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E-learning Diversity & Inclusion

Module 2
Plan(t) your
policy

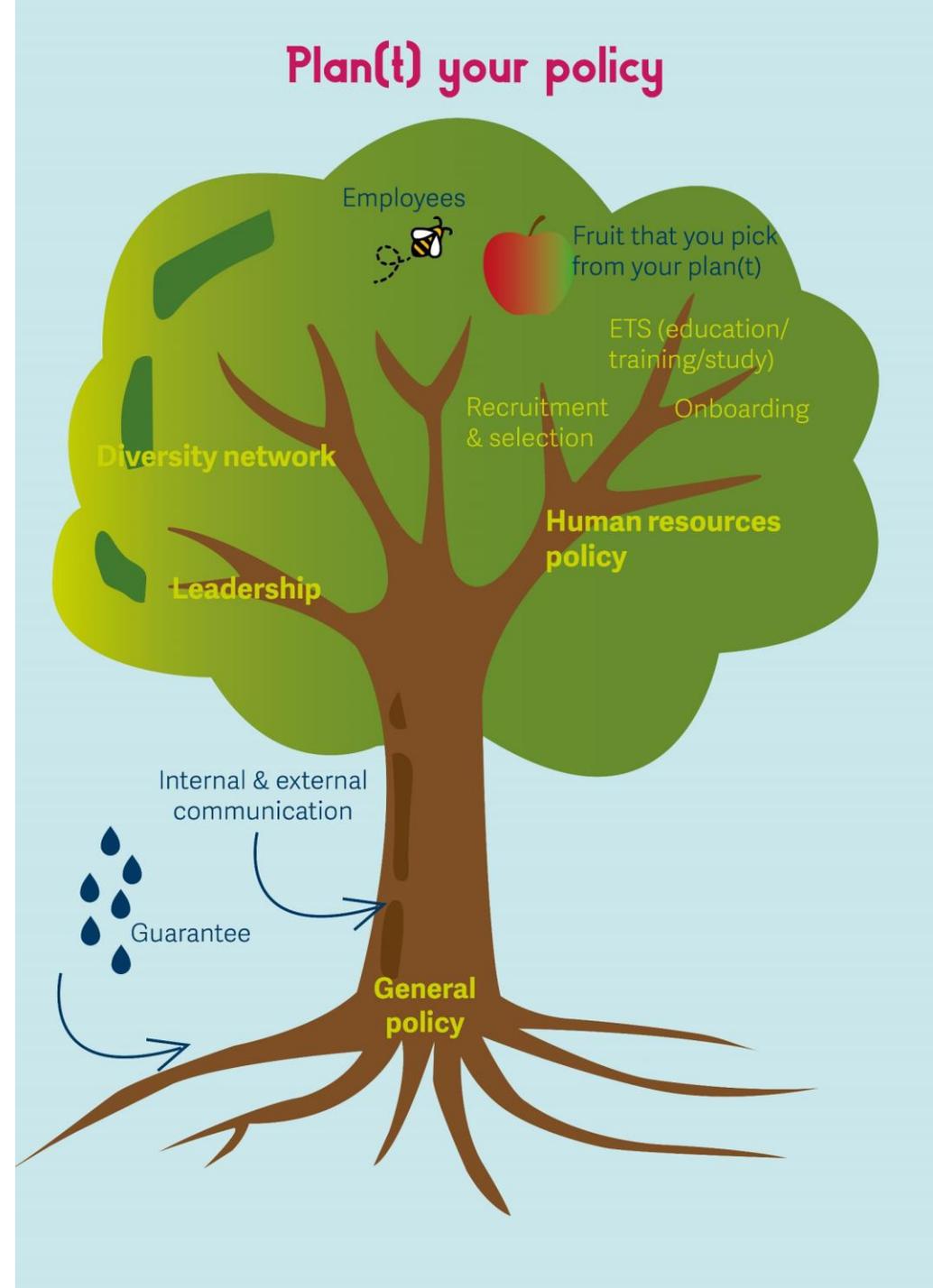
A yellow triangle graphic is located in the bottom right corner of the slide, pointing towards the top right.



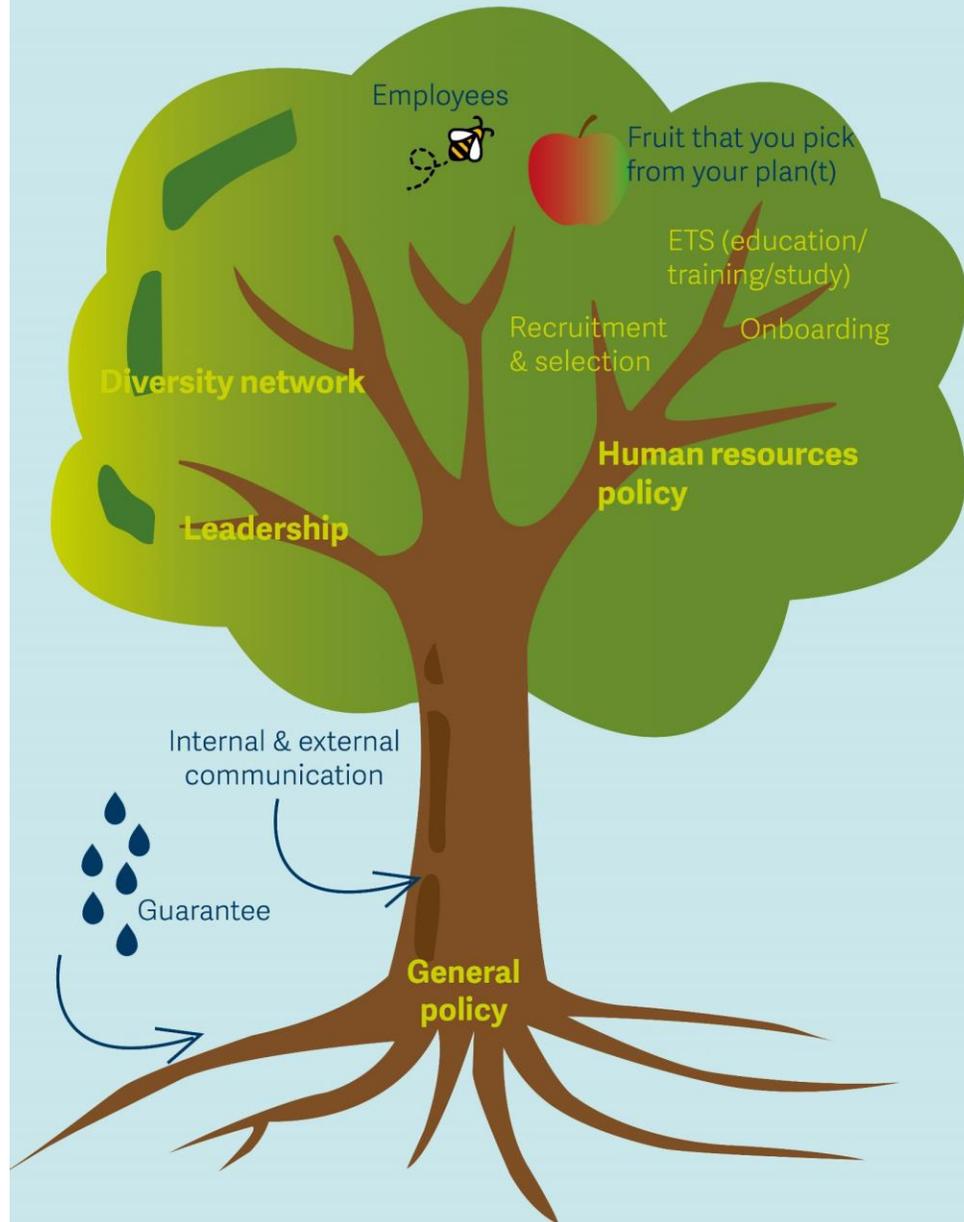
Congratulations! You have found your way to the e-learning module on diversity and inclusion.

Diversity and inclusion are important topics that must also be addressed in the workplace. And everyone can contribute to that, including you! This module will get you involved in **policy** relating to diversity and inclusion. Are you ready? Let's go!

This tree is a guide to
(1) **planning** and (2) **planting**
your policy.



