



3 MODULAR TRAINING PROGRAM

DIVERSITY MANAGEMENT

With training material

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FOREWORD

Over the past decades, European companies have faced a growing number of women workers, minority members, migrants, the elderly and people of different nationalities. Gradually, the changing composition of the workforce became evident at the highest levels of management.









The emergence of these groups as customers is also a new challenge. An ever-increasing diversity of consumer needs requires a more creative retention strategy and product innovation.

Still, many companies ask themselves, "Why should I mind?" The usual answer is that it is not right to discriminate from legal and moral point of view. Today, however, a greater emphasis is given to another thing: A more diverse workforce can increase the efficiency of the company and achieve better goals. It raises morale, provides better access to certain market segments and increases productivity.














Barbara Zupančič, Diversity Charter Slovenia

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1. DEVELOPMENT OF 3 MODULAR EDUCATIONAL PROGRAMME “DIVERSITY MANAGEMENT IN COMPANY

1.Planning

Firstly we engaged with key stakeholders in Slovenia and Croatia. We addressed key issues that needed to be addressed in 3 modular training, taking in consideration specifics of 2 countries.

We mobilised 5 experts to deliver all the topics that were recognised as most important topics that training needed to address.

From the Slovenian and Croatian Council Boards we strived to get 160 degree view of Diversity management trainings in our countries, we shared understanding and tried to establish common language what diversity management is, meaning what do companies in Slovenia and Croatia need for the first introduction.

Desk research of the experience in the field suggested that firstly we need to introduce basics of what diversity management is, followed (in Slovenia) with how is the situation in Slovenia regarding most vulnerable groups. We decided also to present good practices of diversity management from organisation that has diversity, equality and inclusion incorporated in the companies processes since many years.

Within the conversation with Council Boards, we found agreement and consensus on the aims and intended impact of the training.

We defined practical support that we need from members of Council Board and set ground rules for collaboration.

Ministry of work, family, social affair and equal opportunities helped to find experts in the field of work inclusion of immigrants and people with disability within their ministry.

CNVOS promoted training within NGO sector and helped to find experts on nondiscrimination, equality and social inclusion in Slovenia.

Association of employers of Slovenia promoted training within their members, published articles that were prepared by Šentprima in order to give quality



information on what diversity management is. Slovenian and Croatian charters encouraged signatories to apply for the training.

As we didn't find, neither in Slovenia nor in Croatia experts around diversity management in the company or unconscious bias training we made a question to European Diversity Charters platform to get an expert from other country.







For unconscious bias we exchanged information with British Council in Slovenia, who kindly offered to engage as facilitators 2 diversity experts from their organisation.

Finally we end up with 8 diversity experts, from Germany, England, Greece and Slovenia.

2. Achieving consensus on the key issues and priorities for training

Afterwards, we communicated with stakeholders and beneficiaries to identify and prioritise the key issues for training. We took in consideration local and national perspectives and rank-order the issues according to urgency and importance.

We spoke with stakeholders around the following questions:

-  What are the key issues of diversity management that need to be addressed?
-  Who could benefit from the training and how?
-  What we know already of diversity management, nondiscrimination, equality in the working environment?
-  What currently works? What doesn't work? What are the gaps in service provision and training?
-  Who needs training and why?
-  What will be realistically achieved, thinking about availability of resources and existence of practical constraints?



We confirmed the already existing assumption, that in Slovenia and Croatia we have no diversity management experts and that we need to find experts from abroad. We asked EC - Platform for additional contribution for the accommodation and travel for 2 experts from Germany and Great Britain.

3. Translating priorities into statements of intended impact

Next step was to clarify what we will intend to do and how we will intend to do it. We tried to generate discrete series of impact statements for each module, precisely for each topic of the module. They related directly to the identified priorities for training. These statements formed the basis of our learning outcomes for training and the impact assessment indicators on which the success or failure of training was judged.

Additionally we measured the impact through self efficacy scale, adapted from the general to diversity scale.

We considered following questions:

- 🌸 What are our training objectives?
- 🌸 What impact will the training have on individuals or target groups?
- 🌸 What would happen without intervention?
- 🌸 How will training have an impact?
- 🌸 What will change as a result of training?
- 🌸 How will you know if change has occurred?
- 🌸 Will the impacts be immediate or longer term?
- 🌸 Who should be trained and why?

It was important that impact statements were realistic and evidence-based, because we assumed that commissioners would want to know that the proposed training would achieve what it set out to do. We stuck to the mapping we did with our Council Board and partners from Slovenia and Croatia (our most

important stakeholders, because it was most urgent to take in consideration local perspective on needs and priorities for change).

We measured mostly feeling of acquiring new knowledge of the topics in the training and Improvements in personal resilience factors, such as perceived control, self-efficacy and problem solving of diversity in their working environment.

We planed to have 20 people on each module in Slovenia and 20 in Croatia.

3 modules were designed in a way, that one could apply for each separate, it was not obligatory to attend all 3 modules. Finally, in Slovenia 40 people attended different modules and 39 people in Croatia attended module 1.

Finally, when developing an impact statement we tried to be realistic about what is likely to change as a result of training. We decided to measure changes in behaviour and knowledge with self assessment questionnaire. For the future we recommend to assess the knowledge with preparing a seminar, that each participant should prepare for the final assessment.



2. CONTENT

Diversity management course is divided into 3 modules. It is recommended that participants attend all 3 modules. Each module represents 1 week of work, of which 1 day is intended for organised lectures, the rest of the time presents self-learning from the recommended literature and the preparation of a seminar paper.

MODULE 1	Why diversity and how to integrate it in the business model of the organisation?
MODULE 2	Recognition of diversity
MODULE 3	A strategic approach to diversity management – the British Council ¹ example

*in the pilot program implementation (May 2018), we conducted 3 days of organised lectures (each lasted 7 andragogical hours). We decided, that participants could attend modules separately or all 3 together. Products (such as diversity politics, action plan, etc.) were created within the workshop. Participants were not obliged to prepare a seminar paper. After the training, materials for further self-study were provided to them, which was not obligatory to study. Participants received a certificate for attending the seminar.



3. TRAINERS

The program's trainers are professionals in the field of diversity management, in the field of advocacy of human rights, in adapting work processes for people from vulnerable groups, such as people with disabilities, foreign workers, migrants, elderly people, LGTB. Additional trainers are experts in topics such as gender balance, unconscious bias, managing diverse teams, intercultural and intergenerational communication and others.

MODULE 1	Why diversity and how to integrate it in the business model of the organisation?
MODULE 2	Recognition of diversity
MODULE 3	A strategic approach to diversity management – the British Council ² example

PROPOSED EXPERTS FOR THE DELIVERY OF THE TRAINING

MICHAEL STUBER, The Global D&I Engineer, Koeln, Germany



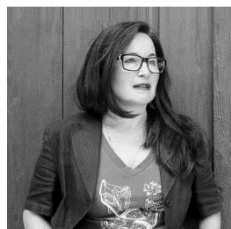
Director of International Diversity Research and Consulting, researcher, lecturer and consultant, recipient of the Global D & I Leadership Award, internationally recognised, outstanding expert in diversity management.

