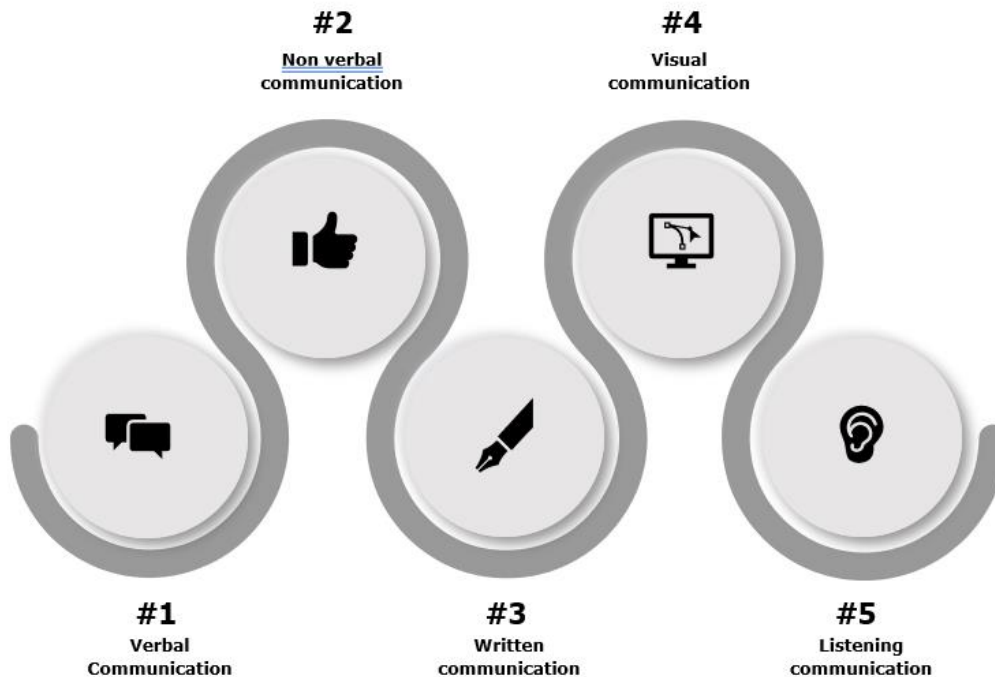
The benefits of effective communication in the workplace are (Cooks-Campbell, 2022):

1. Better engagement
2. Increased morale
3. Improved productivity
4. Reduced churn
5. Greater loyalty
2. Better collaboration
3. Fewer workplace conflicts
4. Greater motivation
5. Creation of a culture that promotes diversity and inclusion

Forms and types of communication in the workplace

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There are five (5) forms of communication at work which are:



Additionally, there are various channels that can be used based on the type of message that should be communicated. This idea leads to the existence of different types of communication at work, which are (Cooks-Campbell, 2022):

- **Leadership communication:** Leaders often deliver one-way communications to their teams. They also communicate to persuade, encourage, and inspire commitment. They often communicate through stories more than data.
- **Upward communication:** Managers and team members often have to communicate with their own managers and with other leaders who are not in their direct chain of command. These may take the form of memos/emails, reports, or a slot in a standing meeting. Regardless of the format, these types of communications should be considered more formal.
- **Presentations:** Presentations are communication tools that have objectives like informing, influencing, and persuading.
- **Meetings:** Meetings, whether large or small, are a critical part of a workplace's internal communication strategy. They're also one of the least understood and most overused types of communication. Effective meetings build synergy between teams and quickly communicate information that would have a high potential to be misunderstood in another format (like email). The best meetings are highly collaborative and leave participants feeling energized, not drained.
- **Customer communications:** Communicating with customers can run the entire gamut discussed above, from one-offs to face-to-face, virtual, spoken, or written, formal to ad hoc.

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→ **Informal interactions:** Informal communications include the emails and chats you engage in all day: making requests, asking for information, responding to requests, and giving or receiving support and guidance. In addition to moving the work of the organization forward, these informal communications have secondary objectives of forming social connections, building culture, establishing trust, and finding common ground.

Unit 4: Case Study Activity

Improving culture and communication while working remotely

Lockton is the world's largest independent insurance brokerage, with more than 100 offices and 8,500 associates across the globe.

Challenges

Like many large companies, Lockton had an email problem. Important details often got missed in the flood of messages from clients, vendor partners and colleagues. But the company didn't just need a solution to its communication problem. It also wanted to extend its culture, with more open spaces for company-wide discussion around diversity and inclusion.

The Solution

Although Lockton continues to use multiple communication channels, Workplace, a software company, has helped streamline them by providing a central place to access important company information. Groups and Live Video also provide an accessible space for conversations, resource sharing and training while many employees work remotely.

Transforming interactions

Workplace was vital for Lockton when they quickly had to shift from on-site to virtual meetings due to COVID-19. By using the Workplace integration with Webex they were able to host leadership meetings on Webex and broadcast the events directly to over 5,000 associates across the US on Workplace. Employees were able to engage with leaders in a way that wasn't possible with in-person meetings, be it due to proximity or agenda. They could react and interact in real-time through video, reactions, comments and Q&A, which has transformed the way they connect and collaborate in meetings.

Educating the workforce

Live Video also proved instrumental in delivering Unconscious Bias training as part of their diversity and inclusion strategy. They paired online training with opportunities for interaction by hosting Live Town Hall events with leaders on Workplace, followed by smaller facilitated discussions.

Facilitating a D&I culture

Workplace Groups are central to Lockton's D&I strategy and their promise to create a work environment that enables conversations about diversity and inclusion. Their D&I Workplace Group is an open group where everyone can discuss freely, share D&I news, resources and best practices. Employees are also encouraged to create groups for people from diverse backgrounds and shared interests to come together. In June 2020, Lockton crowd-sourced photos and videos from across the organization and created their own virtual Pride parade to celebrate Pride month in the US.