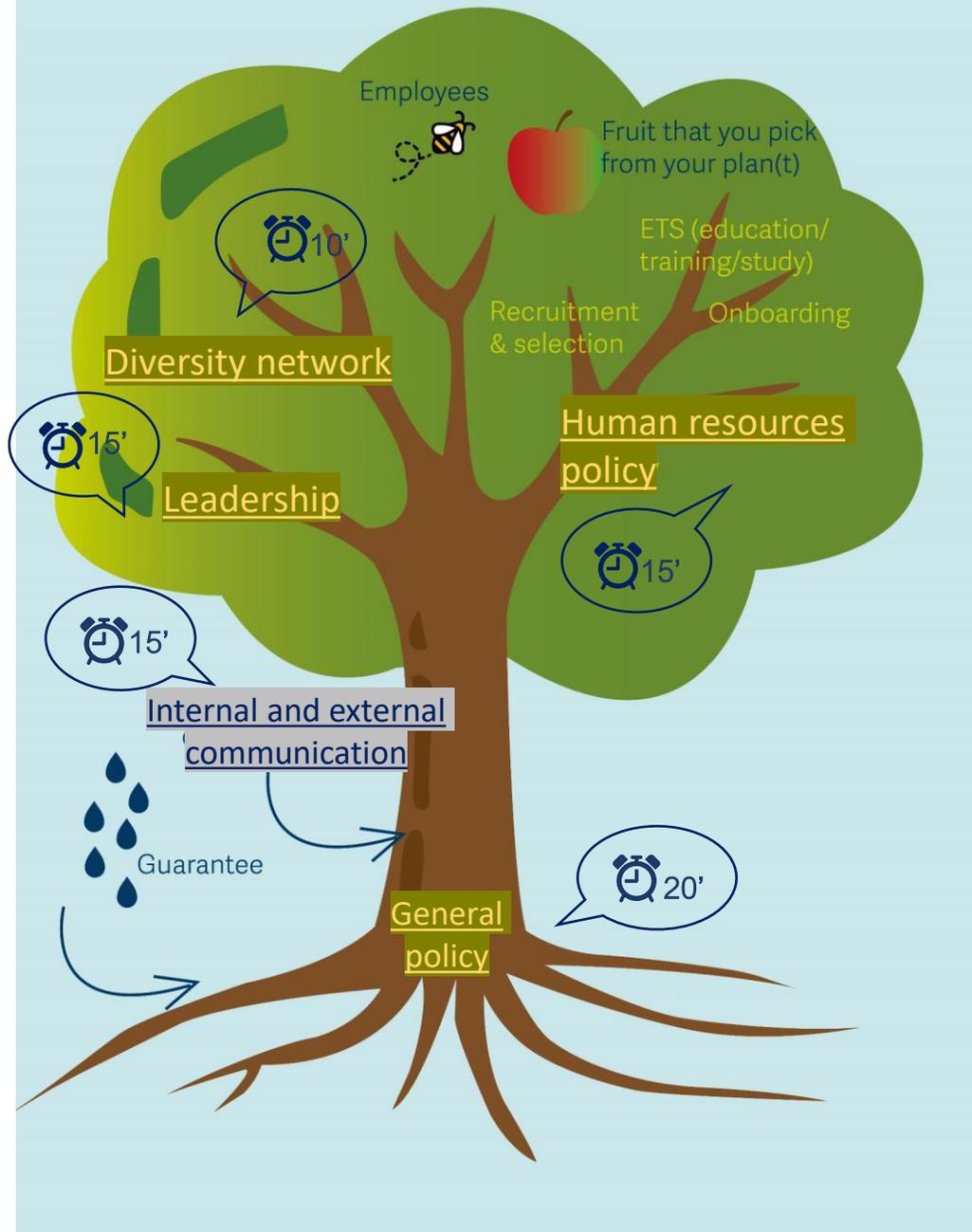
Plan(t) your policy



Plan(t) your policy

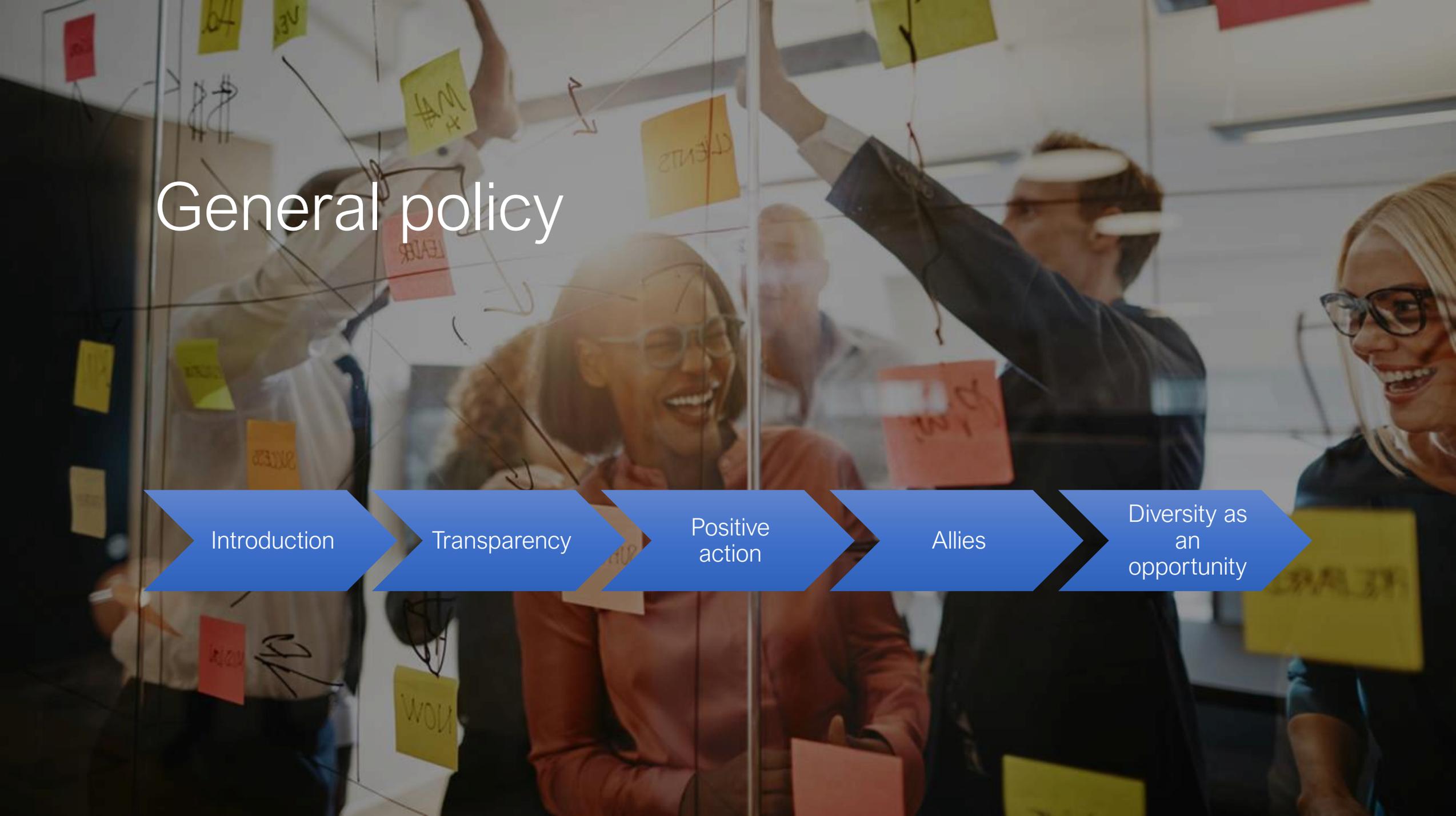
- The tree is **dynamic** and can **start somewhere else for any organisation**, for example with an internal awareness campaign against discrimination (communication). This means that your plan(t) does not have to start at the roots.
- For a sustainable plan(t), a **sturdy root frame** is of course recommended. Anyone who wants **impactful results** should ensure a sound general policy in the long term that permeates internal and external communication and the other branches.
- Finally, the tree needs nutrients to **continue living**. **Securing** is therefore crucial for a plan(t) to be sustainable.

Plan(t) your policy



Click on the section on the tree you want to learn more about. When finished, you will return to this overview.

General policy



Introduction

Transparency

Positive
action

Allies

Diversity as
an
opportunity

General policy

By general policy, we mean indicating the direction and means by which the organisation's objectives are to be achieved within the set period. Diversity and inclusion can form part of these organisational goals.

Case: KU Leuven (Belgian university) changed the structure of its general policy in 2018. In addition to the traditional education policy and research policy, they added a third: the diversity policy and action plan. This enables them to communicate diversity and inclusion values and actions to all their activities and stakeholders.

Tip: measuring is knowing!

Before establishing a diversity and inclusion policy, it is best to start with taking **a baseline measurement within your organisation**. In other words:

- **Collect figures and data** about the current situation within the organisation. Without this information, it is difficult to know **what actions are needed** and **what you want to focus on** in your policy.
- Without the baseline measurement, you run the risk of **not knowing who your policy is aimed at**, and of having a policy with an **unclear message** that **cannot be conveyed correctly**.
- The results of such a policy will have only limited effects.

Reflection exercise

Read the paragraph below taken from the vision statement of Organisation X.

Section 5. Diversity and inclusion

We, at Organisation X, consider diversity and inclusion to be important. We focus on this in our day-to-day operations. All managers are expected to treat their team members fairly. We apply a zero tolerance policy with regard to discrimination. Furthermore, every employee is expected to work on achieving and maintaining an inclusive organisational culture.

- What questions could an employee have after reading this paragraph?
- What else would you need to be able to fully support this policy?

Is your plan(t) transparent?

A plan only has an impact when it is supported by everyone in the organisation. **Transparency is crucial** if the organisation is to achieve this. Here are 5 tips to get you started:

1. Add a **'what and why'** to your message.

Make it clear what diversity and inclusion mean in your organisation. Ensure that the diversity policy is situated at both social and organisational level. This can be done by highlighting social developments and by examining their added value at the organisational level.

2. Present diversity and inclusion **as part of the bigger picture**.

Which core values within our organisation include diversity and inclusion? Which structures already exist in the organisation (for example on psychosocial well-being) into which diversity and inclusion can be embedded?

3. Convey **the mission and vision** on diversity and inclusion.

Communicate expectations at and between all levels. Where does the organisation want to go and who or what is required to achieve this?

4. Give diversity and inclusion a **face**.

For example, establish a task force/work group dedicated to diversity and inclusion.

5. Make the policy plan **accessible**.

Ensure comprehensible and inclusive language, actively provide information and keep it somewhere that is logical and accessible to all employees (e.g. on the intranet → general policy → diversity policy).

Reflection exercise

Take a look at your organisation's general policy and think about how it was communicated last year. Link the 5 tips from the previous slide back to the policy and communication strategy within your organisation.

- Is diversity and inclusion part of the overall policy within your organisation?
- Is your organisation's policy sufficiently transparent?
- What lessons will you take on board for the future?

Tip: **exchange good practices** with other organisations. For example, publish your diversity policy, good practices, innovations, etc. on social media. By openly sharing information on diversity and inclusion, organisations **can strengthen each other in building a more inclusive workplace.**

Be part of it

A diversity policy becomes really **tangible** when **everyone can be part of it**. This can be done in various ways. For example:

- allowing members of the organisation to **help work out** the diversity policy in more detail.
- Allow members of the organisation to join the **working group** on diversity and inclusion. This working group can be consulted for advice on the development of the diversity policy.
- Invite members of the organisation to **make a statement** on diversity and inclusion. These can be included in the diversity policy.
- Allow members of the organisation to help **communicate** the diversity policy to their colleagues.
- **Involve trade unions** in the drawing up and development of the diversity policy. After all, they represent the members of the organisation.



Positive (affirmative) action

Positive (affirmative) action is a measure **that aims to achieve equality**. The measure **applies to categories of persons** who have been **shown** to experience **inequality**. Positive actions try to **avoid or compensate for disadvantages** so that certain categories of people experience true equality in practice.

Reflection exercise: case study



Military personnel during Pride in London in 2019. Chris J Ratcliffe/Getty Images for Pride in London

British L.G.B.T. Veterans Stripped of Medals Can Get Them Back

Britain's defense ministry said it was "committed to addressing this historical wrong."

Feb. 16, 2021

LONDON — For decades, L.G.B.T. members of Britain's military were systematically dismissed from the ranks and stripped of their medals. Now, after years of campaigning by those targeted by the policy, the government has outlined a pathway for them to get their medals back.

The defense ministry, which has acknowledged that the practice was "wrong, discriminatory and unjust," [said in a statement on Tuesday](#) that it was taking a further step in addressing that injustice.

Annabel Goldie, a minister of state in the Defense Ministry, said it was "deeply regrettable" that some members of the armed forces had been treated "in a way that would not be acceptable today" because of their sexual orientation. "I am very pleased now to be in a position to address this wrong and to invite any personnel affected or, in some circumstances, the families of those who are deceased to apply to have their medals returned," she said in a statement.