Mr Stuber is one of the most widely published European experts in the field of diversity and inclusion, with over 70 titles of publications (including 5 books and 8 chapters in different books). He has published 22 research projects and over 150 articles. He has conducted over 130 lectures on the theme of diversity and inclusion around the world. He is the author of the innovative "Propelling Potential Principle" method that links diversity and involvement to key economic challenges and provides a systematic framework for



the all-encompassing change and learning of the diversity management strategy.
(SOURCE: M. Stuber)

dr. TATJANA GREIF, Škuc - LL



dr. Tatjana Greif is a Doctor of Science (Gender Archeology). She deals with theory and activism in the field of culture, art, politics and human rights of same-sex minorities. She is the Coordinator of the LL Section at the ŠKUC Society, the editor of the book collection Vizibilija at the publishing house ŠKUC and the editor of the Journal for the Critique of Science and New Anthropology at the Institute ČKZ. A longtime former member of the executive committee of the international network ILGA-Europe and a member and a councilor at the EESC's European Economic and Social Committee in Brussels. Since 2004, it has been working on the development and implementation of programs for equal opportunities, protection against discrimination

SAŠA MRAK, Združenje Manager



Ms. Saša Mrak, Executive Director of the Manager's Association, has completed MBA studies at the Cotrugli Business School in Zagreb. Her work includes concern regarding smooth functioning of the association, support for the development of Slovenian management, lobbying for the interests of the economy and members of the Association, facilitating useful business meetings among members, and advising members on expert topics that Managers' Association deals with. (SOURCE: Manager's Association)

mag. SERGEJA PLANKO, Partner Team

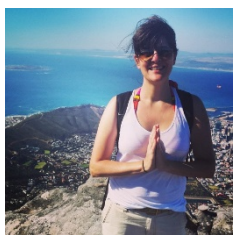


Her professional field relates to the provision of training and counselling in the field of human resources management. As a consultant and lecturer she participated in the implementation of numerous projects in many Slovenian organisations. Among its main professional competences are the following areas:



personnel development, establishment of communication systems, monitoring of organisational climate and employee satisfaction (SIOK project), conducting strategic workshops for the HR field, establishing management development systems, managing knowledge, creating successful teams. She is habilitated as a lecturer for the subject "Human Behaviour". She is a co-author of the Catalog of measures for the effective management of older employees. (SOURCE: Partner Team)

SARAH BAGSHAW, Head of Arts, France



Sarah Bagshaw is an experienced cultural relations professional who has been working between France and the UK for nearly 20 years to deepen cooperation, cultural ties and mutual understanding through arts and education programmes at the British Council. She has experience across different sectors facilitating cultural exchange: higher education policy and networks, school partnerships and international links, visual arts and cultural leadership as well as specifically working with disabled artists.

Sarah is currently Head of Arts for the British Council in France. She leads on the arts programme which supports international opportunities for UK artists and culture professionals in France and builds strong and meaningful partnerships with French arts organisations on areas of shared interest. Prior to this role, Sarah managed an EU-funded project supporting best practice in the commissioning, creation, dissemination and programming of performing arts by Deaf and disabled artists, across the UK, Greece, Portugal and Croatia.

Sarah is an active member of the British Council's Global Diversity Network, which helps to progress a mainstreaming approach to embedding equality and diversity in the British Council's cultural relations work. She is a trained British Council Accredited Diversity Facilitator and has delivered sessions on different topics including Unconscious Bias and Religion & Belief.



POPI FASINAU, Document Business Development Manager, Education Services, Greece



She has a long track record in Equality, Diversity and Inclusion in the British Council, mainly the Diversity Assessment Framework, a bespoke tool developed by our organisation, and also several regional and corporate activities and initiatives. I have been Diversity Coordinator

Greece for many years and a member of the EU Regional Diversity Team. In these roles, she had the opportunity to coordinate and support local and country teams in the area of diversity, lead diversity initiatives, provide consultation to stakeholders, chair and participate in Equality Screening and Impact Assessment exercises, and be responsible for country and regional submissions. She has experience in presenting British Council approach to Diversity as an example of good corporate practice to internal and external stakeholders and also facilitating sessions on diversity themes, such as Unconscious Bias.



4. TRAINEES

Line managers and supervisors, CEOs, directors, board members, sustainability experts, social corporate responsibility experts and others, that need to develop understanding of diversity management as part of their job.

5. GROUP SIZE

Organised lectures should be in a group of max. 20 people (optimal 10 to 15 people);

6. ASSESSMENT METHOD (with questionnaires) - recommendation

After completing 3 modular training participants:

- Prepare a seminar paper which includes creation of diversity policy for the company with action plan for diversity management.
- Complete the Self-efficacy diversity scale questionnaire through which they compare the sense of self-efficacy for diversity topics before and after education (self – perceived change in behaviour)

After each module participants complete:

1. Questionnaire "Impact analysis questionnaire for Module 1
2. Questionnaire "Impact analysis questionnaire for Module 2
3. Questionnaire "Impact analysis questionnaire for Module 3



1. QUESTIONNAIRE FOR THE IMPACT ANALYSIS OF THE MODULE 1 (a self-evaluation questionnaire through which participants assess training impact on their level of knowledge)

INSTRUCTION: The questionnaire is designed to help us measure the changes in your knowledge you feel that happened. Mark the number that best represents your knowledge and skills before and after this training.

** It is recommended that participants get the questionnaire 1 day after the training, together with all the training materials to complete online, for easier evaluation.*

SCALE: 1 LOW 3 MEDIUM 5 HIGH

SELF - ASSESSMENT OF KNOWLEDGE AND SKILLS RELATED TO:

1. Explaining what diversity management
2. Understanding basic concepts and terms of diversity management.
3. Understanding how diversity management is related to and different from Anti - Discrimination Legalisation.
4. Basic skills to analyse a robust business case for D & I that meets my organisation's unique needs.
5. Basic skills to create and write a robust business case for D&I that meets my organisation's unique needs and helps to inform decision – makers about chances, risks, costs and benefits for the company.
6. Basic skills to communicate the different elements of a robust business case for D&I that meets my organisation's unique needs and helps to inform decision – makers about chances, risks, costs and benefits for the company.
7. Understanding the global business context for Diversity Management.
8. Understanding how D&I is aligned with strategic priorities of my organisation.
9. Understanding how solving the problem is important to the organisation by identifying gaps, discrepancies and room for improvement.
10. Understanding what are the benefits of managing diversity and inclusion for companies in general and specifically for my own organisation.
11. Basic skills to formulate goals, objectives and change agendas in a D&I context
12. Understanding the role of HRM within development of Diversity Management policies and strategies.
13. Knowledge of measurement instruments for Diversity Management.



14. Skills to define relevant key performance and how to set up key diversity indicators.
15. Knowledge about what are the main issues that Europe is addressing and which are the main differences with the rest of the world.
16. Knowledge to describe the landscape of corporate D&I practices at EU level in general terms.



2. QUESTIONNAIRE FOR THE IMPACT ANALYSIS OF THE **MODULE 2:**

(a self-evaluation questionnaire through which participants assess training impact on their level of knowledge)

INSTRUCTION: The questionnaire is designed to help us measure the changes in your knowledge you feel that happened. Mark the number that best represents your knowledge and skills before and after this training.

** It is recommended that participants get the questionnaire 1 day after the training, together with all the training materials to complete online, for easier evaluation.*

SCALE: 1 LOW 3 MEDIUM 5 HIGH

SELF - ASSESSMENT OF KNOWLEDGE AND SKILLS RELATED TO:

1. Key Slovenian legislation in the field of work inclusion of persons with disabilities.
2. Understanding the basic human rights of LGBT people
3. Understanding the inclusive working environment for LGBT
4. Recognising violations of LGBT rights.
5. Understanding the importance of employers' challenges and needs in the context of older employees.
6. Understanding the strategic management of older employees and integrating into the HRM strategy.
7. Knowledge of good practices in the field of work inclusion / management of older employees.
8. Key European Directives and Slovene Legislation in the Field of Working Inclusion of Foreigners.
9. Understanding the challenges of equality between women and men in the Slovenian and foreign working environment.
10. Understanding women's vulnerability to senior positions.
11. Knowing the measures for involving women in higher positions



3. QUESTIONNAIRE FOR THE IMPACT ANALYSIS OF THE MODULE 3:

(a self-evaluation questionnaire through which participants assess training impact on their level of knowledge)

INSTRUCTION: The questionnaire is designed to help us measure the changes in your knowledge you feel that happened. Mark the number that best represents your knowledge and skills before and after this training.