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Keeping everything in one place

The team at Lockton continues to explore enhancements that can help make Workplace their central hub for communication. Working together with Workplace partner LineZero, they have created a roadmap of custom bots and integrations enabling them to house critical information and workflows in one place.

Results

89% adoption rate and 100% monthly active users

An employee testimonial: *Workplace has given us a centralized channel for communications that empowers our people to communicate, collaborate and connect in the ways that make the most sense for them and the most sense for our business.*

This case study was derived from the: Workplace (2019). [Improving culture and communication while working remotely](#)

Follow-up or Debriefing Questions

1. What forms and types of communication, the adoption of Workplace's solution by Lockton, helped them to deploy effectively?
2. Except for the positive results stated in this case study, what other benefits did this new communication process bring to Lockton?
3. Do you think that you could use this case study as a "success" story to inspire action at your company? Make a proposal to your company, in order effective internal communication to become a reality.

Unit 5: Theoretical Chapter:

Communication as a Facilitator of an Inclusive Work Environment

Introduction

Inclusion, in a narrower sense, refers to an individual's sense of belongingness, uniqueness, and empowerment, which is mainly engendered by formal and informal communication among organizational members. Interestingly, the communication aspect of D&I is usually reduced to a rather functionalist cross-cultural communication management approach, including its challenges and assumed potentials to ensure or increase success in international business. Yet, the cultural background is only one diversity characteristic among others such as gender (identity), age, or sexual orientation (Wolfgruber et al, 2022).

Inclusive Communication

Inclusive communication which refers to a way of communicating that is welcoming and accessible to everyone, is of great importance. Inclusive communication is about creating a space where everyone feels like they can contribute and be heard. It starts with making sure that the language which is used is clear and free of bias. Additionally, it has to do with how information is presented, considering different learning styles and needs (Hireez, 2022).

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The following steps can ensure that workplace communications are inclusive and respectful of all employees:

- ✓ Be aware of your own personal biases and strive to avoid letting them influence your workplace communications.
- ✓ Make an effort to learn about and understand the experiences of employees from diverse backgrounds.
- ✓ Use inclusive language in all workplace communications, avoiding terms or phrases that could exclude or offend certain groups of people.
- ✓ When creating visual materials, such as presentations or flyers, avoid using images or symbols that could be interpreted as offensive or exclusionary.
- ✓ If you make a mistake, apologize promptly and sincerely.

Types of communication for forming a diverse and inclusive culture

The literature review on communication and inclusion indicates that the frequency and form of communication among organizational members are of vital importance to foster an inclusive work environment.

Except for having all employees be involved in decision-making process, have access to relevant information, and have the opportunity to participate in various activities, which are all linked to communication (Mor Barak, 2017), recent research findings indicate that the development of an inclusive work environment depends also on the way D&I issues are addressed and discussed in organizations.

The data suggest that it is particularly the lack of formal interpersonal communication about D&I that leads to lower degrees of inclusion. While mediated communication is necessary to inform all employees about an organization's D&I initiatives, informal interpersonal (peer) communication is of importance to build relationships and a climate of trust. However, it seems that formal interpersonal (and hybrid) communication about D&I issues in official meetings and conversations with executive personnel eventually facilitates the development of a sense of inclusion and belonging. Thus, open-minded and dialogue-oriented leadership (i.e. formal interpersonal communication), and diversity-related training and events (i.e. formal hybrid communication) appear to be pivotal for fostering an inclusive work environment (Wolfgruber et al, 2022).

Communication ideas showcasing commitment to D&I

A multi-channel communications plan is a vital component of the diversity and inclusion strategy. Some ways that can be used to increase alignment and communication for D&I initiatives are:

- ✓ Internal channels, such as the intranet, are critical tools. Find ways to embed diversity and inclusion into existing content, e.g. benefits-related human resources pages, geography-specific or business unit-specific home pages, and onboarding information.
- ✓ Create a specific section on the intranet where employees can access the full breadth of diversity and inclusion resources, hear leaders' views on what diversity means to them and why it is important to the organization, and most importantly, how employees can get involved.

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- ✓ Technology can enable innovative ways to reach employees. For example, short videos of employees and executives from all levels, all areas of the organization, and from a mix of backgrounds, sharing career successes demonstrate the inclusive culture and enable employees to see others who look like them within the organization. Collaboration tools enable two-way communication across the organization engaging employees in the conversation rather than only pushing information from the top.
- ✓ Social media is a prime tool for sharing the organization's diversity and inclusion efforts and successes. Many organizations have multiple accounts including a main account to reach clients and customers and one geared towards employees or potential employees, with inclusion information typically posted on the latter. To expand the reach of this content to a broader audience, consider a cross promotion campaign through both accounts. Use hash tags wisely: common hash tags, such as "gender" or "LGBT," will enable your organization to join an ongoing conversation, while original hash tags associated with a specific campaign start a conversation and show leadership on the topic.
- ✓ The external website is often an under-utilized tool. Typically, diversity and inclusion efforts are hidden on the careers page. Given the website is the first interaction with future employees, clients and customers, it is a key sharing channel to highlight diversity and inclusion as part of the organization's overall brand.

Unit 6: Activity

See How-to-video & PPT named "A2_M3.L3.A3_OPENWORK_PI4SD_EN

Unit 7: Self-Assessment Quiz

Question 1:

Non-formal communication is the most important type of communication for promoting D&I at work:

- a. True
- b. **False**

Question 2:

Workplace communications are a way of communicating that is welcoming and accessible to everyone

- a. True
- b. **False**

Question 3:

Mary is careful of how she communicates with people at work so as not to be offensive. Which is an example of positive nonverbal communication?