Reflection exercise: case study

Think back to **the recruitment and promotions within your organisation** during the past year.

- Did positive actions play a role here?
- Can you think of a situation within your organisation in which such positive actions could have added value and led to fair opportunities?

Take a closer look at the answers you just gave. What lessons will you take on board for the future? **Can positive actions play a specific role in the general policy?**





Allies

Positive actions can be very big, but also very small. Positive actions can be taken not only by the employer, but also by the **employee**.

This means that you **can contribute to inclusiveness by being an ally today**. In the video on the next slide you will learn more about allyship - being an ally. This form of positive action can also be included in the diversity policy in order to contribute to **an inclusive organisational culture**.

Allies

Click [here](#) to watch a video on the importance of allies.

On the next slide you will find the takeaways from this video. Feel free to write down your own takeaways too.

Allies takeaways

Allies...

- Understand the unequal opportunities some people face
- See who really stands by them and who should be standing by them!

1. Don't be hurtful

- Give your colleagues your full attention, listen and learn.
- Do not interrupt anyone.
- Acknowledge and repeat good ideas.
- Find out which words colleagues use to describe themselves.

2. Stand up for each other

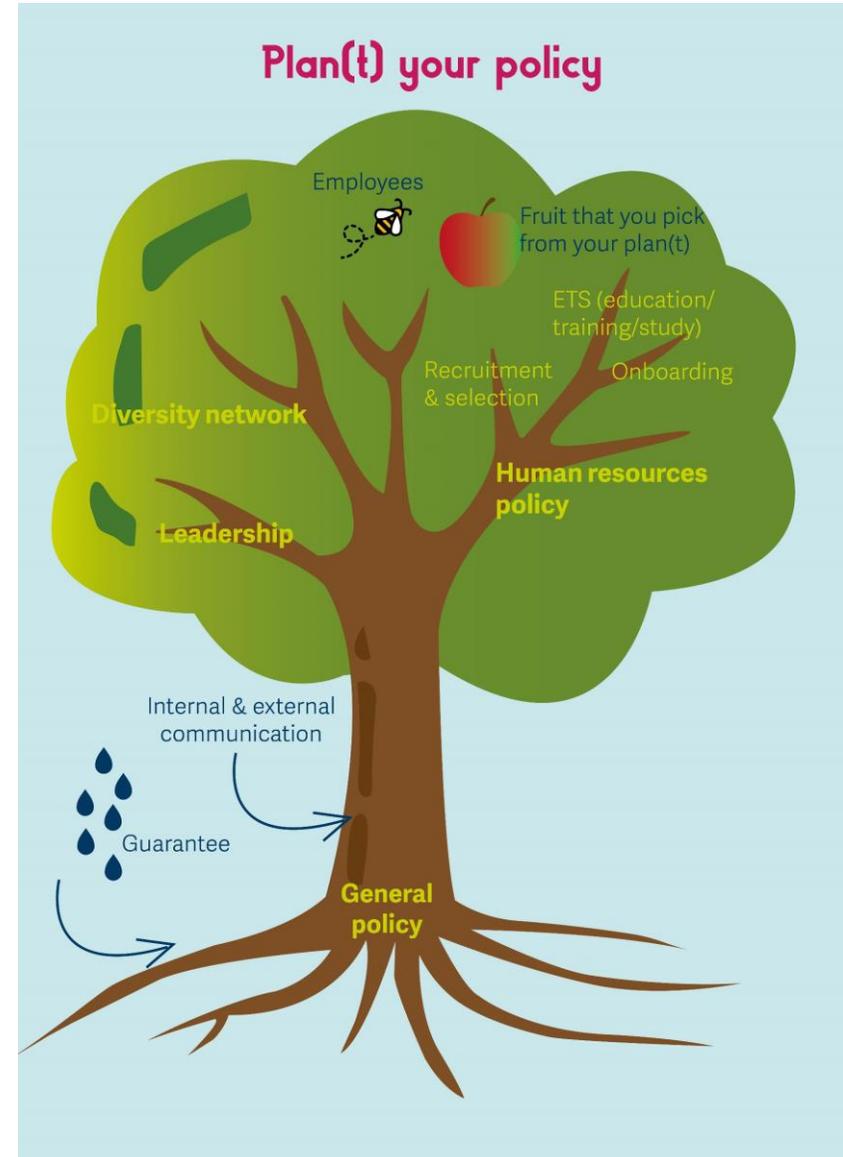
- Act when someone is interrupted, is approached incorrectly, etc.
- Invite colleagues to share ideas.
- Encourage colleagues.
- Normalise behaviour of allies.

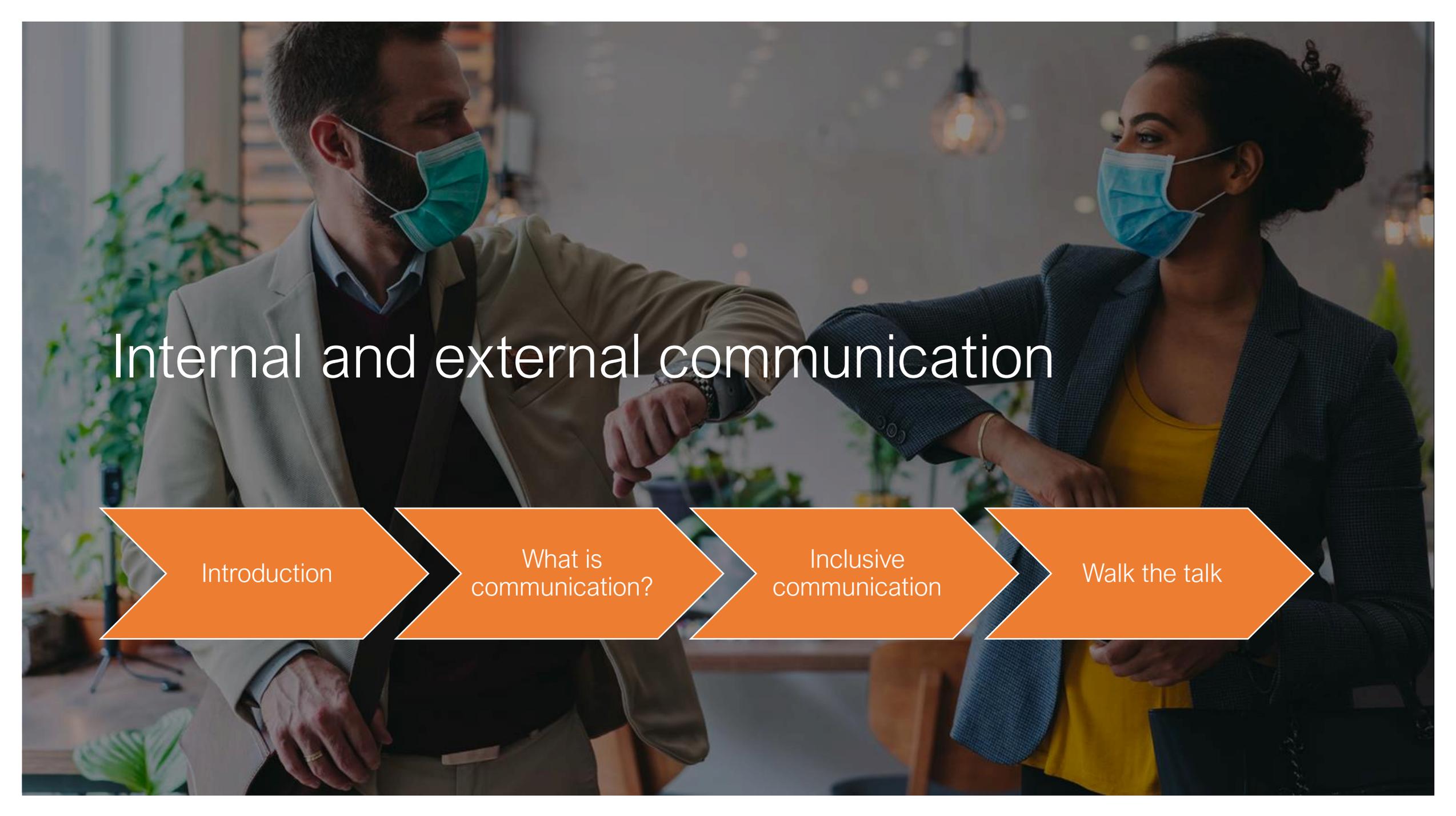
Anyone can be an ally and **everyone** may need an ally.

Find your reason to be an ally:

- For the business case?
- For social inclusion?
- For a better life for the next generation?

[Click here to return to the tree](#)





Internal and external communication

Introduction

What is
communication?

Inclusive
communication

Walk the talk

Reflection exercise

As an employee, you are continuously involved in communication during your working day.

Think about...

- informal communication, for example chatting with a colleague about the weekend
- formal communication, for example meetings with your team about a project
- written communication, for example by e-mail
- verbal or auditory communication, for example a verbal briefing
- visual communication, for example a poster that hangs in the hall that you often pass by
- ...

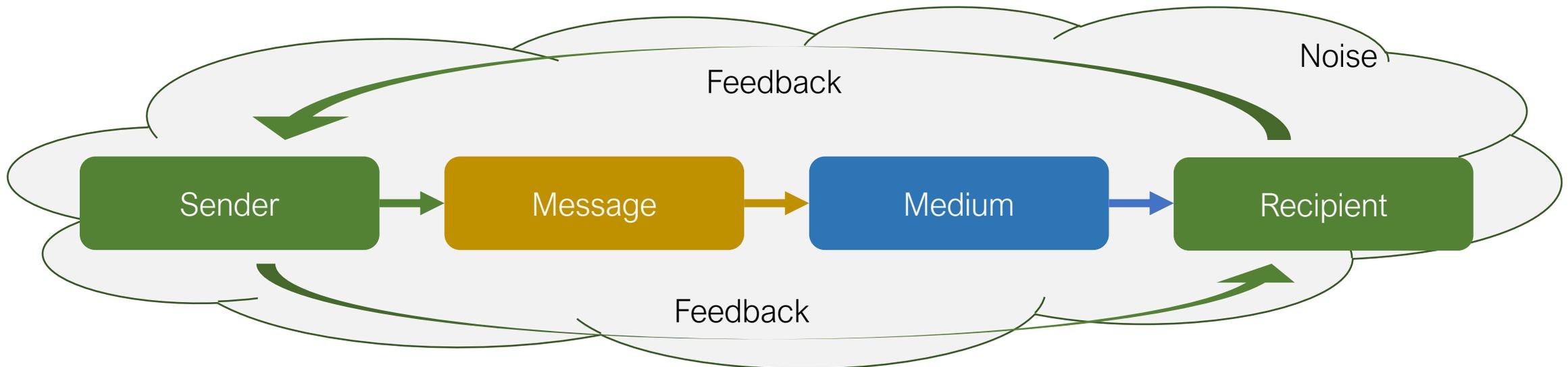
Make a note for yourself:

- What types of communication do you come into contact with regularly during your working day?
- How could diversity and inclusion be expressed in that communication?