** It is recommended that participants get the questionnaire 1 day after the training, together with all the training materials to complete online, for easier evaluation.*

SCALE: 1 LOW 3 MEDIUM 5 HIGH

SELF - ASSESSMENT OF KNOWLEDGE AND SKILLS RELATED TO:

1. Skills for the development of a Diversity Strategy, including vision, definitions and objectives.
2. Understanding the benefits of a strategic approach to Equality Diversity and Inclusion (EDI), taking into account the business, moral and ethnic aspects of EDI.
3. Informations about tools to use when implementing and mainstreaming EDI in an organisation.
4. Awareness and understanding of unconscious bias and its relevance to equality, diversity and inclusion.
5. Awareness and understanding of unconscious bias and its relevance to our work and its business benefits.
6. Greater awareness of what unconscious bias is, where it comes from and how it impacts
7. Identifying own biases.
8. Understanding of how bias can be counteracted.



4. Diversity Self-Efficacy Scale

This questionnaire is designed to help us gain a better understanding of the kinds of things that create difficulties for employees in leading and working with diverse employees. Please rate how certain you are that you can do the things discussed below by writing the appropriate number. Your answers will be kept strictly confidential and will not be identified by name.

Rate your degree of confidence by recording a number from 0 to 100 using the Scale given below:

Scale: 0 10 20 30 40 50 60 70 80 90 100

Cannot do at all Moderately can do Highly certain Can do

No.	STATEMENT	Degree (0 - 100)
	I feel I can always influence on the decisions that are made in my organisation/company.	
	I can express my views freely on equality and non discrimination.	
	I can always manage to go through to the most difficult employees if I try hard enough.	
	I can motivate most of the employees who show low interest in the importance of diversity.	
	I feel I have the influence on employees to get them work well together.	
	I am confident in getting employees to follow non discrimination policies of my organisation/company.	
	It is easy for me to control disruptive behavior.	
	I am confident in preventing problem behavior regarding discrimination that could happen in my organisation/company.	
	I feel I can get other employees to involve in the organisational activities on diversity issues.	
	I feel I have the influence to make our company/organisation a safe and respectful workplace.	
	I know I can help other coworkers to get managerial skills to work with diverse employees/customers/clients and help them develop their managerial skills.	
	No matter what, I can always pursue Diversity Management goals with drive and energy and maintain a positive, constructive outlook, commitment, and passion for Diversity Management.	
	I feel I know my own prejudices, belief systems, values and stereotyping and I know how to handle them and how to keep an open mind.	



7. DESCRIPTION OF THE MODULES

MODULE 1: Why diversity and how to integrate it in the business model of the organisation?

1. SUMMARY AIMS

Main objective of this course is to present what diversity management is, how it is connected to global business context and presentation of the benefits of diversity management for the company.

2. CONTENT WITH LEARNING OUTCOMES:

CONTENT	LEARNING OUTCOME	recommended ASSESSMENT METHOD
The D&I value chain: How to create value from differences	- Explain what diversity management is, explain basic concepts and terms and how it is related to and different from Anti - Discrimination Legalisation;	Seminar
The big picture: How to build a comprehensive business case for D&I?	- Demonstrate basic skills to analyse, create, write and communicate the different elements of a robust business case for D&I that meets your organisation's unique needs and helps to inform decision – makers about chances, risks, costs and benefits for the company;	Seminar
The strategic fit: How D&I is aligned with your business priorities	- Explain the global business context for Diversity Management and how D&I is aligned with strategic priorities	Seminar

The need for change: How to analyse situation in the organisation?	- Explain how solving the problem is important to the organisation by identifying gaps, discrepancies and room for improvement	Seminar
The rewards for change: Benefits of diversity and inclusion for companies	- Explain what are the benefits of managing diversity and inclusion for companies in general and specifically for their own organisation	Seminar
How to build a strategy on that base?	- Being able to formulate goals, objectives and change agendas in a D&I context - Explain the role of HRM within development of Diversity Management policies and strategies; - Explain measurement instruments for Diversity Management and definition of relevant key performance and how to set up key diversity indicators;	Seminar
Sample practices on the EU level regarding D&I management	- Explain what are the main issues that Europe is addressing and which are the main differences with the rest of the world; Being able to describe the landscape of corporate D&I practices at EU level in general terms	Seminar

MODULE 2: Recognition of diversity

1. SUMMARY AIMS

In module 2, you will gain insight into the challenges of recruitment, ensuring equality and inclusion of vulnerable groups in the labor market. Slovene speakers will be able to offer information and challenges in one place, with young people, people with special needs, older people, migrants, foreigners, LGTBs and women. The module is designed to provide information on the support network in the employment of vulnerable groups, presenting good practices and challenging the Slovenian working environment.

2. CONTENT WITH LEARNING OUTCOMES

CONTENT	LEARNING OUTCOME	recommended ASSESSMENT METHOD
Challenges of work inclusion of youth differences	demonstrate knowledge of key EU and Slovenian policy drivers and issues for inclusion of young people to the labour market;	Seminar
Challenges of work inclusion of people with disabilities	demonstrate knowledge of key EU and Slovenian policy drivers and issues for inclusion of people with disability into labour market;	Seminar
Challenges of work inclusion of migrants and workers from foreign countries	demonstrate knowledge of key EU and Slovenian policy drivers and issues for inclusion of people from foreign countries;	Seminar



LGTB equality in workplace	<ul style="list-style-type: none"> - demonstrate knowledge of key EU and Slovenian policy drivers and issues for inclusion of LGTB; 	Seminar
Needs and challenges of Slovenian economic sector in near future	<ul style="list-style-type: none"> - demonstrate which are the main issues that have to be addressed in near future for better results of Slovenian economy regarding recruitment, leading and promoting employees; 	Seminar
Challenges of gender equality	<ul style="list-style-type: none"> - demonstrate knowledge of key EU and Slovenian policy drivers for equal gender opportunities; 	Seminar
Challenges of work inclusion of elderly people	<ul style="list-style-type: none"> - demonstrate knowledge of key EU and Slovenian policy drivers and issues for inclusion of elder people into the labour market; - understanding the importance of employers' challenges and needs in the context of older employees - Understanding the strategic management of older employees and integrating into the HRM strategy - knowledge of good practices in the field of labor inclusion of older employees 	Seminar



MODULE 3 : A strategic approach to diversity management – the British Council example

1. SUMMARY AIMS

This training course is intended to enable us to improve the quality of our decision-making, ensuring that we eliminate irrelevant factors that may influence our conclusions. The premise of this training is that unless we explore the nature of relationships, perceptions and prejudices we will never make sufficient progress to create truly diverse and inclusive organisations. It is based on the fact that we are all biased. That is everyone, without exception, and it is ok. We are all ok.

This module will give a better understanding of:

- how and why people are biased
- how unconscious bias can impact on the workplace and on working relationships
- what we can do to reduce or eliminate bias from our decision-making process
- How to address bias in specific situations, such as recruitment and performance management.

Anticipation is the fruit of an ancient, unconscious part of our brains – decisions are offered, before we even accept them. Nevertheless, our unconscious bias has helped man for millions of years in the process of his evolution.

In our minds, categories of people are automatically formed based on persons appearance, gender, or belonging to our preference group. If a person is part of our preference group, we are pleased to join and accept it as a support.