- f. **Smiling and nodding.**
- g. **Asking and answering questions.**
- h. **Crossing her arms and sighing.**

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i. Rolling her eyes and frowning.

Unit 8: Additional Learning Resources

- [9 ways to communicate DEI initiatives with employees](#)

Even though businesses are taking DEI more seriously, employers and employees aren't exactly agreeing on any progress made. Here's how to close the communication gap.

- [6 Tips For Better Communication With Remote Teams](#)

How do you keep remote employees engaged? It's a question on the minds of many leaders in this new world of working from home.

- [6 Communication Tips That Promote Workplace Diversity](#)

When male and female leaders can share the stage, their organizations and industries benefit. And it all starts with communication. Here are six steps professional men—and indeed, all leaders—can take towards that goal.

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Module 4

The Adult Educator for the 21st Century: key skills needed the adult trainers to possess for serving adult education

Introductory Video to the Module

Welcome to the module “The Adult Educator for the 21st Century”, designed to aid Human Resources trainers to understand the qualities, knowledge and competences an adult trainer should possess in the 21st century so as to be able to design and implement training programmes that foster Diversity and Inclusion at work, by using innovative adult education methodologies, tools and techniques that can boost the learning and development process in the contemporary workplace.

Data show that teams with persons from diverse backgrounds can create long-lasting impact on organisations. Through forward-looking learning techniques, adult educators are able to build innovative, inclusive and diverse teams which allow uniqueness and belonging to thrive while achieving the envisaged learning outcomes.

Since adult education spans beyond formal forms of education and includes informal and non-formal education methods, it is important for an adult educator to be familiarised with the special characteristics of non-formal education and how it can be used for engaging and training diverse teams in the workplace. Additionally, designing inclusive training interventions and educational materials is of paramount importance for diversity and inclusion at work to become a reality.

The age of digitalisation and digital transformation has facilitated distance learning and nowadays it is easier than ever to access education and learning from your own computer. The human resources trainers should be competent in offering engaging online learning experiences by deploying advanced online tools. At the same time, they should utilise inquiry-based educational approaches, such as project-based learning, that is appropriate for diversity and inclusion training interventions, as it enhances learners’ capacity to solve real problems and retain the newly acquired knowledge, through developing meaningful and impactful projects and activities.

Join us in our module and you can expect to acquire and apply new skills and knowledge on contemporary learning techniques that you can utilise for your training sessions. We hope you will enjoy your learning journey!

Lesson 1

Non-formal education

Unit 1. Introduction

We are all familiar with the processes of formal education, including schools and universities, which provide us with knowledge and accredited qualifications to have a successful career. However, many skills and competences are acquired outside the teaching rooms (physical or virtual) of formal education. Non-formal education includes learning methods that can be very useful for adult educators when training staff and managers on D&I issues.

Unit 2. Case study question

Case study

You are a working adult wishing to expand your expertise to the field of Diversity and Inclusion. Would you choose formal or non-formal education for this purpose? And why?

Model Answer

As will be shown below, the strength of non-formal education lies in its adaptability in transferring knowledge in a flexible manner, with a less demanding timeframe, and in many cases without a mandatory and strict examination, unlike formal education. An adult who is working full-time may prefer non-formal education for exactly this flexibility.

On the other hand, it is difficult to certify the knowledge received through non-formal education, since many of such learning opportunities are not accompanied by some accreditation, as is the case in formal education.

Unit 3. Theoretical chapter

Skills of an educator of the 21st century: an introduction.

Introduction

In the modern era, digitalisation was revolutionised practically all aspects of our lives. The landscape in education has also changed, with online learning creating new opportunities and opening the way for adult learning to become accessible by anyone. This new era requires that both learners and educators develop new skills to harness the full potential of digital education.

Adult learning in the 21st century

The **European Association for the Education of Adults** in its 2019 Manifesto for Adult Education in the 21st century has given a broad overview of adult education and its great relevance in our time. Adult education responds to Europe's needs in face of contemporary

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challenges and threats. Below follow the main aspects where adult education is playing a significant role in strengthening Europe's values and resilience.

- **Active citizenship and democracy:** Adult education empowers critical thinking, inspires Europe's civil society, and creates an open space for active citizenship.
- **Health and well-being:** Health and education go hand-in-hand, and possessing knowledge and proactiveness about one's health in can significantly improve their quality of life.
- **Life skills for individuals:** In today's ever-changing societal, economic, and technological environment, adult education can help people adapt their skills and be better prepared for new opportunities.
- **Social cohesion, equity, and equality:** Providing adults with the opportunity to get upskilled and have better work conditions is of major importance for Europe's social mobility.
- **Employment and work:** There exists a direct link between learning and employment. In-demand skills are constantly changing and employees need to be always on the watch on new skills and ways to acquire them through adult learning.
- **Digitalisation:** Technology is changing everything. Possessing the right skills and digital literacy is of fundamental importance for one's competitiveness in the modern workforce.
- **Migration and demographic change:** Adult education facilitates intercultural dialogue and allows people to remain active even in older age, since Europe's demography is changing.
- **Sustainability:** Through adult education, people can discuss and develop innovative ideas leading to a more sustainable way of life.



Photo by Wes Hicks on [Unsplash](#).

Key principles of adult education

Adult education is a public good and remains accessible to everyone regardless of age, background, and skills. Especially people from disadvantaged backgrounds are encouraged to engage in adult learning activities. The learner lies in the centre of adult learning and its methods, while professional trainers are necessary for applying those methods. Adult learning focuses on capacity-building and encourages innovation, since those factors will bring about significant results that will improve learners' quality of life and employability. Non-formal

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education is a great tool for adult education, since they incorporate creativity, existing knowledge and skills in order to inspire learners in their journey.