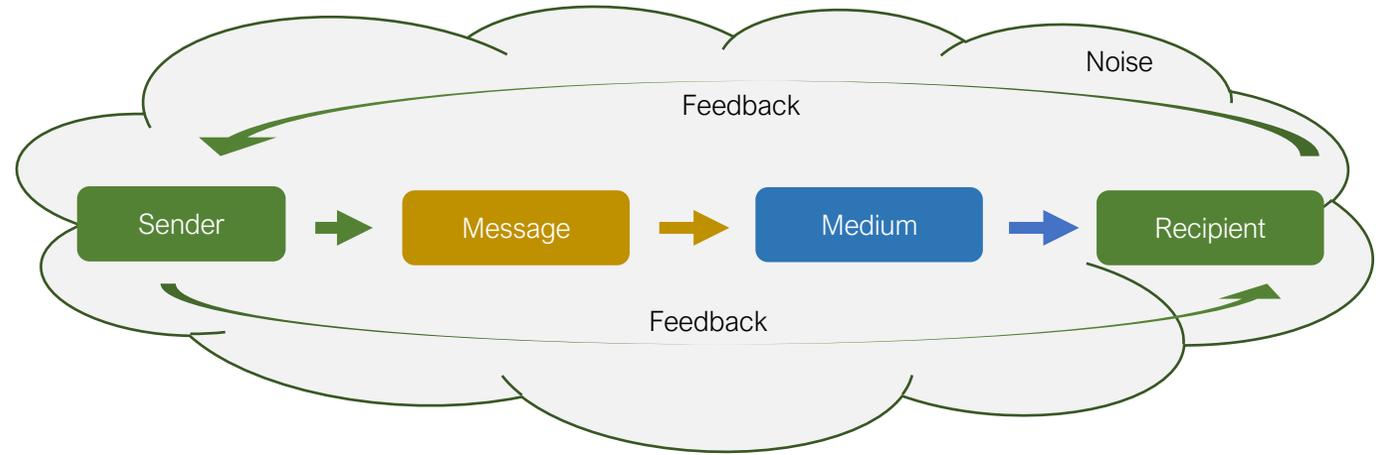
What is communication?

Communication is a mechanism that can be divided into various factors.

- The **sender** encodes his/her/their information in **a message** that arrives at **the recipient** through a certain **medium**.
- **Feedback** takes place when the sender checks whether the receiver has received the message correctly (for example, by referring to it when passing each other in the corridor: "I got your e-mail and will get to work on it!").
- **Noise** interferes with the communication line and may cause the message to be sent or received incorrectly (for example unreadable handwriting, stigmatising language or sarcastic language).



Exercise: case study



Read the case study below and then complete the communication scheme, where Matt is the sender and Suzanne is the recipient (note: it can be completed in more than one way).

Suzanne is an employee at Organisation X and a wheelchair user. Her colleague Matt is very helpful and always wants to keep the door open for her or carry her things around. In doing so, he will laughingly say: "Now you can get on with things!"

Exercise: continued

Matt's message can be received by Suzanne in various ways. We explain two options below.

1. Matt (sender) wants her to feel welcome in the organisation and perform well in the organisation without losing energy to daily challenges due to her disability (message). He expresses this through behaviour such as keeping the door open or carrying things (medium). Suzanne (recipient) therefore receives the message that Matt is attentive to her disability and is always prepared to offer help.

- There is no noise in the communication. The feedback and response here could be in the form of a friendly smile and a "thank you".

2. Matt (sender) wants her to feel welcome in the organisation and perform well in the organisation without losing energy to daily challenges due to her disability (message). He expresses this through behaviour such as keeping the door open or carrying things (medium). Suzanne (recipient) therefore receives the message that Matt believes her abilities to be low.

- There is noise in the communication. Suzanne considers Matt's behaviours to be rather denigrating. Feedback from Suzanne could be as follows: "You don't always have to help me, I am still able to do things for myself." In the feedback, Matt could emphasise that he simply wants to support Suzanne and that he certainly sees her as a fully capable colleague. Suzanne could then indicate where she can use Matt's help.

Reflection exercise: continued

It can be interesting to uncover the internal lines of communication regarding diversity and inclusion in your organisation. We provide a suggested a question that you can ask your colleagues within your organisation.

- "How do you see/experience diversity and inclusion - if any - in your organisation?"

Try to ask this question to a heterogeneous group of colleagues (guideline 10). A varied group usually provides varied answers.



Case study: good practice

The University of Utrecht communicates its values and actions on diversity and inclusion with a recorded video with subtitles. The speaker is the dean for diversity and inclusion, so that employees and students know immediately who the contact person is.

Click [here](#) to watch the video.



Inclusive communication

Inclusive communication generally takes place in one of three ways:

- by using **inclusive language** (for example: by addressing employees correctly, by using non-stigmatising language);
- by displaying **diversity in visual material** (for example not just white men, but also women, disabled people, differences in ethnicity);
- **by not being discriminatory with regard to how the information is accessed** (for example informing both younger and older employees of training options, making information available to the visually impaired);

Case: good practice

In order to strengthen inclusive language use, Ghent University has developed a **gender test**. With this tool, they screen texts and images for diversity and gender aspects. They also provide a **point a contact** which can be reached should any unnecessary gender-related references be noticed in the communication by the university.



Inclusive use of language in the workplace

What will you take away from this [video](#)?

The message we want to share with this video is integrated into the exercise on the next slide.

Exercise: inclusive language use in the workplace

Sam has been working as a garden contractor for 15 years. He came out as a **trans man** a few months ago. When Sam encounters a customer he worked with last year, he explains his transition. The customer responds very positively. Shortly afterwards Sam hears the customer talk to his colleagues about him. The customer says: “I think it’s great that she made that choice. It will definitely have been an intense process for her.”

How would Sam feel when he hears this?

- Sam feels good: the customer clearly respects Sam’s gender identity.
- Sam does not feel good: the customer does not respect Sam’s gender identity (unconsciously).



Oops... you clicked an incorrect answer.

[Click here to try again.](#)



Congratulations! You have clicked on the correct answer.

Despite the customer's warm response, Sam does not feel good. When the customer talks to his colleagues about him, the customer refers to Sam as 'her' and 'she'. By referring to Sam as a woman **the customer (unconsciously) rejects Sam's new gender identity.**

Inclusive language in the workplace is crucial for everyone in the organisation to feel involved. Inclusive language use increases **a shared identity** among all members of the organisation with a positive impact on creativity and performance.



Walk the talk

Communication takes place both externally and internally. Please note: **anything you announce to the outside world usually also ends up with your employees.** Aligning internal and external communication is therefore crucial. We will now discuss this in more detail.

Exercise: walk the talk

Read the case study below



Organisation XYZ conveys a **strong vision on diversity and inclusion** to the **outside world**.

According to their website, for example, they sponsor a number of LGBTQI+ events. Their CEO is also a frequent speaker at diversity events. However, things are different within the walls of the organisation. There is an extensive diversity policy, but the employees of the organisation do not notice any of the actions formulated. For example, they are still a homogeneous employee group. The image that their CEO portrays externally is therefore in sharp contrast to **the absent internal communication and actions**.

Exercise: walk the talk

What possible consequences does such a management approach have for employees?

- It undermines employees' **productivity**.
- It undermines employee **morale**.
- It undermines employee **trust**.
- All of the above** answers are correct.



Oops... you clicked an incorrect answer.

[Click here to try again.](#)



Congratulations! You have clicked on the correct answer.

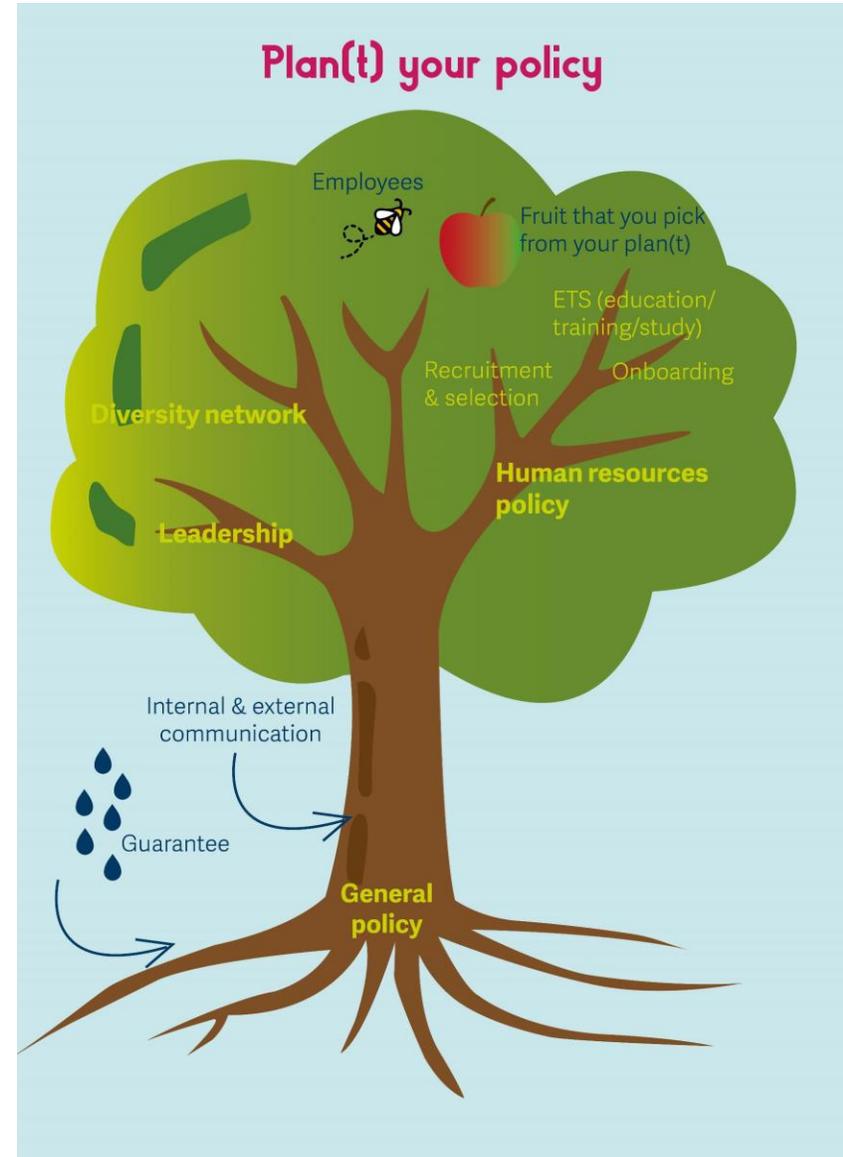
The approach of this manager has an impact on the productivity, morale and trust of employees.