In recent years, there has been a significant increase in scientific research on the topic of unconscious bias and the search for solutions to prevent its negative impact on our decisions. It has a strong influence on our perceptions, decisions and the way of interaction.

British Council is an international organisation from the United Kingdom for intercultural relations and educational opportunities. They have representation units over several continents in more than 100 countries and they are each day



focusing on the development of international opportunities. They are strongly committed to equality, inclusiveness and diversity. Their goal is to build meaningful, lasting and respectful relationships in different cultures.

2. CONTENT WITH LEARNING OUTCOMES

CONTENT	LEARNING OUTCOME	recommended ASSESMENT TM METHOD
<p>PRESENTATION OF THE BRITISH COUNCIL APPROACH, TOOLS AND DIVERSITY STRATEGY (*)</p> <p><i>(*) We use the 'shorthand' diversity to also include equality and inclusion.</i></p>	<ul style="list-style-type: none"> - Demonstrate skills for the development of a Diversity Strategy, including vision, definitions and objectives. - Understanding the benefits of a strategic approach to Equality Diversity and Inclusion (EDI), taking into account the business, moral and ethnic aspects of EDI. - Gaining information about tools to use when implementing and mainstreaming EDI in an organisation. 	Seminar



<p>SUPPORTING EQUALITY, DIVERSITY AND INCLUSION THROUGH UNDERSTANDING AND ADDRESSING UNCONSCIOUSNESS BIAS</p> <ul style="list-style-type: none"> - Introduction and definition of unconscious bias - Types of biases - Addressing unconsciousness bias 	<ul style="list-style-type: none"> - Understanding the relevance of unconscious bias to equality, diversity and inclusion - Gaining a greater awareness of what unconscious bias is, where it comes from and how it impacts. - Identifying own biases - Gaining an understanding of how bias can be counteracted 	<p>Seminar Working sheet</p>
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WHAT IS DIVERSITY?

"Diversity - uniqueness, individuality – is an immanent characteristic of the human species. Every human being, unique and special contributes to the diversity of society. Diversity refers to differences between individuals. People are distinguished in countless ways, visible and less visible. We differ in sex, race, age, sexual inclination, appearance, physical and mental abilities, ethnicity, culture, language, religion, social origin, social class ... "(Greif, 2009)



WHAT IS DIVERSITY IN THE COMPANY?

The concept of diversity refers to the diversity of people who make up the company. Each individual is unique, but at the same time he also has something in common with other individuals. The notion of diversity refers to the tolerance, respect and respect that a company shows in relation to each individual.

Over the past decades, European companies have faced a growing number of women, minority, migrant, elderly and diverse nationals. Gradually, the changing composition of the workforce became apparent at the highest levels of management.

The emergence of these groups as customers and customers is also a new challenge. An ever-increasing diversity of consumer needs requires more creative retention strategies and product innovation.

Still, many companies ask themselves, "Why should we bother with diversity?" The usual answer is that it is not right to discriminate from legal and moral point of view. Today, however, a greater emphasis is given to another thing: A more diverse workforce can increase the efficiency of the company and achieve better goals. It



raises morale, provides better access to certain market segments and increases productivity. (Keil et al., 2007)

A coherent diversity policy will create an inclusive environment and give all employees the chance to feel involved, respected and appreciated. This means that the human resources management policy focuses on identifying and respecting individuals' skills rather than on the individual's characteristics, which may be the reason for discrimination. The EU Directives on non-discrimination identify six reasons for protection, which covers six individual characteristics, on which the different treatment must not be based: sex, sexual orientation, disability, age, religion or belief.

Diversity in the company is an essential component of the company's overall strategy: in addition to ethics, diversity in the company contributes to improving economic competitiveness. Diversity first of all is a competitive advantage: it creates added value. (Hajjar, Hugonet 2015).

»Diversity includes not just how people perceive themselves, but in particular the way we perceive others. Differences between people affect how people behave, respond, feel, accept, understand things and the world that surrounds us. They also influence the way different people works. Taking this fact into account helps employees and businesses to optimally realise their abilities and abilities of a diverse workforce, which has a beneficial effect in the implementation of equal opportunities, quality and quantity of work. "(Greif, 2009)

Diversity in employment is a source of creativity and innovation, and a driver for the Advancement and development of a fairer society.

DIVERSITY MANAGEMENT

Diversity management is an active and conscious development of forward-looking strategic, communication and managerial processes for the adoption and use of differences and similarities as potentials that bring added value. (Keil et al., 2007)

The goals of diversity policy are investing in employees and equal opportunities, preventing discrimination, adapting to demographic change, preventing

knowledge loss, maximising potentials and promoting diversity as an advantage that contributes to individual and organisational success. (Greif, 2009)

Diversity management (as a tool or management tool) is a way of managing organisations. It is based on the recognition that diversity opens alternative ways of understanding and behaviour that help to improve the climate and relationships in the work environment, health and safety of workers, better business results and the reputation of organisations. It encourages the creation of an environment in which everyone feels beneficial and accepted. (Keil et al., 2007)

Diversity needs to be managed systematically. Changes must occur at the same time on a personal, interpersonal and organisational level. It is a strategy of maintaining competitiveness in times of rapid globalisation, changing demographic regimes and fluctuations in market conditions. (Greif, 2009)

HOW TO MANAGE DIVERSITY?

A prerequisite for the emergence of a successful, diversified-oriented company is the culture of a company that consciously appreciates and promotes diversity. The organisation should develop strategies to strike a balance between differences and similarities and to use this balance to create added value. (Keil et al., 2007)

In order to develop and preserve a strong and diverse corporate culture, an equally strong and clearly defined strategy and vision of a company that incorporates diversity as a key component needs to be established.

For a good diversity management, the company needs an extremely transparent system for assessing performance. Assessment of work performance must be independent of race, ethnicity or colour of skin, sex, religion, etc.

★ Take a good look at the various diverse structures of your departments, groups and projects, and consider the abilities, talents, experiences, personal characteristics and occupations.

- When you notice discrimination or neglect due to personal circumstances, you immediately face and act with this problem.
- Develop an innovative system for acquiring and selecting new recruits. People need some kind of profiles and skills?
- Develop your leaders in the right ways to respect diversity that truly believe that diversity is responsive to the needs of the company and is a key part of its identity. (Keil et al., 2007)

Like improving the diversity of the workforce, businesses also need knowledge to effectively manage and build environments that will ensure respect and equality for all. Companies responded to this need by implementing a series of policies and practices in the field of human resources management aimed at improving the working environment and staff experience. (Keil et al., 2007)

ANALYSIS

To find out how your organisation is currently managing diversity in the workplace, make an analysis or evaluation. The assessment does not measure the effectiveness of diversity management, but serves as a means to review the organization's current practice and to illuminate the gaps and opportunities for improvement. The assessment must be done by the management (owners, managers).

The assessment shows whether your organisation has incorporated the diversity management practice into the following areas:

- the strategic importance of diversity management in the organisation and the extent of the commitment and support of management;
- practices / employment policies, development and performance management;



- practices / policies for creating an inclusive and harmonious working environment;
- tracking and monitoring of performance

★ RECOMENDATION

Think about your company – about its strengths, weaknesses, challenges and needs

- What are the strengths of your business? Where are his weak points? That problems have recently been encountered within the company?
- Do the managers and all employees do their best? Do we have the right combination of knowledge and experience to respond to business and marketing requirements?
- Does my way of governing allow others to assume responsibility and be productive?
- How diverse is the market? Does it become more or less diverse in terms of demographics, technology and changes in lifestyle? Are we following these trends?
- How diverse is the workforce, for example, in terms of different characteristics, modes and approaches, working practices, new ways of seeing problems?
- How do we look at legislation on non-discrimination? Does diversity for us mean interference in business or opportunity for change? (Keil et al., 2007)

ESTABLISHMENT OF THE BUSINESS CASE

It is important to start by establishing the impact managing diversity has on your organisation's business goals. This involves a 3-step process.