Skills of adult educators

Trainers and educators can focus on building specific skills and utilising specific methodologies when addressing an adult audience (Futurelearn, 2022).

- **Involvement and Independence:** Adult learners value their independence, so they enjoy learning when they are allowed to develop their own initiatives and they are asked for feedback.
- **Active learning:** Including task-oriented educational methods can increase the effectiveness of adult learning. Self-directed learning is a great way to activate adult learners.
- **Drawing on experiences:** Asking open-ended questions which learners can answer by using their prior life experiences can enlarge the learning potential.
- **Using a varied approach:** Be ready to use various methodologies and resources to accommodate the needs of your learners. Different people have different needs and a good educator should be proactive and plan their lessons accordingly.
- **Relate the lesson to the learners:** To motivate learners, remember to illustrate in which ways the lesson's content relates to them and how it may positively affect their lives.
- **Time efficiency:** Adult learners are usually combining their learning with their job and other personal commitments and are thus very short on time. Keep in mind to stick to the time table and use time efficiently.
- **Acknowledge goals:** Customise your lessons contents according to the goals of your students. Addressing learners' goals and wishes will make your course more relatable for the learners and will help them grow.
- **Flexibility:** Be flexible in your approach to the course, e.g. through flexible deadlines. Give your learners space to shape the course and make it work for them and allow them to express themselves on which methods are more effective for them.

Unit 4. Step-by-step Activity (how to video)

The future of education

See How-to-video & PPT named "A2_M4.L1.A1_OPENWORK_CANDIDE_EN

Unit 5. Theoretical chapter

Diverse groups in non-formal learning environments: characteristics and management

Introduction

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Adult learners in non-formal education have different motivations and characteristics from those in formal education. An adult following a training using non-formal education methods has many differences from a young adult in higher education. Those adults furthermore come from diverse backgrounds in regards of age, profession, social group, education level, and economic stratum to name a few. Therefore, diversity awareness is of paramount importance for a trainer of adult learners.

Managing diverse groups in non-formal education

Non-formal adult education is sought after adults for acquiring new necessary skills, managing changes in their workplace. Those adults seek knowledge not necessarily for the sake of knowledge (as it often happens in formal education) but for concrete goals related to their everyday professional life. Learners in non-formal adult education are combining their education activities with every other role they have, among others a full time job and family obligations. Furthermore, adult audiences in non-formal education – as in our society in general – include an increasing number of people from diverse backgrounds.

As such, adult learners feature specific needs and characteristics that need to be addresses in the framework of non-formal adult education. Their multifaceted roles and their diverse backgrounds call for an adapted way of teaching and learning.

B. G. Mujtaba (2004, pp.70-71) proposes a four-pillared strategy for global educators to teach adult learners from diverse backgrounds. He brands this strategy as the TRUE acronym. In order for an adult educator to be a TRUE educator, i.e., to successfully and respectfully engage with diverse groups of adult learners, he or she can follow the following tips:

- **T**olerate differences
- **R**espect differences
- **U**nderstand differences
- **E**xamine differences for the purpose of educating students

The TRUE strategy also holds for non-formal adult education, and following those four elements can ensure that an educator respects and involves people from all backgrounds in his or her group.

Respective diversity and being an inclusive educator is thus no passive stance, but requires active effort and commitment in tolerating, respecting, understanding, and examining differences.

It furthermore requires a genuine desire. The Council of Europe defines this desire to succeed in intercultural education based on the figure below:

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The desire to know	The desire to learn
Understood as curiosity to know other cultures with similar or different ways of doing things, but without falling into the trap of exoticism, thus confining oneself to a superficial view of cultures	Understood as a favourable disposition towards learning in order to benefit from intercultural communication and receive symbolic or material gratifications.
The desire to break down cultural barriers	The desire to recognise ourselves
Understood as the challenge of developing an unprejudiced view, understanding other models for interpreting reality and being positively disposed to change and to working with alternative viewpoints	To know ourselves again, rebuild our identity. If we form our personal identity thanks to others, it is thanks to other cultures that we have a cultural identity. Our personal identity is plural, as is the identity of others

Intercultural educational desire (Lafraya, 2011, p.30)

In order to break intercultural barriers in non-formal education, the educator should possess a real desire to know other cultures, to learn about them, to dispose of his or her prejudices, and to rediscover their identity through others.



Picture designed by [Freepik](#).

Conclusion

Adult learners in non-formal education have various needs much different from the learners in formal education. They furthermore constitute by definition a highly diverse group. Adult educators in non-formal education can better address the needs of their learners by adhering to the TRUE strategy and exhibiting an active and genuine desire to be inclusive educators.

Unit 6. Case Study Activity

Read through some best practices of inclusion training activities [here](#).

Even though those specific activities were designed for university campuses, they are easily applicable in any micro-version of human society, thus also in corporations.

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After reading the document, brainstorm on the following questions:

1. Would you make any changes to the activities to better match your corporate training?
2. Could such training activities be applied in your company?
3. Which of those activities would best suit your company and why?

Unit 7. Self-assessment quiz

Question 1

Which of the below are examples of non-formal adult education?

- a. Evening schools
- b. Volunteering activities
- c. Integration courses for immigrants

d. All of the above

Question 2

Adult learners are an easy audience and training them requires no significant incorporation of diversity-related issues.

a. True

b. False

Question 3

An adult educator should possess a true and active willingness to learn and understand his or her learners' differences and diversity:

a. True

b. False

Unit 8. Additional Learning Resources

- ["Education Pack" all different-all equal"](#)
A Council of Europe publication including ideas, resources, methods and activities for informal intercultural education with young people and adults
- [10 Simple Principles of Adult Learning](#)
An article introducing readers to the term of *andragogy* and outlining ten principles of adult learning.