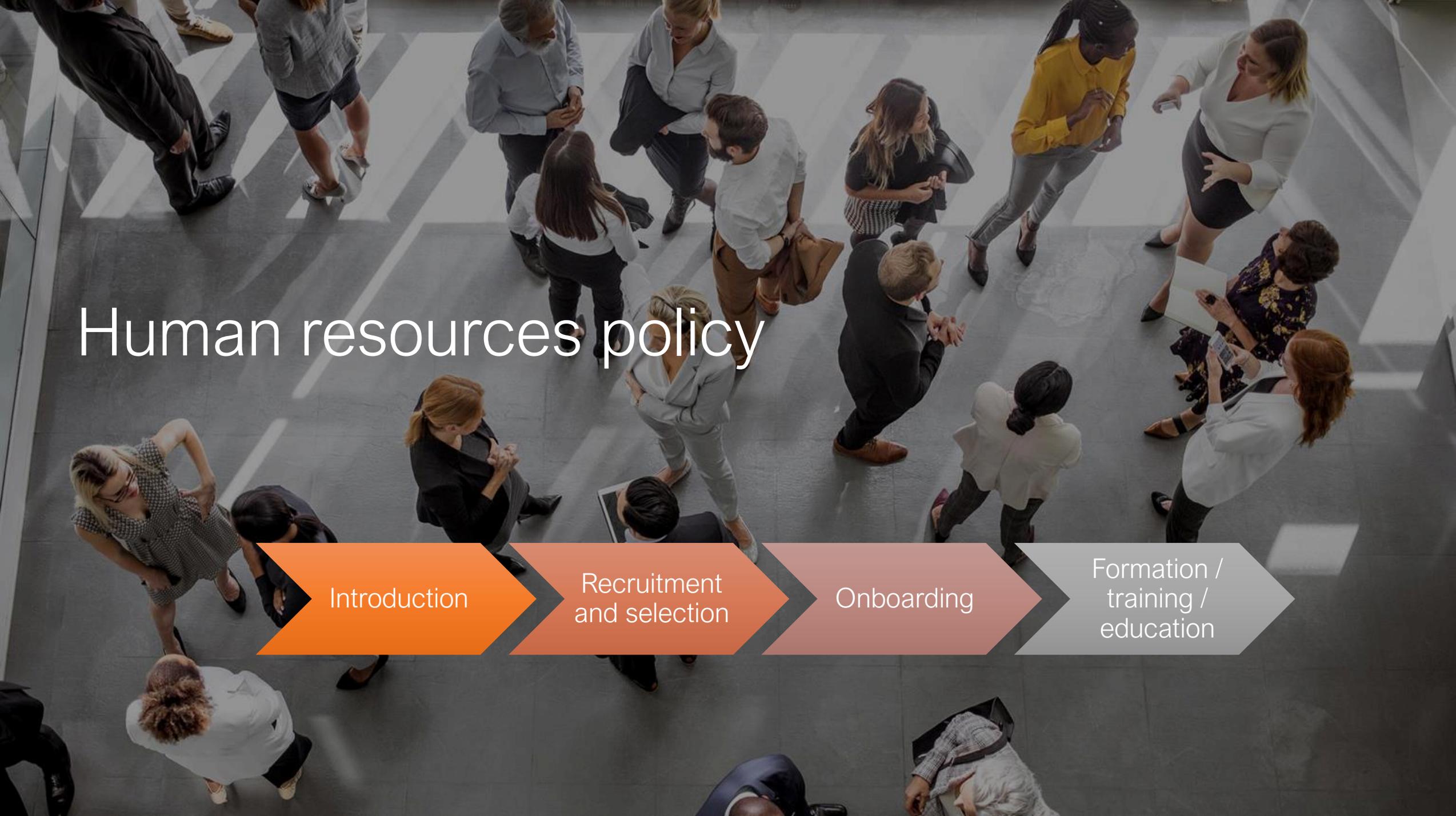
Productivity: If managers do not do what they say, employees may no longer think that carrying out their tasks is urgent. In some cases, it can even create resistance and lead to counterproductive working behaviour (for example arriving late at work deliberately or bullying).

Morale: Managers who do not do what they say demotivate and cast doubt among the employees. If the words are not followed by action, why should we work so hard?

Trust: Some employees may even consider that not doing what you say constitutes lying. Moreover, it is very difficult to regain that trust.

[Click here to return to the tree](#)





Human resources policy

Introduction

Recruitment
and selection

Onboarding

Formation /
training /
education

Human resources policy

A human resources policy can be seen as a set of measures and instruments aimed at all employees of an organisation with the aim of achieving the organisation's objectives.

In this e-learning module, we will take a closer look at **recruitment and selection, onboarding and formation / training / education (FTE)**.

Reflection exercise: recruitment and selection

Watch this [video](#). Write down things that you notice during the conversation.

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The message we want to share with this video is integrated into the discussion on the next slide.

Discussion of reflection exercise: recruitment and selection

The lack of diversity-conscious recruitment and selection is partly due to conscious and unconscious prejudices. As a result, ...

- the applicant **who has the most similarities to existing staff** and therefore considered to **fit the team best** is often chosen (**affinity bias**).
- **a uniform workforce develops**, with a dominant mono-culture that leaves little room for differences.

Furthermore, the recruitment and selection process is unconsciously influenced by **social categorisation**. This means that...

- **differences between groups are magnified.**
- **differences between individuals** within the majority group are **minimised**.
- an individual candidate is assessed on the **basis of the assumed competencies of the group to which it belongs.**



Anonymous CVs

Anonymous application helps to prevent discrimination in the first selection round of resumes. Recruiters then have few opportunities to use stereotypes and prejudices to reject a candidate. In some cases, recruiters may in fact unwittingly discriminate against candidates based on prejudices.

For example, *“I need someone who is good at IT. People over sixty are not good at IT, I will invite a younger candidate.”*

By not knowing ages, you avoid such reasoning and you will sort resumes more objectively, improving the quality of the selection.

Reflection exercise: anonymous CVs

- Do candidates in your organisation have the opportunity to send an anonymous CV?
- Is it possible to apply without having to give your name, gender, age, origin, address, photo or extracurricular activities?
- Are anonymous CVs considered?
- Is there a template that employees can fill in and submit that is used as an anonymous resume?



Recruitment and selection: good practices

[Click here to continue with the e-learning module](#)

The worst way to make an application accessible...



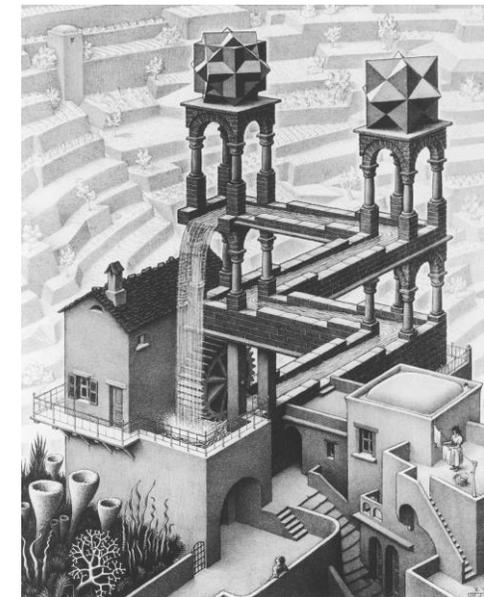
[Would you like some tips on how to do better? Click here!](#)

The worst possible way to draw up a job vacancy in an inclusive manner...

A screenshot of a job advertisement. At the top, it says "ABSOLUTE CARE & HEALTH". The main heading is "In-Home Support & Care Workers Required: 24-hour NDIS client". Below this, it says "Absolute Care & Health ★★★★★ 7 reviews - Glen Iris VIC". There is a blue "Apply Now" button. The text of the advertisement includes: "The ideal fit for this role is someone who has 2+ years of experience working in the disability sector working with clients with autism. You must be reliable, very confident and trustworthy. We seek ~~mature supporter~~ workers, ideally aged 40 years and over." A red circle highlights the sentence: "We request no dark-skinned (Indian or African) applicants apply for this role (as per client request.)". Below that, it says: "Successful ~~candidate~~s will receive specialised training from his allied health team to ensure you are able to provide tailored support for our client." At the bottom, it says: "This is an opportunity to work in the rewarding field of disability support, receive on-the-job specialised training, as well as receive 8-hour regular shifts with the opportunity to work".

[Would you like some tips on how to do better? Click here!](#)

The worst possible way of defining a selection procedure...



“The interview room? Take the tower on the left, follow the waterfall and then go up. You can't miss it!”

[Would you like some tips on how to do better? Click here!](#)

Tips for an accessible application

[Click here to return to the overview.](#)

- Provide a standard form for each vacancy that can serve as a resume. Only ask for the strictly necessary contact details of the candidates.
- Use a neutral form of address (for example 'Dear firstname surname' instead of 'Dear Mr/Ms (surname)') if there are any questions about the vacancy.
- Pay attention to accessibility and legibility for people with disabilities (for example use the Arial font for people with dyslexia).
- Describe what level of knowledge of a particular language is required. Basic knowledge is sufficient for some jobs. Do not ask for written language skills if they are not required.
- Avoid stigmatising language (for example, "Even with a technical degree, you are welcome here!").
- Mention that candidates with a disability or chronic illness may request reasonable adjustments to participate in the selection.

Tips for drawing up an inclusive advert

- Choose images for the advert that reflect the diversity of society.
- Include a specific section on diversity and equal opportunities. For example, “Your talent is more important than your gender, gender identity and expression, origin, age, orientation, disability or chronic illness. Apply, and help build tomorrow’s diverse Europe!”
- Describe the profile clearly and concretely and use as few vague terms as possible, such as ‘dynamic’, ‘flexible’, ‘employability’, ‘availability’ or ‘appropriate for the organisational culture’.
- Make sure that your vacancy is gender-inclusive and therefore appeals to women, men and gender-fluid persons.
- Do not ask for a specific diploma if this is not necessary. Rather, emphasise the required competencies and the willingness to learn.
- Describe competencies as behaviour, not as personality traits. For example, “You represent commercial interests” and not “you are commercially minded”. After all, behaviour can be learned, a personality trait cannot. You should also be aware that some sentences tend to appeal to men (for example: “You are a born leader”), whereas others tend to appeal to women (for example: “You are good at making joint decisions”).