1. Identify your organisation's need for an inclusive and harmonious workplace.



2. Have a clear vision of what your organisation wants to achieve in diversity management? Define the desired outcomes. For example, is it to improve service delivery to customers? Improve employee engagement and retention? Facilitate penetration into a new market?
3. Set out the implementation plan for your strategy. Develop the action plan and implementation timeline, and assign responsibilities. Provide an estimate of the resources (e.g., manpower, cost) to carry out the initiatives.

LEADERSHIP COMMITMENT

Leadership has 3 key roles in building diversity & inclusion driven organisational culture:

1. **To show commitment and responsibility** with identification of appropriate measures for effective diversity management and regular monitoring of progress;
 - By providing the necessary resources.
 - Through everyday communication, express the importance of an inclusive organisational culture (formally and informally)

GOOD PRACTICES OF LEADERSHIP COMMITMENT

Shell: Finance function driving the diversity agenda (The business case for diversity management, ACCA, 2016)

Shell is a global group of energy and petrochemicals companies. Shell reports promoting diversity and inclusion to give all its employees the opportunity to develop their skills and talents in line with corporate values and objectives. Shell General Business Principles identify one of the corporate aims as creating an inclusive work environment with equal opportunities.

An interview with the vice president of finance showed that the finance function, with the assistance of a global steering committee, focuses closely on diversity management. Global finance leaders of the company have a strong commitment to diversity and they actively promote diversity in the finance functions. This senior leadership support has helped inculcate a positive cultural shift in the finance function towards recognising the value of diversity. The diversity leaders in the finance



function believe that 'winning hearts and minds' is not enough alone; structures, targets and processes are needed to produce significant improvements in outcomes and to initiate a culture change. Currently, the function has a global emphasis on gender diversity. In addition, the need to go beyond gender is recognised and there is a significant effort to increase ethnic diversity, with a particular attention to Asian talent, given Shell's customer base and capital investment.

Capturing the business environment (The business case for diversity management, ACCA, 2016)
EY is a global company. In EY, diversity and inclusion are seen as key components of the organisational culture. This is based on a belief that diverse teams encourage innovation and problem solving. The company aims to have a diverse mix of employees and to ensure that the differences are celebrated and all employees have opportunities to develop their careers.

An interview with the director of diversity and inclusive leadership who is leading diversity for Europe, the Middle East, India and Africa (EMEIA) emphasised the company's attention to tailoring the management of diversity and inclusion in order to capture the dynamism in the business environment. At senior level there is a strong commitment to the business case for engagement and talent so there is less demand for tangible evidence to support the business case. Diversity and inclusion (D&I) targets are set locally in line with specific cultural and legal contexts. Currently gender is the main category the company addresses with a relatively standard international approach, particularly for increasing female representation at partner level. The flagship diversity programme is the Inclusive Leadership programme, which has top management support. There is a commitment for diversity at senior level, and partners are involved in promoting D&I at regional level. At EY, the business environment shapes the business Case needs at local and global levels.

ETHICAL CODE

An enterprise with a 350-people staff, which makes wire sub-products, has included management through values in its management system within the organisation, considering all workers not as another resource or mere workforce, but as human beings with their own dignity, individuality and values. This involves taking into account all the possible roles of a human being and all the subsequent aspects, namely physical, mental emotional and self-fulfilment.

Managing through values is not just about having a range of stated values, to some point in agreement with the staff. In the enterprise everyone works for the effectiveness of such values and to make sure they are taken into consideration in all decision-making processes. By doing so, those values are perceived in all the staff's operating modes and behaviour, thus adopting them as part of the organisational culture.

COOPERATION AGREEMENTS

A non-lucrative entity that works with immigrants has signed cooperation agreements with certain enterprises and other entities, by means of which a cooperation frame is set up for the recruiting, selecting and hiring the signatories' staffs. As for the non-lucrative entity, it commits itself to carry out complementary actions that facilitate the new worker's incorporation and adaptation to the



enterprise, such as counselling and support in the processing of permits, renewals, accompanying and monitoring new workers, etc.

Rio Tinto: A global strategy built around local data

Rio Tinto is a global metal and mining corporation. The company recruits primarily from the local labour markets with the goal of having a workforce representative of the countries and communities in which it operates. The board and the executive committee reportedly support diversity and inclusion at the highest levels in the Group. A Diversity & Inclusion Council, involving members from senior leaders across their business, guides the strategy of the group in this area. The current focus is on improving the representation of women and of people from nationalities that are under-represented in the workforce and on continuing to build an inclusive culture in which all talent can thrive. Therefore, the company monitors gender representation. The level of progress is annually evaluated by the executive committee and the company includes in each annual report progress against its measurable objectives.

An interview with the principal adviser for diversity and inclusion highlighted that Rio Tinto develops local diversity and inclusion plans for each of its major operational sites. These plans are business led and functionally supported and are built around the specific local needs for recruiting, developing and retaining diverse talent and creating a culture of inclusion. Some common tools are used during this planning process, including a consistent scorecard. All the plans include an analysis and some targeted actions for gender diversity to align with the overall group goals in this area. The approach of Rio Tinto is evidence driven and built around diversity data on strategic priorities.

The Association of Convenience Stores: Diversity as an emergent business need in the SME context

The Association of Convenience Stores (ACS) represents over 33,500 local shops in the UK. The ACS lobbies the government on issues concerning local shops, and provides networking opportunities. The ACS membership includes a diverse range of convenience store retailers, from stand-alone family - family run independent stores to chains of multiple convenience stores.

The focus group has been attended by the ACS board members. The participants identified many emergent diversity categories that were closely linked to the day-to-day business needs of the convenience stores. For example, in addition to traditional diversity categories such as gender, age, ethnicity, disability there was diversity across life styles, occupations, marital and parental status.

In recruitment and selection decisions, store managers consider what is good for business and diversity is often a natural outcome. A mixed workforce is generally seen as beneficial



for sales and customer relations. Participants linked diversity to the ability to reflect the customer profile, the ability to increase flexibility, to help support the local economy, and enhanced reputation within the community. Unlike the large firms that operate on an international scale, the convenience stores did not have formal diversity management policies and strategies. Instead, diversity is seen as an organic part of the business that allows them to fill the gaps in the business through offering flexibility as well as increased capacity to meet the customer demands and expectations that fluctuates during the working day. An example of this is the arrangement of shift work according to the needs of business as well as flexibility demands of the employees. The participants talked about using a mix of male and female workforce in a way that would deal with potential conflicts during the night shift. Management of diversity is seen in that sense as a process that balances the local demand and supply of labour. For instance, the recruitment profile mirrors the local community in terms of ethnicity and reflects the different work-life-balance needs of women and men. Therefore, diversity is perceived as beneficial and positive among SMEs in the retail trade.

2.TO BE A ROLE MODEL

Be a role model for behaviours expected of managers and employees:

- actively participate in initiatives to promote an inclusive and harmonious work environment;
- live the values of the organisation / company and show inclusive behaviour.

3.DESIGN A PROJECT TEAM

- Facilitate the creation of diverse and inclusive organisational culture with, for example with setting up a group of employees at all levels who:
 - develop, implement and monitor initiatives to promote inclusion; raising awareness of the benefits of diverse and inclusive working environment for the organisation itself and for employees;
 - Understands the needs of different employee populations and, when dealing with them, cooperates with the HR department and management.