A2. In-Service Training MOOC for HR Trainers

Unit 9. References

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Lesson 2

Qualities of a good educator

Unit 1. Introduction

Having understood the basics of non-formal adult education, it is time to delve deeper into the qualities of a good educator in modern-day education. More specifically, in this Lesson you will become familiarised with the elements to be considered when designing an inclusive training as well as with how to develop inclusive training materials.

Unit 2. Case study question

Watch the following video on the History of Work developed by the MIT:

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Link:

https://www.youtube.com/watch?v=yBgKkYcoPgM&t=192s&ab_channel=MITOpenCourseWare

What are the key takeouts of the video?

How has technology changed your field of work?

Given the constant technological advancements, how do you think education can help adults adapt to the ever-changing work environment?

Model Answer

The video concentrates on the history and the future of work, and how we arrived to the knowledge-based economy.

A specific mention is made for workers who feel left behind in the ever-changing professional landscape, in part due to the changes in technology.

Lifelong adult education can bridge the gap between one's initial education and specialisation and the demand in the labour market. One can always upskill themselves with the help of adult education. And there exist new teaching methods which bring education closer to learners and render it more accessible than ever with the help of technology.

Unit 3. Theoretical chapter

Designing an inclusive training intervention that fosters diversity

Introduction

Trainings on diversity have the capacity to help a company's workforce realise and embrace its diversity within. Based on the workforce's level of awareness, a good educator will design

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tailor-made diversity trainings to address the needs of the employees and managers and accompany them in their journey towards fostering diversity and inclusion.



Photo by Christina@wocintechchat.com on [Unsplash](#)

Types of diversity trainings as a response to the workforce's needs and awareness

There exist various forms of trainings organised with the purpose of helping employees and managers embrace and celebrate diversity. Qualtrics classifies workplace diversity trainings into basic training, awareness training, intermediate training, advanced training, as well as online diversity training.

Basic diversity training helps employees and managers develop empathy for their colleagues. This type of training requires an open and honest discussion on identities related to race, gender, gender identity/expression, sexual orientation, cultural background, and age.

Awareness training has the purpose of making employees and managers understand that every member in the organisation must receive equal treatment regardless of identity or background. It builds upon the achievements of the basic diversity trainings and ensures that, having realised the diversity between their colleagues, the learners are aware of the necessity to treat everyone equally. After raising employees and managers' awareness over diversity, an organisation can expect to observe a better collective decision making, respect between colleagues, and a higher representation of generally underrepresented groups.

Once colleagues have fully grasped their differences and have acknowledged the need to respect each other, an **intermediate diversity training** will take them a step ahead. Such a training will help employees and managers alike recognise their own biases, and will provide them with the necessary tools to address those. Following an intermediate diversity training, learners will be able to limit their own biased behaviours, recognise microaggressions, avoid stereotypes, foster a sense of belonging, and increase the cohesion of the team.

Finally, **advanced diversity trainings** will support learners in discussing and addressing management issues that inhibit inclusivity in the organisation, and learners will also be encouraged to look beyond the organisation. With the help of those trainings, employees and

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managers will effectively address biases within the organisational structure, identify discriminatory management practices, and evolve from simple allies to active promoters and multipliers of Diversity and Inclusion.

Digitalisation has ushered in a new era in education. All types of training can be provided also in **online format**. Harnessing the power of technology helps render diversity trainings even more inclusive. Every colleague can participate regardless of their location, online trainings can be more accessible to persons with disabilities and they can be furthermore recorded and stored for everyone to access on demand in the future.

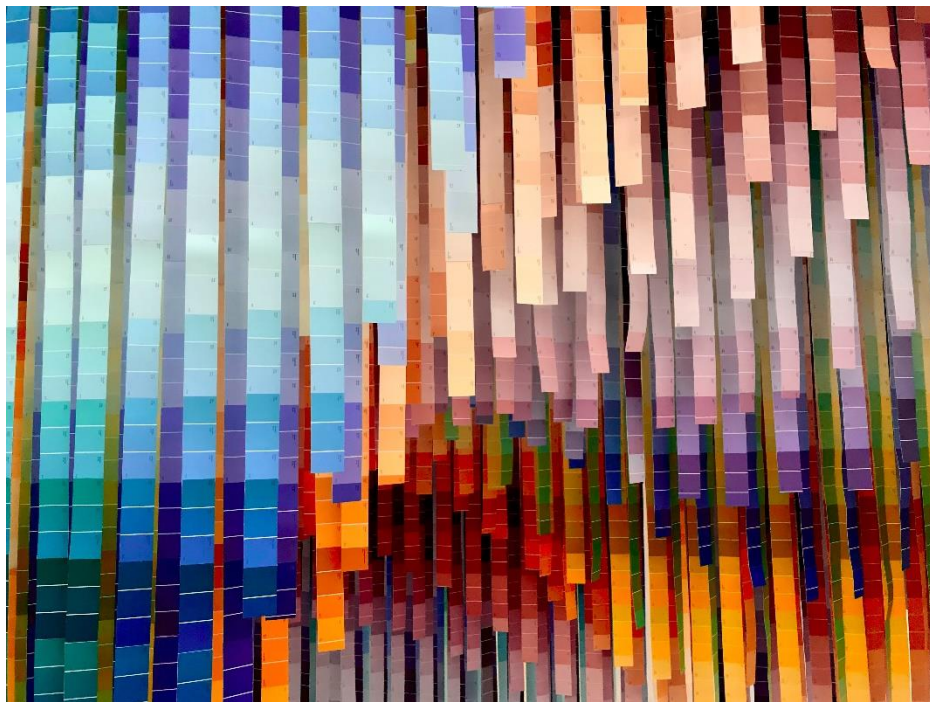


Photo by John Schaidler on [Unsplash](#)

Conclusion

Diversity trainings can take various forms and feature different contexts and goals depending on the level of awareness of an organisation's staff. The HR trainer of the 21st century will design diversity trainings so as to respond to the organisation's needs.