Tips for making an application process more inclusive

[Click here to return to the overview.](#)

- Pay particular attention during the entire selection procedure to candidates who need a reasonable adjustment.
- Evaluate written tests anonymously to avoid that members of the selection committee are - even unconsciously - guided by preferences.
- Respond to all candidates at every stage of the process; candidates not selected are entitled to feedback.
- Members of the selection committee must be aware of possible prejudices (for example, they attended a training course for this).
- Make sure that your selection committee is also as diverse as possible, so as to better detect any breaches of inclusiveness.



Onboarding

Briefly and verbally explain to a new employee the essence of what diversity and inclusion mean within your organisation.

Inform the employees from the start who they can contact if they have any questions or need more information. For example HR staff, the confidential counsellor, the prevention advisor for psychosocial aspects or a diversity ambassador.

You can **actively provide additional information** via the intranet, the website, email, the newsletter, a mentor,



Reflection exercise: discussion

The majority of FTE's are often related to 'job content'. However, diversity and inclusion are part of working relationships.

- To what extent are the other aspects of work sufficiently covered within the FTE offered within your organisation?
- Are so-called 'soft skills' sufficiently addressed in FTE? Think, for example, of nonviolent communication.

Reflection exercise: FTE accessibility

Take a look at **which employees** mainly attend training courses in your organisation and **which training** courses they mainly follow. What can you deduce from this?

- Are all employees **aware** of the training courses offered by your organisation?
- Will all employees have the **opportunity** to participate in these training sessions?
- Is it **easy** for employees to **register** for a training course? How do they do so currently? Can barriers be found which cause employees to give up?
- Are there employees who give up because the training is **not accessible**? For example: the training is only provided in 1 language, is offered outside working hours, is difficult to follow for part-time employees, the training involves travelling costs,

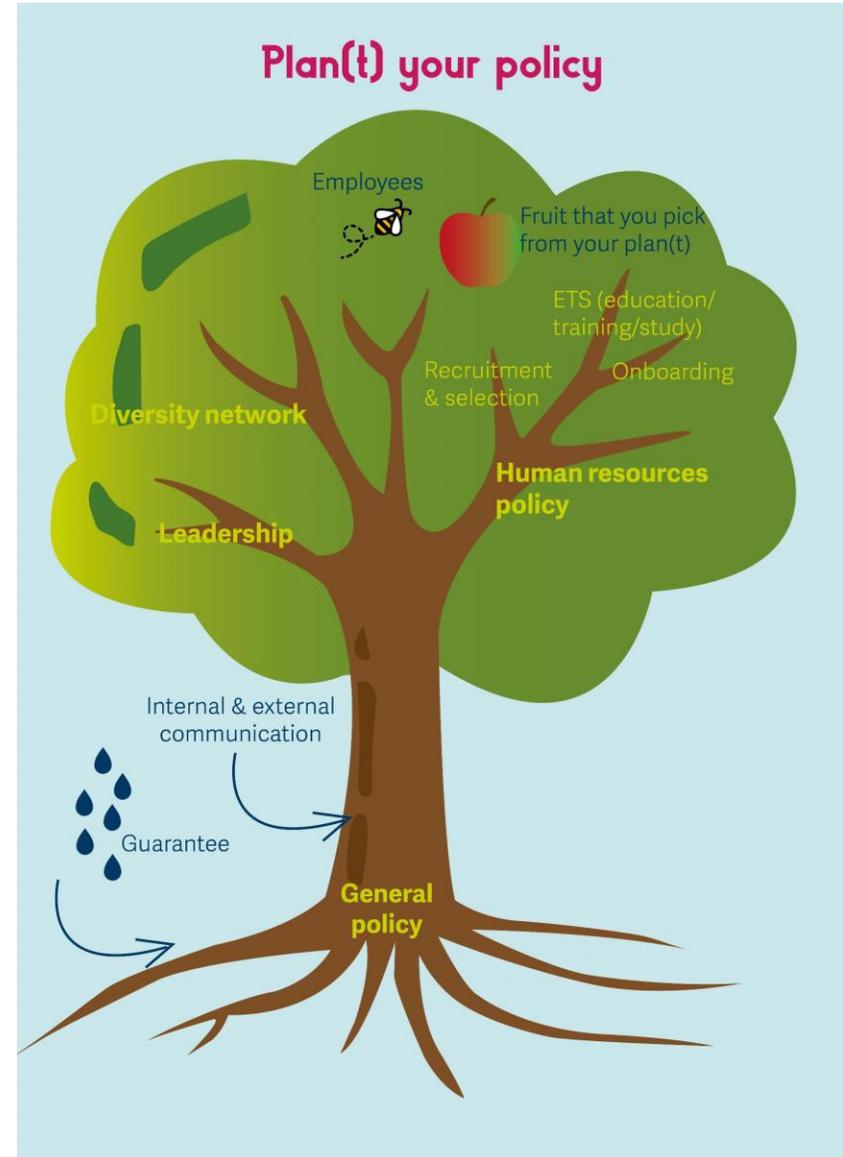
FTE: some more tips

Request feedback on the following from employees after a training course:

- Was it easy to access the training?
- Was the training itself sufficiently accessible and inclusive? For example, was the teacher easy to understand, were there any adjustments for visually impaired/hearing impaired/non-native speakers, was stigmatising language used, etc.?
- Did the training meet the needs and expectations of the employee? Do employees feel the training course gave added value?
- Did the instructor have a sufficient command of the content and was the instructor able to convey the content properly?

When your organisation is looking for partners to organise training courses, **select partners who pay particular attention to diversity and inclusion.**

[Click here to return to the tree](#)



Leadership



Introduction

Leading by
example

How to respond
to undesirable
behaviour

Dealing with
resistance

Reflection exercise

Read the case study below

Monica is a driven woman and a new member of the team. Monica is bisexual and is very open about this. She fits into the team well and is an important asset, with years of experience and creativity. However, Monica does not feel completely welcome in the team. Some colleagues repeatedly comment on her sexual orientation and she is hardly involved in informal team activities. Monica raises this with her line manager, but he laughs it off and says that she should not worry: "After all, you're still new, but you'll find your place soon enough."

Reflection exercise: discussion

There is diversity in this team, but absolutely no inclusion. In addition, the leadership style of the manager promotes negative behaviour. The manager pays little attention to the needs of the individual team members or the cooperation dynamics.

Think about the social dynamics within your own organisation.

- What negative behaviours do you recognise in this case study?
- How far removed are they from the reality of your organisation?
- How would such a situation be addressed within your organisation?

Good practices

- Pay attention to an employee as a person. Always treat them with dignity and respect. Focus on maintaining sufficient contact with employees: talk, listen and give feedback.
- Focus on collaboration and pay attention to mutual relationships. Align processes, ensure a clear division of tasks and roles and do not allow relational conflicts to escalate.
- Make sure the employees are motivated and focus on autonomy, involvement and competencies.
- Ensure clear guidelines and adequate structure, including in terms of desired behaviours, values and norms. This is important, especially when employees end up in stressful situations.

Good practices

- As an organisation, it is important that the policy on diversity and inclusion seeps through to the work floor in a sufficient and transparent manner, so that managers can also promote this policy to their employees.
- Help convey the welfare policy within the organisation. Again, the manager plays an important key role here. For example, be aware of signs of psychosocial distress among employees and talk to them when you notice signs of stress.
- As a manager, regularly evaluate your own approach and be open to feedback from others.

Reflection exercise

Think back to the Monica and her manager who we discussed earlier.

- How could Monica's manager have handled the situation differently? Keep the previous tips in mind.
- How could your organisation support a manager in applying the above tips?
- Are the procedures within your organisation clear enough, with a manager knowing how to react when an employee is behaving in an undesirable way?



The manager as a role model

This [video](#) explains 'leading by example' based on 4 tips.

How could leaders within your organisation apply these tips to diversity and inclusion?

On the next slide you will find the takeaways from this video.
Feel free to write down your own takeaways too.

Takeaways leading by example

1. Your words should match your actions. You can only expect employees to do the things you also do or would do.
2. When you see a need, take action, whether it's a big or a small need (for example involving an employee who does not dare to speak in a meeting).
3. Live by a higher personal code than the organization is asking you to do. People hold leaders to a higher standard and expect them to behave in an ethical and professional way.
4. Bring out the best in the people around you: teach them, coach them, advise them in an encouraging way that helps them to move forward.

Exercise: how to respond to undesirable behaviour

Let's go back to Monica's case. Let's suppose: you, as manager, notice that a colleague makes a comment about Monica's orientation. Which of the following responses would be the most appropriate for the manager to make in this situation?

- Monica doesn't seem to mind this very much at first glance, so I don't respond to it.
- I speak to the colleague calmly and mention that I have heard the comment and find it inappropriate. I ask the person(s) in question what is behind this comment and if there are any concerns they would like to discuss with me.



Oops... you clicked an incorrect answer.

[Click here to try again.](#)

Discussion exercise: how to respond to undesirable behaviour

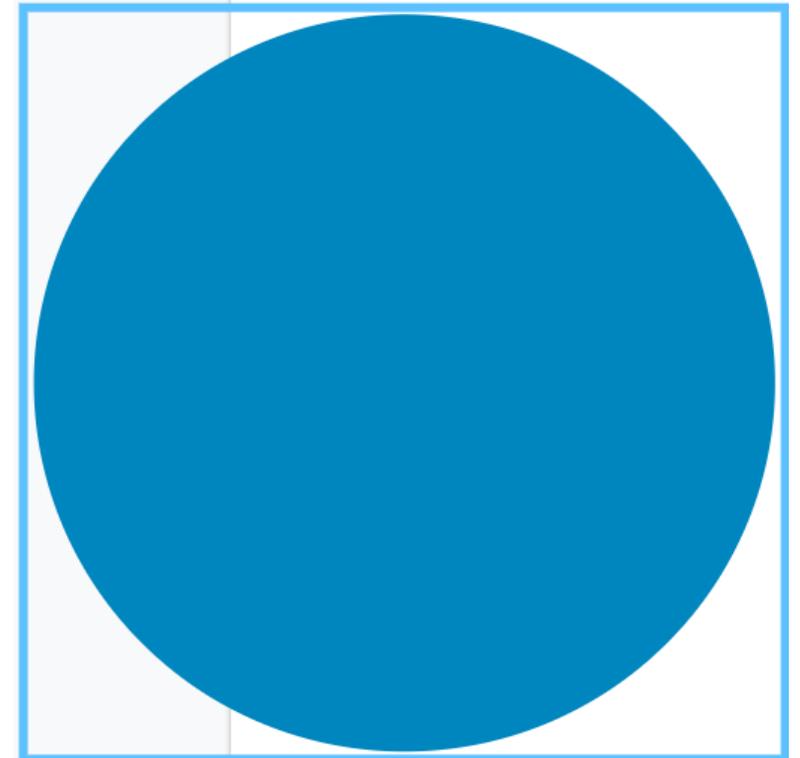
The key is to respond in a **guiding and caring manner at the same time.**

1. Guiding

The square allows you to set clear boundaries when behaviour is OK or no longer OK.