- to strengthen the employees' competencies

GOOD PRACTICES ON DEVELOPING RESOURCE GROUPS IN THE COMPANY

IBM, NOVARTIS:

Employee Resource Groups (ERG), voluntary initiatives that the company offers to employees and within which individual initiatives are developed:

LGBTI, DISABILITY, GENERATIONAL, INTERCULTURAL, also known as affinity groups or business resource groups are voluntary, employee-led initiatives that serve as a resource for members and organisations by fostering a diverse, inclusive workplace aligned with organisational mission, values, goals, business practices, and objectives. They bring employees together based on common interests, characteristics, or shared backgrounds. These company sponsored groups have moved away from simply being a place for social gatherings to serving as think-tanks for companies to gain insight into products, services, or the marketplace. Try offering an ERG or add a multicultural, or culture specific, ERG to your current list of affinity groups.



EMPLOYEE COMPETENCIES FOR CREATION OF D&I DRIVEN ORGANISATIONAL CULTURE

Competencies represent a set of knowledge, skills and values or motives that influence the role or responsibilities that an individual has in working processes and who have a high degree of correlation with work performance. They may be measured according to commonly accepted standards. It is possible to improve them by training and developing people. (Gruban, 2003)

Competency models are an effective tool to talk to employees about what you expect from them and how they can achieve this.

When building an inclusive and harmonious work environment, employees and managers, both play an important role and both need appropriate skills.



Organisations can develop competencies to promote D&I driven organisational culture by incorporating them into formal human resource management practices:

Recruitment - recruitment of candidates whose values are consistent with the values of the company.

In recruiting diverse groups in the company (depending on social, health or cultural status) it is important, besides knowledge, skills and values related to the culture of the company, to pay special attention to values that support inclusive and harmonious values working environment. The greatest support for employment and inclusion of diverse groups can be provided by a supportive working environment which is built by employees and organisation of the company. The task of leaders is to develop or promote their own employees in the direction of inclusion and joint co-creation of a harmonious working environment that is able to welcome many diverse groups (migrants, persons with disabilities ...). It is necessary to create culture where systematic support is being offered to each new employee or to one who needs any kind of support.

In this regard, organisational measures and competences of employees are among the most important factors of for example managerial staff, mentors and co-workers.

Setting up a competence model is essential in the company if you want to strategically address employee recruitment, management and development.

Learning and developing – providing knowledge and skills to employees for effective work in diverse teams.

Performance management – assessing the ability of employees to work effectively in a diverse team and / or manage a diversified team.

GOOD PRACTICES ON RECRUITING:

Example of recruiting that takes in consideration unconscious bias and its influence:

BLIND RECRUITING: The process of excluding candidate data from a submitted CV, which could influence the candidate's "greater liking": name, picture of the candidate, gender, end of formal education, age, personal hobbies, interests, and other data that could influence the candidate's employment (place of residence, status ...).



★ RECOMENDATION

In a company where you intend to lead an inclusive employment policy, you need to ensure that you equip employees with the required competencies, namely:

1. In the field of SEARCH, you should employ candidates who are able to identify with the company's values regarding the employment of diverse groups. For this purpose:
 - Identify which values that relate to the employment of diverse groups are the most important for your business;
 - include a standardized way of assessing candidates in the recruitment process, focusing on the competences and values that the candidates are expected to have;
 - Train those interviewers to really test the criteria that matter to you.
2. In the area of EFFICIENCY MANAGEMENT, equip employees with the competence of effective work in diverse work teams, with the competence of managing diverse teams.
3. In the field of LEARNING AND DEVELOPMENT, equip employees with skills to work effectively in diverse working groups, train new employees, set up a well-planned training program. It should also include the fact that the new employee is acquainted with the values and behaviour expected of him. This contributes to faster adaptation to the work environment and faster and better quality of work

1. COMPETENCIES OF INCLUSIVE MANAGEMENT PERSONNEL

In order to build an inclusive and harmonious working environment, it is important that leaders are able to effectively manage diverse working groups and can direct employees from different backgrounds (according to age, nationality, race / culture, sex, health limitations ...). In the picture below, you can see the key competencies of the managerial staff, which should help to create this kind of work environment.

Including managers have developed competencies, communicate with their example and actions the employee's inclusive policies. If you want a more specific



description of an inclusive manager, you can help with the Inclusive Manager's Advice.

2. COMPETENCES OF CO-WORKERS

In building an inclusive and harmonious work environment, it is important that colleagues work together effectively regardless of their diversity. You can see the key competencies of employees who are supposed to contribute to this in the picture below.

Organisations, in order to build an inclusive and harmonious work environment, must employ candidates who are capable of working in or managing diverse teams. (NIWGW - National Integration Working Group for Workplaces)



GOOD PRACTICES OF LEADING BY COMPETENCE MODEL

A good example is set by a financial entity with an 821 people staff which applies competence management to its selection and hiring policies. The Human Resources department applies such tools as the deversigram, aimed to base candidate selection on professional competences. This task is carried on through specific training adapted to the workers' needs, by means of mentoring and coaching programmes as well as other more conventional training actions.

BRITISH COUNCIL, has an introductory multi-day seminar for each new employee, which also includes their commitment to diversity and inclusion; all employees attend training of unconscious bias.

IBM: Every new employee is acquainted with the commitment to diversity and inclusion and the benefits that this brings to the company, employees take part in the training of unconscious bias – in Slovenia they actively work with the group of LGTBI and disability.

PEOPLE MATTERS, SPAIN (Diversity within small and medium-sized enterprises – best practices and approaches for moving ahead, EC, 2015)

Diversity has always been part of PeopleMatters' culture in a spontaneous way, without a strict written policy on the matter. Diversity, understood in a broad sense (religion, nationality, age, etc.), has always been integrated into PeopleMatters' core corporate values and diversity management is taken into account in all processes (recruitment, integration of newcomers, performance appraisal process, compensation policy and project staffing).

For the recruitment and selection process, PeopleMatters has designed and set up a "PeopleMatters profile," aiming at attracting, retaining and motivating talent, regardless of features such as age, nationality, gender, etc. This profile consists of knowledge and skills such as innovation, creativity, determination, dynamism, imagination, learning ability, spirit of improvement and teamwork. Those are all work-related criteria, the only ones employers are allowed to apply in the workplace. Those criteria ensure that recruitment is based on merit and not on



discrimination. In addition, selection tests are objective and job vacancies are advertised in a neutral manner.

Newcomers are then properly integrated into the workforce: project managers and tutors have the explicit responsibility to pass on corporate values to newcomers. Diversity management is not confined to hiring diverse profiles. Diversity management is a comprehensive strategy whose implications extend to all career stages and to all processes and departments. That is why PeopleMatters also periodically organises additional refresh sessions on how to live by its corporate values. Inclusiveness is not built on one-off actions but on a long-term, comprehensive approach to diversity. Diversity is to be managed for its positive outcomes to be felt in the workplace.

PeopleMatters' performance appraisal process is multi source: each person is evaluated by his/her project manager. Annually, his/her tutor compiles all the information and completes a final evaluation. Final evaluations from every member are reviewed at a meeting where managers, directors and partners share performance information and agree on final performance results. The various outlooks on employee performance provide the process with greater objectivity and contribute to better employee recognition. There is no "silver bullet" policy that will immediately and completely solve the challenge of discrimination in the workplace. However, increasing the number of stakeholders involved in performance appraisal processes is likely to reduce the risk of discrimination, as potentially discriminatory opinions can be balanced by other players.