Unit 4. Step-by-step Activity (how to video)

Creating a lesson plan for a D&I Training Course

See How-to-video & PPT named "A2_M4.L2.A2_OPENWORK_CANDIDE_EN

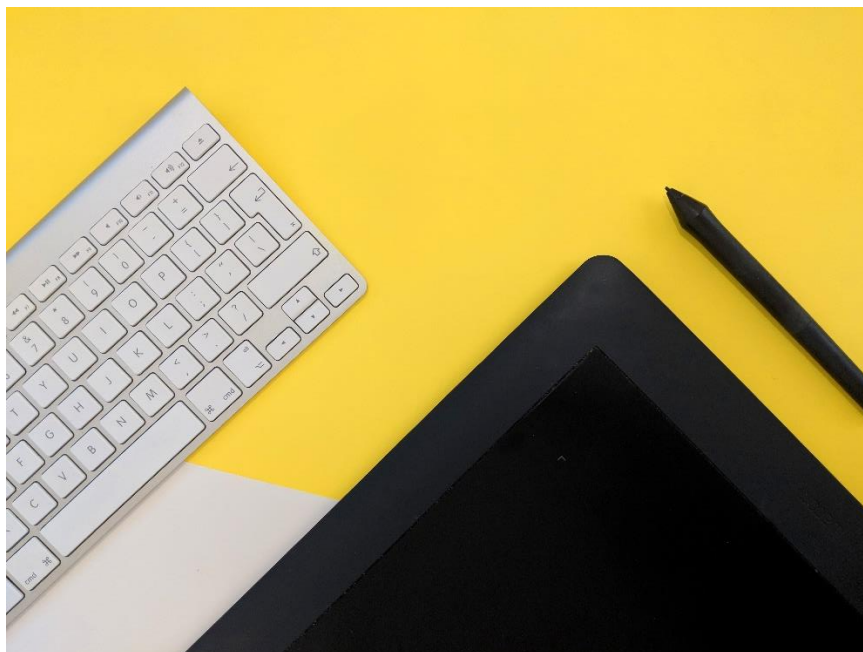
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Unit 5. Theoretical chapter

Creating inclusive and effective training materials

Introduction

Organising trainings on diversity and inclusion is a great step forward for a company to promote D&I and become a welcoming space for everyone. HR trainers wishing to offer such trainings should thus implement their training in such a way that the main message is transmitted to the audience, while upholding the inclusivity, accessibility, and effectiveness of the training material.



Picture by George Cobbs on [Unsplash](#)

Promoting inclusivity in practice

In their 2016 research, Bezrukova et al. conducted a meta-analysis of research on diversity training. Among other interesting results, the analysis concludes that employees were more favourable to diversity trainings if those various instruction methods, such as lectures, discussions, and exercises. Hybrid methods are thus a necessity when training staff on D&I.

Furthermore, the instruction methods used, especially their digital components, should be accessible for all. Therefore, digital training materials should satisfy the **POUR principles** (University of Dundee and Government Digital Service Accessibility Team), and they should be:

- **P**erceivable
- **O**perable

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- **Understandable**
- **Robust**

First, the target audience should be able to **perceive** the material, so there should be an audible version of the text for people with visual impairments, a text version of audio material with persons with hearing problems and so on.

Additionally, all users need to be able to **operate** the material. For digital training material to be accessible to all, there should be alternatives available where no keyboard or mouse are necessary.

Furthermore, the material developed should take into consideration persons with conditions such as dyslexia who may not be able to easily read the text. Thus a trainer should make sure all learners can **understand** the material.

Finally, the digital training material should be **robust**. That means it should be compatible with users' technology.

To sum up, diversity training sessions should in their nature be inclusive and leave nobody out. They should also feature various methods of instruction to keep learners engaged and capture their attention.

Unit 6. Activity

Designing activities for delivering your own D&I training

Visit the following website featuring some top e-learning tools:

<https://www.learnupon.com/blog/best-elearning-tools/>



The Best eLearning Tools You Need Now

Follow-up or Debriefing Questions

1. Which of the tools mentioned there are you already using?
2. Check out the tools you've never heard before. Do you think you can incorporate in your work?
3. If yes, how can you make them support you in your trainings and general everyday work-related activities?

Unit 7. Self-Assessment Quiz

Question 1

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Which factor determines how advanced a company's diversity training should be?

a. Size of the workforce.

b. Staff's awareness level over D&I.

c. Willingness of the management.

Question 2

Diversity trainings can only be held in person.

a. True

b. False

Question 3

In order to be as inclusive as possible, it is important that HR trainers take the following into consideration when developing their diversity training materials:

a. The material needs to be Perceivable, Operable, Understandable, and Robust

b. The material needs to use various teaching methods.

c. All of the above.

Unit 8. Additional learning resources

- [Inclusive Teaching Resources](#)

The resources here have been created by institutions and organizations specializing in inclusive teaching methods.

- [Six Steps To Creating Inclusive Training](#)

This resource sums up six inclusivity tips you can keep in mind when designing your training interventions.