2. Caring

With the circle, you investigate what lies behind the behaviour.



Additional tips for applying guiding and caring responses

By **clearly setting your boundaries**, you do not leave any room for your employees to pursue their undesirable behaviour.

- It is important **to mention the undesirable behaviour explicitly**. For example, "I heard you call someone 'fatty' and I do not tolerate that."

At the same time, **consider the source of undesirable behaviour**. For example, "Is there anything that bothers you in relation to that colleague?"

- **Be prepared to listen** to what your employee has to say. Keep in mind that there are always **two sides** to a story.

Ask yourself whether you have **enough control over your emotions** in order to **listen to your employee(s) with an open mind**.

- If so, it is best to respond quickly.
- If not, it is best to deal with the situation a little later in order to be able to guarantee care in addition to control.
- So there is no need to forge the iron when it is hot!

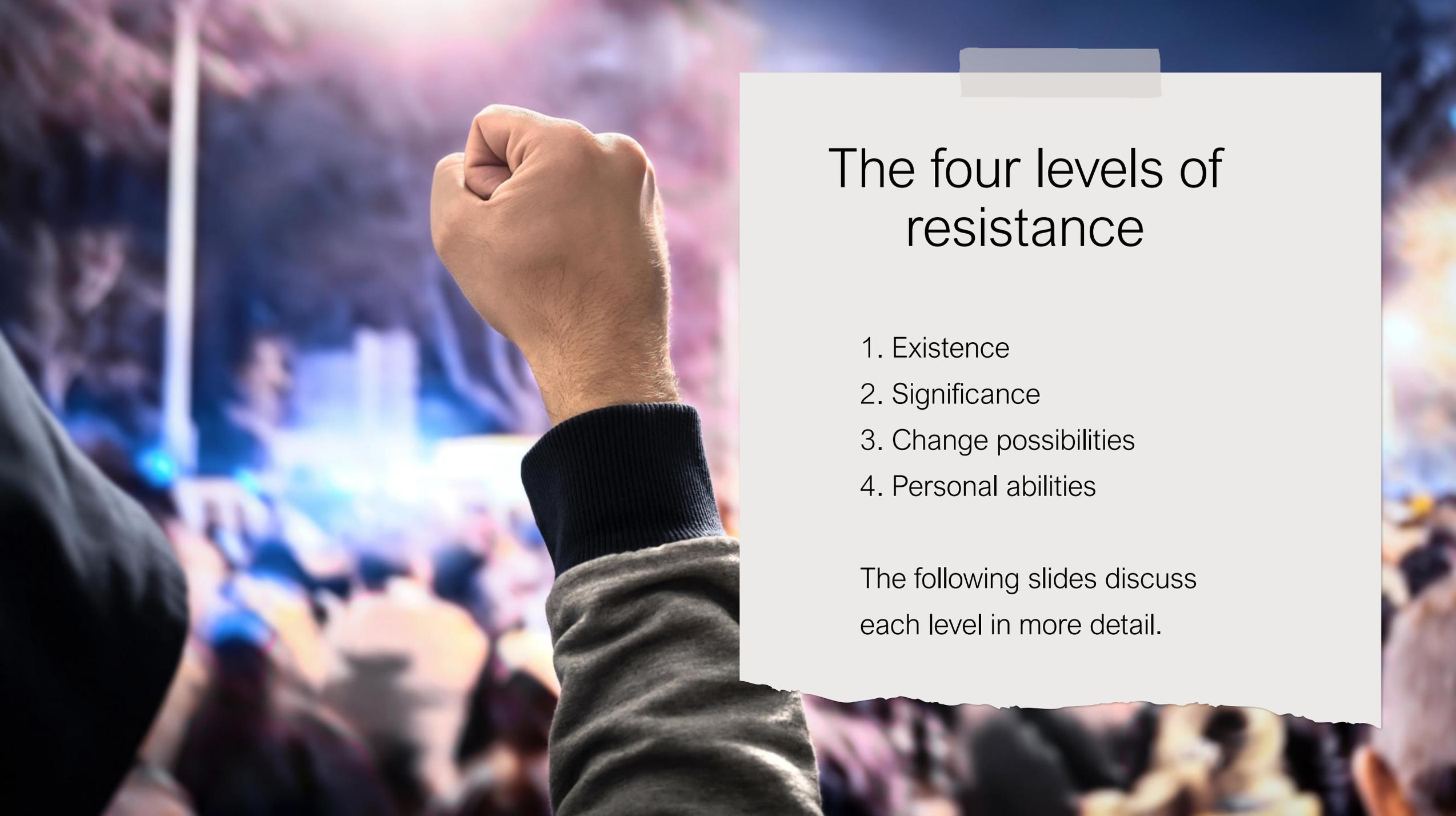
Dealing with resistance

Focusing on diversity and inclusion can sometimes lead to resistance. The case below is an example of this.

In a processing plant, employees monitor production facility continuity day and night (in a shift system). They must take immediate action if there are faults or problems with the installations.

By focusing on diversity and inclusion, the company has been recruiting more and more Muslims in recent years. Some of them need to be able to pray five times a day in a quiet environment. That is why they are sent to the changing room during their day or night shift. Non-Muslims express their incomprehension. What will happen when a problem arises and some colleagues have to start a prayer at that time?

Although this situation has existed for years, the management only became aware of it recently. Management is unsure as to how to respond to this. They do not want to discriminate against either party or facilitate further polarisation between Muslims and non-Muslims. Furthermore, there are no Muslims in the management, so they are uncertain whether they can communicate respectfully about the importance of the prayer. Finally, they wonder what they can do at all? After all these years, they cannot suddenly ask the Muslims concerned to refrain from praying during working hours. For the time being, the management adopts a wait-and-see approach.

A close-up photograph of a person's right fist raised in a crowd. The person is wearing a dark blue ribbed sweater. The background is a blurred crowd of people, suggesting a protest or a large gathering. The lighting is bright, possibly from a stage or sun, creating a high-contrast scene.

The four levels of resistance

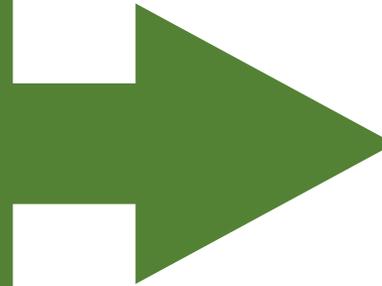
1. Existence
2. Significance
3. Change possibilities
4. Personal abilities

The following slides discuss each level in more detail.

Level 1: Existence

How do you recognise it?

The employer denies that there is inequality or that stereotypes exist.



Tips for dealing with it

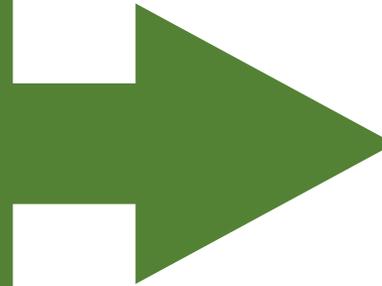
- Present facts and figures and use testimonials.
- There are differences between people, which is normal.
- However, these differences can lead to systematic inequalities. This should not be the normal course of business.
- Substantiate systematic differences between people with scientific research.

Level 2: Significance

How do you recognise it?

The employer wonders whether an existing difference is still a problem today.

For example, “Does the gender pay gap still exist?”



Tips for dealing with it

- Present facts and figures and use testimonials.
- Show research into the economic cost of workplace inequalities for the organisation. Start with an organisational scan on diversity and inclusion.
- Raise awareness of unconscious bias (= blind spots that we have as an organisation relating (to) discrimination/racism). Being ‘unaware’ is sometimes used as an excuse to hide behind. The goal must therefore be to create awareness.

Level 3: Change possibilities

How do you recognise it?

The employer doubts the impact it may have. This is due to fear of the unknown. For example, “We don't know much about this topic”, or, “Are we not going to create new problems with it?” .

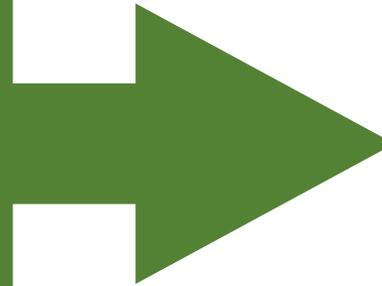
Tips for dealing with it

- Create examples with good practices and introduce success stories. They don't have to be big. Small steps are the key to success here.
- Involve employees where possible so as to collect information. Are you unsure of the needs and requirements of a certain group of employees? Ask what they need, so that you can continue.

Level 4: Personal abilities

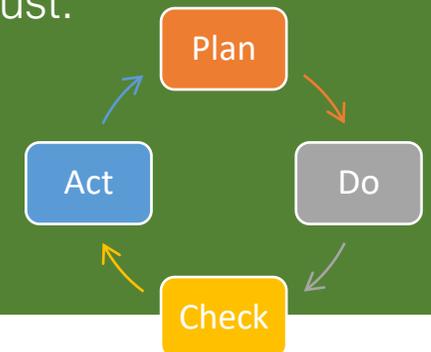
How do you recognise it?

The employer does not see which role it can play in the story and does not want to invest resources in it, nor does the employer wish to prioritise the situation.



Tips for dealing with it

Translate good practices into the company-specific context and organise a diversity and inclusion working group that can think about own actions. Include this in your vision and mission. The diversity policy forms part of the welfare policy. Respect and openness must be supported by the employer. Draw up an action plan, integrate, implement and adjust.



Exercise resistance

Think back to the case of the chemical processing company.

What level of resistance is the management at?

- Level 1: existence
- Level 2: significance
- Level 3: change possibilities
- Level 4: personal abilities



Oops... you clicked an incorrect answer.

[Click here to try again.](#)

Congratulations! You have clicked on the correct answer.