PeopleMatters' compensation policy aims to achieve internal equity as well as external competitiveness. Each level of responsibility has its own salary band and the person is compensated according to his/her role (Analyst, Consultant, Senior Consultant, Senior Specialist, Manager, Director, Partner) and his/her appraisal (achievement of quantitative objectives previously set). As a result, compensation does take merit into account.

Project staffing is determined in a weekly meeting (managers, directors and partners) according to client and project requirements as well as to employee development needs and experience. This meeting allows the sharing of information about project staffing so that all employees have the opportunity to develop within the company and demonstrate their specific skills and the added value they provide.



The strength of PeopleMatters' commitment to diversity resides in the fact that it is comprehensive and all-encompassing: a diversity perspective is mainstreamed into all corporate processes (recruitment, integration of newcomers, performance appraisal process, compensation policy and project staffing), which prevents prejudice-based decisions from guiding the company. Instead, PeopleMatters focuses on results and values. By mainstreaming diversity and merit into its core values, PeopleMatters considerably and sustainably reduces the risk of discrimination.

LEARNING AND DEVELOPMENT

INTRODUCTION OF NEW EMPLOYEES

Orientation program should also include a vision of diversity management so that the new employee can better understand the values and behaviours expected of him.

TRAINING OF EMPLOYEES AND MANAGERS

Organisations should develop training programs that will help employees and executives acquire skills to increase their effectiveness in working with and managing diverse groups.

TYPES OF DIVERSITY TRAINING

1. Sensitivity training is a great start to opening the dialogue of acceptance within the workplace. But as the competitive marketplace increasingly diversifies, modern businesses need to go a step further. We need to start framing diversity in terms of its inventiveness, imagination, and competitiveness to re-engage employees in organisational change. The new talent pool is looking for employers of choice who take a resolute stance of action to integrating diversity and inclusion in their company culture.

2. Millennials at Work



In recent years, they are talking a lot about “Millennial generation”. They are portrayed as an enigma of a cohort, as multi-tasking, technologically savvy and socially conscious young adults born anywhere between the early 1980s to the early 2000s. You can readily find many sources, that there is a great need in understanding everything and how Millennials do things – as how they vote, what do they buy, etc.

3. Unmasking the Hidden - UNCONSCIOUS BIAS TRAINING

Workplace discrimination can be hard to define, but when it happens, it is very apparent. We can observe, that discrimination isn't just black or white, but happens in a lot of ways. Sometimes we don't even see it, if we come from the same social environment. That is why, unconscious bias trainings are very actual these days, trying to find things that are hidden. For example, there are researches that show, that tall people are more likely to be successful, only because of presence of unconscious bias. Tall people are more likely to hold C-Suite positions than their shorter (but equally capable) counterparts. They calculated, that the average height for Fortune 500 CEOs is 6' 2" however the average height of Americans is 5'9". In fact, research shows that an extra inch of height translates to \$1,000 more annual income. We are biased to see tall people as more authoritative or leader-like, whether we intend to or not.

4. INTERCULTURAL TRAINING

5. INTERGENERATIONAL COMMUNICATION, UNCERTAINTY PRIORITY ON THE TOPIC OF INTERGENERATIONAL DIFFERENCES (It is being used by more and more companies.)





PERFORMANCE MANAGEMENT

★ Tips for establishing a fair and objective performance management system:

- Use measurable standards to assess performance;
- Training opportunities, assignments and referrals must be available to all employees using objective criteria;
- The conditions for promotion must be clearly linked to job requirements. In addition, in assessing performance, consider the ability of employees to work well with and manage a diverse team. Communicate expectations on competencies and Bareness regularly with your employees.

GOOD PRACTICE ON PERFORMANCE MANAGEMENT:

WORK - LIFE BALANCE

BORENIUS, FINLAND (Diversity within small and medium-sized enterprises, EC, 2015)

Established in 1911, Borenius is one of the largest and most experienced law firms in Finland, providing services in all areas of law for corporate clients. Borenius Group consists of 200 solicitors in six jurisdictions. The Group operates in Finland, Russia, Estonia, Latvia, Lithuania and in the US

Faced with increased job dissatisfaction among its employees and increased staff turnover rates, Borenius opened a work group and did background research by speaking with different firms and auditors about how they dealt with work-life conflicts. Group brainstorming led to the development of Borenius' "Crowded Years Initiative". The crowded years refers to those periods when employees have to juggle too many roles, impacting on their work commitment and productivity.

As part of its "Crowded Years Initiative", Borenius notably promotes flexible weekly working hours: according to their needs and preferences, Borenius employees can adjust their work schedules on a day-to-day basis. Borenius' policy is that it does not really matter when you do the job, as long as you do it. Borenius also provides its solicitors with the possibility to work from home. As a result, subject to the necessary work being done, employees can combine their work and personal requirements. Another aspect of Borenius' "Crowded



Years Initiative” is joint project leadership. Project leadership can be a lonely, time-consuming and stressful job for people in their crowded years. It is then beneficial for the company and the concerned employees to distribute the project leadership burden between several employees. Since the “Crowded Years Initiative” was launched, there are always two project leaders working on Borenius’ bigger projects, so as to enable them to be more flexible with their working hours and to complement and strengthen one another. In addition, Borenius changed the timing of the company’s strategic meetings so as to enable employees with outside responsibilities to attend those meetings. Borenius also implements a mentoring programme, meaning that “returners” (employees returning from family leave) are provided with a private mentor to facilitate their integration into the workplace. Borenius’ support personnel is specially trained to help solicitors with the specific challenges the crowded years bring.

The initiative is not solely limited to families but applies to anyone that has time pressure due to a commitment outside of work. For example, Borenius employs professional golfers, bikers, and football referees who all find themselves in other countries at their events from time to time.

FLEXIBILITY IN THE WORKPLACE

CONVERS, FRANCE

Convers Télémarketing’s HR management policy shift was founded on its wish to develop its business in higher-added-value niche markets. For several years now, Convers Télémarketing has been focusing its activity on business to business (B2B) campaigns, as opposed to business to consumer (B2C) campaigns. Conducting B2B campaigns with pharmacists, business leaders, HR managers, etc., means that call centre agents are likely to interact with interlocutors of high social status and intellectual competences. To meet the needs and expectations of such client base, Convers Télémarketing needed to build on the diversity of its workforce, i.e., to attract and retain new profiles and talents.

Convers Télémarketing’s initial objective was to retain employees to have the time to professionalise them and, therefore, to enter new markets. When developing its new HR management policy, Convers Télémarketing first targeted young working mothers (between 25 and 40) seeking better work-life balance. An unanticipated effect of Convers Télémarketing diversity policy was senior employment.

Attracting and retaining employees with atypical working hours and heavy responsibilities outside work was made possible by several of Convers Télémarketing’s specificities. The first specificity is that Convers Télémarketing offers à la carte working hours. Flexitime is a



new type of work arrangement under which employees can choose when they work, subject to achieving total daily, weekly or monthly hours and subject to the necessary work being done. At Convers Télémarketing, according to their needs, preferences and wishes, employees can choose between 20, 25, 30 or 35 weekly hours. Employees can change their work pattern (20, 25, 30 or 35 weekly hours) twice a year. Additionally, each week, they have the opportunity to modulate and adjust their working days and working hours for the following week.

Another argument to attract and retain those profiles is that Convers Télémarketing offers more intellectually challenging and fulfilling missions than most call centres. In fact, B2B campaigns target professionals and not the general public. Only 40% of Convers Télémarketing's revenue is generated by telemarketing campaigns carried out in the general public. B2B campaigns are more qualitative, added-value operations, and as such, are less repetitive and more attractive to skilled workers. Convers Télémarketing's attraction is also based on the fact that its hourly rate is 1EUR higher than that of the collective agreement and it offers attractive bonuses (assiduity and regularity, results, staggered hours). Because of its need to retain employees, Convers Télémarketing has grown aware and convinced of the business case for diversity. Through diversity management and adjustment to atypical working hours, Convers Télémarketing has gained a competitive advantage.