Unit 9. References

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Lesson 3

Learning techniques in contemporary adult training

Unit 1. Introduction

As was observed in the previous Lesson, digitalisation has revolutionised adult non-formal education and has generated new tools with the power to upgrade the learning experience and facilitate the achievement of the learning outcomes. In this Lesson, you can expect to explore the basics of forward-looking online adult education techniques, and to learn more about best practices.

Unit 2. Case study question

Case study

Imagine you work for a major technology company active in digital education. Which directions could you think the company would work on? Which methods and/or technologies would be more likely to be promoted for the future of education?

Model answer

The most sought after technologies in digital education at the moment include:

3. Asynchronous distance learning in the form of open online courses
4. Augmented Reality
5. Virtual Reality
6. A major discussion exists on the potential usage of Artificial Intelligence in learning, even though concrete methods have not been materialised yet.

Unit 3. Theoretical chapter

Online and project-based learning

Online learning includes the use of digital materials for learning purposes (OECD, 2020, p. 5). It may or may not take place at distance, since it can also be complementary to *in situ* activities in a classroom. In this case one can speak about **blended learning**.

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Online distance learning for adults skyrocketed during and after the COVID-19 pandemic, with the Belgian Region of Flanders experiencing a 300% increase of adult learners in online education in the second half of March 2020 compared to the same time in 2019 (ibid., p. 2).

Online learning is a great way to make adult education more accessible, since it can respond to the needs of a greater audience, including people living in the countryside, persons with disabilities (provided that the digital material follows the WCAG guidelines), and people who have very limited time (provided that the course is self-paced).

Therefore, online learning is a powerful teaching method in contemporary non-formal adult education.



Photo by Samantha Borges on [Unsplash](#)

Another forward-looking teaching method that can yield significant results in non-formal adult education is **Project-based Learning** (PjBL). This method involves a short-term or long-term program where participants work on real-world problems in order to produce a tangible product. It encourages participants to design, problem-solve, think critically and investigate (Kimberlin Education, 2018).

In this case, learners are called to be active and take responsibility for self-managing their progress throughout the programme. In other words, Project Based Learning is a teaching

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method in which learners gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question, problem, or challenge (PBLWorks, n.d.).

Among the suggested resources can be included the following ones (Kimberlin Education, 2018):

- i) PjBL unit of work;
- ii) Video/animation resources;
- iii) Interactive resources;
- iv) Video conference lessons

According to the Buck Institute for Education there exist seven essential elements for project-based learning (Schuetz, 2018):

1. A Challenging Problem or Question
2. Sustained Inquiry
3. Authenticity
4. Student Voice and Choice
5. Reflection
6. Critique and Revision
7. Public Product.

The aforementioned elements, when combined well, result in participants acquiring key knowledge, deeper understanding, and skills for success.



Photo by Qimono on [Pixabay](https://pixabay.com/)

Unit 4. Activity

Project-based Learning

See How-to-video & PPT named "A2_M4.L3.A3_OPENWORK_CANDIDE_EN"

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Unit 5. Theoretical chapter

Exploring best practices for online adult education

Introduction

Following the COVID-19 pandemic, an increased demand in online adult learning material has been observed. Already existing teaching methods and practices have been utilised to satisfy this demand. With the help of technology developers have been in the position to improve and expand those methods. Below follow some best practices for online adult education.

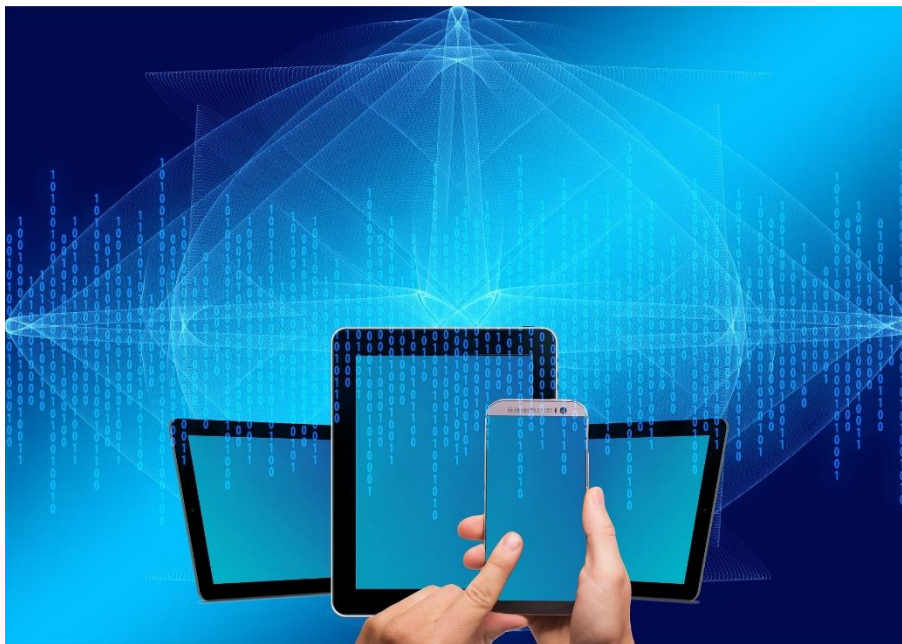


Photo by Geralt on [Pixabay](#)

MOOCs and VOOCs

The most well-known and successful online adult education tool is the MOOC.

MOOC stands for massive open online course (<https://classcentral.com>):

- Massive because enrolments are unlimited and can run into hundreds of thousands.
- Open because anyone can enrol — that is, there is no admission process.
- Online because they are delivered via the internet.
- Course because their goal is to teach a specific subject.

As defined by its creator, **a MOOC is a free online course available for anyone to enrol.** MOOCs provide an affordable and flexible way to learn new skills, advance one's career and deliver quality educational experiences at scale (<https://mooc.org>).