The management of the processing plant is **at level 3 'change possibilities'** of resistance.

The management **acknowledges the difference** between Muslims and non-Muslims (level 1 not applicable). They also acknowledge that **the difference so far has caused inequality** (level 2 not applicable). However, **they are in doubt as to how they should react** (level 3).

- There is **fear of the unknown**. The management is not familiar with the Muslim world. As a result, they are afraid of communicating incorrectly about the situation surrounding the prayer.
- The management is **afraid of promoting polarisation**. The management does not want to choose sides.
- There is **doubt about the potential impact** the management may have. After all those years, they cannot suddenly ask the Muslims concerned to refrain from praying during working hours.

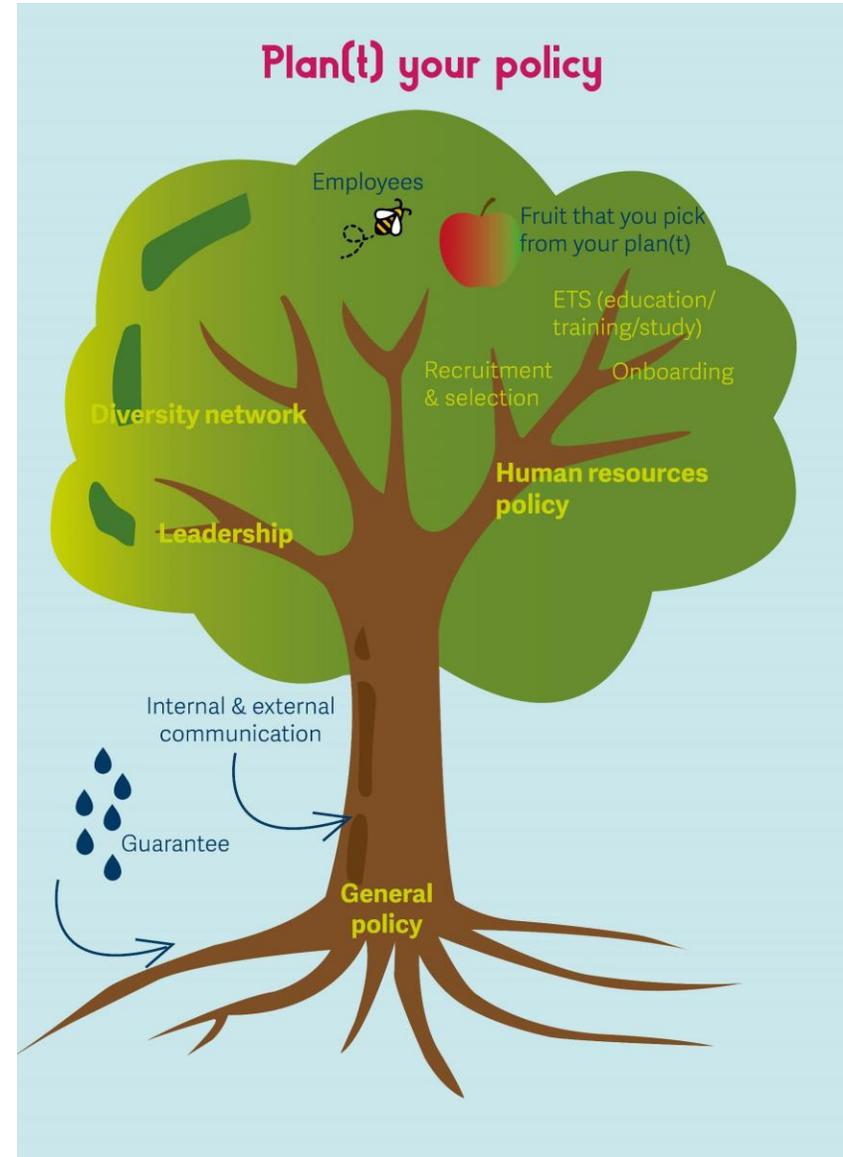
For the time being, the management should pay attention to dealing with level 3 of resistance. Once this level has been overcome, a new question arises: what concrete actions will they take? How much priority do they want to give to the situation and how many resources do they want to invest in it? These questions are at level 4 of resistance.

Exercise resistance: examples of actions

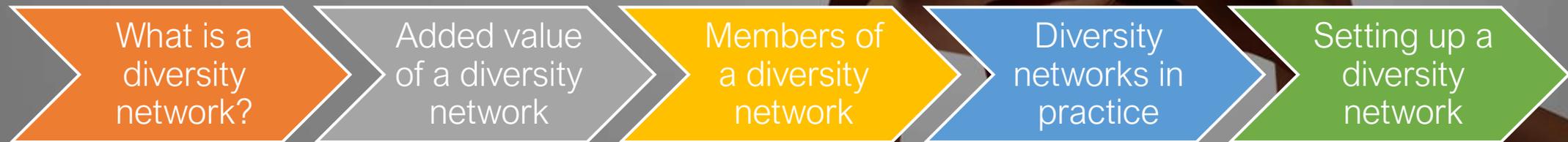
The management of the processing plant could...

- organise **a focus group with Muslim and/or non-Muslim employees** to ask them about the different needs and requirements. This allows employees to offer solutions.
- **broaden the question of prayer** across the entire employee group. In this way, an **and-and situation** could arise instead of an or-or situation. For example, the management can emphasise the importance of continuous presence on the workfloor as a team. After that, the entire team can be asked whether there is a need for certain breaks (for example smoking, mindfulness, recuperation time for physical reasons). In this way, agreements on breaks can be made within the team in consultation, ensuring that everyone's needs are met.
- establish **a diversity network around belief and spirituality** in which not only Muslims, but also employees with other beliefs or people interested in the topic can meet and exchange experiences. In this way, the **topic will have more support from the employees**. In addition, the organisation may **seek advice** from this network and vice versa.

[Click here to return to the tree](#)



Diversity networks



Exercise: what is a diversity network?

Are the following 5 statements true or false?

When you click on the correct answer, you will automatically go to the next statement.

If you click on the wrong answer, you can try again.

Diversity networks: statement 1

A diversity network can fulfil various functions within an organisation, for example as an advisory body to the management, in order to promote diversity and inclusion within the organisation.

True

False



Oops... you clicked an incorrect answer.

[Click here to try again.](#)

Diversity networks: statement 2

A diversity network only reinforces the existing faultlines between employees within an organisation.

True

False



Oops... you clicked an incorrect answer.

[Click here to try again.](#)

Diversity networks: statement 3

A diversity network can contribute positively to the well-being of employees.

True

False



Oops... you clicked an incorrect answer.

[Click here to try again.](#)

Diversity networks: statement 4

A diversity network fulfils one specific objective: to identify inequalities within the organisation.

True

False



Oops... you clicked an incorrect answer.

[Click here to try again.](#)

Diversity networks: statement 5

A diversity network is aimed at and consists only of employees with a culturally diverse background.

True

False



Oops... you clicked an incorrect answer.

[Click here to try again.](#)

What is a diversity network?

Diversity networks are **networks around certain themes that are current within an organisation** (for example sexual and gender diversity, labour restrictions, financial uncertainty, etc.).

A network can **fulfil various functions (simultaneously)**:

- Identify issues within the organisational culture and rules/values/standards that lead to inequalities
- Provide a safe environment for employees where experiences and information are shared
- Support organisation-wide awareness campaigns
- Advisory body
- Mentoring new employees and managers
- Representing employees' interests
- Organising and attending lectures or (network) events on specific themes
- ...

The added value of a diversity network

Click [here](#) for a video on the added value of a diversity network.

On the next slide you will find the takeaways from this video.
Feel free to write down your own takeaways too.

Takeaways the added value of a diversity network

- A diversity network makes the **diversity within an organization clearly visible** and allows **allies** to participate in a community.
- A diversity network offers a **community** and sometimes even a **sense of home** to employees who are looking for it.
- A diversity network is a place where both **professional and personal experiences** can be exchanged and employees can find support from each other.
- A diversity network is something employees can be **proud of**.
- A diversity network makes the **organization's commitment to diversity and inclusion visible**, both inside and outside the organization.

Exercise: members of a diversity network

Can only employees belonging to a certain group be members of a certain diversity network? Click on the answer that you think is most appropriate.

- Yes, an employee must belong to that particular group in order to be a member of a certain diversity network.
- Yes, and what's more, employees are best confined to one diversity network to be a member of.
- No, anyone interested in the topic can be a member of one or more diversity networks.



Oops... you clicked an incorrect answer.

[Click here to try again.](#)

**Congratulations! You have clicked
on the correct answer.**

Diversity networks must be accessible to all employees of an organisation who are interested in the topic. In this way, the organisation can build bridges between the various 'islands' of employees.



Diversity networks in practice: case study

What will you take away from this [video](#)?

On the next slide you will find the takeaways from this video.
Feel free to write down your own takeaways too.

Takeaways diversity networks in practice

- The case is about the Deloitte network for women.
- The network wants to attract women to Deloitte and develop and empower them via coaching and inspirational events.
- Thanks to this diversity network, employees of Deloitte do not only have an impact on their clients, they can also have a valuable impact on their colleagues within the organization.

Creating a diversity network: tips

- Link the aims of the diversity network to those of the organisation.
- Ensure active, visible management involvement, concrete recognition of the network from above.
- Allow sufficient time and resources to elaborate the practical operation of the network.
- Make the network known throughout the organisation.
- If there are a number of diversity networks within the organisation, they should work together. This increases the involvement and support of the network. An HR department can stimulate this by bringing the networks together in for example diversity boards, committees or diversity-wide activities. This promotes mutual contact, cooperation and bonding.
- Where relevant and possible, establish a link with existing structures within the organisation.
- Enable collaborations with diversity networks outside your own organisation to exchange knowledge and experiences.



Exercise: establish a diversity network

A checklist can support your organisation in setting up a diversity network. On the next slide you will find an example of such a checklist. Go through the list and reflect on the possibilities within your organisation.

Question	Check (X = ok, ? = don't know, O = to do)
Is it clear which diversity network I want to set up?	
Are the ambassadors of the network diverse? In other words, are you not engaging in target group policy; do they represent the whole range of differences within the organisation?	
Is someone from senior management actively involved?	
Can members participate in diversity networks outside the organisation, in addition to internally?	
Is the objective clear? (i.e. creating and raising awareness, suggestions for improving well-being, ...)	
Is the network accessible to everyone?	
If you have set up several networks, do they meet at least once a year to exchange information and make structural proposals to the organisation?	
Have you established hard and soft KPIs (key performance indicators) to determine whether the network is successful or not?	

[Click here to return to the tree](#)