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Since their launch, MOOCs were seen by experts as poised to *potentially redefine learning, reshape the student experience and extend quality education opportunities to almost anyone anywhere with an Internet connection* (Pritchard, 2013, p.4).

A **VOOC** (Vocational Open Online Course) is a variation of a MOOC oriented to help younger students to choose their career path or professionals in their career development (BLISS Project, p. 4). The term was first used by the European Commission in 2017. VOOCs have a more specialised and vocational scope and target a more narrow audience, such as students and professionals.



Forum

A forum allows the learners of an online course to interact with each other, discuss the course material, and share insights to the assignments.

"Online forums provide an avenue where class material can be reviewed, discussed and reinforced."

(Biryai and Thomas, 2014, p. 112)

It is important for learners – even in the online context – to have a social connection and engage with each other. Forums need to encourage the free interaction and exchange of ideas, however, they necessitate a continuous moderation on behalf of the educators in order to avoid hate speech and other harmful and illegal activities.

Augmented Reality and Virtual Reality

The technologies of Augmented Reality (AR) and Virtual Reality (VR) are already present in our daily life, e.g. through entertainment. Their usage in online education is also rising.

In order to offer learners a more immersive learning experience, educators in online adult education are increasingly using AR or VR.

Augmented reality is used in order to add elements and overlays on a live view.

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Virtual reality on the other hand creates simulations and immerses the user in the simulation by shutting out the real world (thelearning-lab.com).

AR and VR applications in modern-day online learning allow for learners to get a first-hand view of practical situations or replicate high-risk training without having to face any risks. This mode of training furthermore allows for a better concentration for the learners.

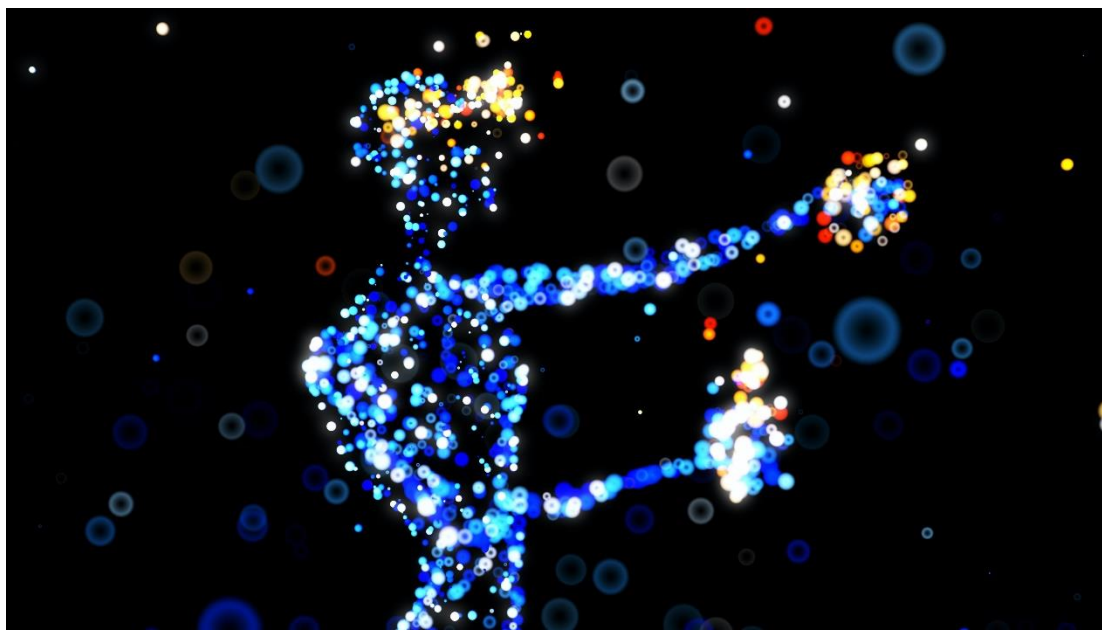


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Unit 6. Activity

The case for online collaborative spaces

According to the EU (EPALE portal), **collaborative spaces** are online private groups where adult learning professionals with similar interests can get together to exchange ideas, resources and good practices. Each collaborative space has a moderator who can add new people to the group.

The success story: University of Edinburgh's Learn

The University of Edinburgh is using a Virtual Learning Environment (VLE) called Learn to support more than five thousand courses.

Read this short blog about Learn's Discussion Board [here](#).

Now that you know why discussion boards can enhance online learning, please brainstorm on the following questions:

- Do you think it would be practical to develop online collaborative spaces in the framework of online adult education?
- Which tools from the ones presented in the present Lesson could you utilise to incorporate online collaboration in your course?

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- In which ways could you use an online collaborative space for your work?
- What are the expected learning outcomes for the learners using your online collaborative space?
- Moving on to the technical issues, based on your experience what would you say are the most serious issues to be taken into consideration when **moderating** an online space?

Unit 7. Self-assessment quiz

Question 1

Blended learning includes the combination of human intelligence with artificial intelligence.

a. True

b. False

Question 2

How do we define the coupling of classroom learning with online learning activities?

a. Blended Learning

b. Project-Based Learning

c. Lifelong Learning

Question 3

MOOCs and VOOCs are addressing the needs only of young students:

a. True

b. False

Unit 8. Additional Learning Resources

- [Five Tips to Creating a More Engaging Online Course for Adult Learners](#)
With the number of courses available to adults skyrocketing especially after the COVID-19 pandemic, this additional learning resource suggests five actions to ensure active engagement of an adult audience.
- [Top Ten Tips for Using Learn Discussion Boards](#)
Ideas for using the discussion board tool in University of Edinburgh's Learn

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