ACTIVE PROMOTION OF INCLUSION

Creating an inclusive and harmonious working environment facilitates positive communication and understanding among employees of different profiles. Some examples of practices that organisations can set up to promote an inclusive and harmonious culture in the workplace:

ACTIVITIES IN THE WORKING ENVIRONMENT - organisation of formal and informal activities to facilitate communication and interaction between employees of different profiles and different departments (according to the common interests of employees, taking into account the specifics).



CREATING A WORKING ENVIRONMENT - creating a working environment, jobs that facilitate interaction between employees (providing social spaces, taking into account the needs of different employee populations).

BUDDY SYSTEM - helping new employees in introducing themselves to work and work environment (co-worker, tutor, mentor) The program means a new employee a safe way to get information, help, advice. A cooperator who offers a new employee an integration assistance must be aware of his responsibilities as agreed in the program.

EMPLOYEE NETWORKS - Employee Networks provide employees with opportunities for networking, support and career counselling. They can work as groups of workers and / or mentoring programs:

A) WORKGROUPS share a certain interest or characteristic (eg, a network of parents, a network of women, a network of employees of the same nationality).

Groups help:

- facilitate the career development of individuals by providing a way through which they can share personal experiences and gain advice;
- provide a support system where employees can learn how to respond to challenges and obtain advice;
- warn the management of important issues that a particular group of employees faces.

B) MENTORSHIP PROGRAMS - provide employees with the opportunity to learn about the experience of the mentor. In some organisations, the program is used for target groups that are underrepresented at senior levels of the organisation.

Suggestions for strategies for establishing a culture of mentoring in an organisation:

- design clear objectives for a program with desired outcomes;
- involve top management to emphasise the importance of mentoring;
- provide mentors with training and support to enable them to perform their role effectively;

- Provide mentors with guidance on their expected roles and responsibilities.

C) REVERSE MENTORING - The traditional concept of mentoring usually means that a more experienced mentor helps develop a younger colleague. Reverse mentoring also takes into account the benefit of the younger employee's insight to senior staff.

AWARDS AND ACKNOWLEDGMENTS - To recognise top executives who, with their values and behavior, promote an inclusive and harmonious work environment.

Tips for achieving remuneration efficiency:

- be clear about conditions and expectations;
- identify specific behaviours and actions that will be recognised and rewarded;
- Awards and recognitions to the team further strengthen teamwork, team members, focus them on the common goal.

MANAGING EMPLOYEES COMPLAINTS - to provide formal and informal ways of providing assistance to employees. Disputes or discrimination in the workplace have a very negative impact on the employees and the performance of the organisation. It is therefore important to establish policies and clear procedures for dealing with disputes or complaints about discrimination:

- clearly set the organization's position on equality and mutual respect;
- establish clear paths to detect problems, complaints and dispute resolution;
- set up ways through which employees can turn to for help or advice;
- be sure that communication channels work and that employees understand them;
- Ensure that employees are treated confidentially;
- Ensure that the staff involved in providing support and counselling is appropriately trained for such work. (NIWGW - National Integration Working Group for Workplaces)

EFFECTIVE COMMUNICATION

Advantages of effective communication: exploiting the potential of the diversity of ideas, knowledge and different angles in the company, and the increasing involvement and dedication of employees.

Develop strong internal communication systems:

- Plan regular employee meetings:
 - they can concentrate on business or socialising;
 - ensure that people do not rule out time or location; f
 - to be structured, with an agreed agenda and guided by a fair and equal debate.
- Enable and encourage employees to suggest ideas, also anonymously, if necessary, in a written or verbal manner.
- Ensure confidentiality among employees. (Keil et al., 2007)

EVALUATION OF THE EFFECTIVENESS OF DIVERSITY MANAGEMENT

It is important to monitor the progress of diversity management to assess whether objectives are met and to identify areas of improvement. You can monitor the results in different areas:

Human Resources Management

It includes monitoring whether diversity management increased efficiency of HRM. This may include:

- Employment - the rate of employment performance, the average duration of employment or fluctuation rate;
- Employee commitment – degree of absenteeism, analysis / research.
- Employee promotion rate

Promotion - share of groups . These statistics can also be traced in each employee group in order to obtain information on how successful you are in maintaining and promoting the recruitment of employees from different backgrounds.

The effectiveness of diversity management initiatives

Diversity management initiatives need to be monitored to identify areas of improvement. You can monitor the following areas:

- **Awareness / employee awareness of diversity management initiatives.**
- **Employees feedback** and perception of practices / policies.
- **Commitment to leadership in supporting initiatives.**
- **Efficiency** of managers and employees at work with colleagues from different backgrounds.

This can be tracked through:

- focus groups of employees to collect feedback;
- the number of complaints.

Assessing the potential costs and benefits of applying diversity management policies

The use of diversity management policies will require time and resources, and the benefits should be highlighted. The evaluation should be a common process that helps owners, managers and employees understand why these steps need to be taken to ensure commitment to this process and to encourage the future development of these policies.

Review each year:



- **what you will need to invest in this process** (costs), in terms of time and resources;
- **what could be the results**, e.g. improved communication, better employee relations, etc .;
- **what could be potential benefits**, e.g., human resource management solutions; avoiding the problems of employees such as stress and absence; access to new markets; better results in existing markets; access to talents; greater motivation and creativity; a better reputation. (Keil et al., 2007)

NEW MARKETS

- Advantage of exploring new / potential markets: Increased access to new markets with opportunities for the development and diversification of products / services.
- Recognize the diversity and range of potential markets that you can address (age groups, sexual orientation, ethnic groups, different disabilities).
- Explore the needs of different groups within potential markets.
- Get a response from customers / buyers from all markets and develop an advertising material that is accessible to everyone.
- Discover and use new opportunities in the media to focus advertising on new groups.
- Consider training your employees to acquire qualifications and diplomas to deal with specific groups (eg sign language for the deaf). (Keil et al., 2007)

CUSTOMER / CUSTOMER NEEDS

Advantage of taking into account customer needs: an evolving business strategy that reflects the (changing) needs of customers .



Put customer / customer needs at the forefront of your business strategy and planning process:

- Use the results of research on the diversity of the market for the development of products and services.
- Develop affordable external communication systems that will provide feedback from customers / customers (both existing and new). Incorporate such feedback into regular procedures for improving work processes. (Keil et al., 2007)

GOOD PRACTICES IN PROMOTING CUSTOMER NEEDS:

Sodexo: Promoting stakeholder value (THE BUSINESS CASE FOR DIVERSITY MANAGEMENT, 2014, ACCA GLOBAL)

Sodexo is a leading global company in the catering and hospitality sector. Sodexo's understanding of the business case for diversity is characterised by an integrated approach, which combines triple bottom line with diversity. Sodexo presents a case where the organisation has branched out from a focus solely on shareholder value to recognition of the significant role that a wider range of stakeholders may play in shaping the business case for workforce diversity.

Through partnerships, awareness and development initiatives such as mentoring and employee networks, Sodexo promotes an inclusive culture. Women represent 54% of Sodexo's workforce and the company undertakes many new initiatives to promote gender equality, including training, mentoring, creating women's networks and raising awareness about diversity-related issues. The company launched Sodexo Women's International Forum for Talent (SWIFT) in 2009. Sodexo also encourages senior leaders to act as diversity champions and disseminates professional development programmes through channels such as employee networks. The chief finance officer (CFO) is one of the leaders in the SWIFT programme.

The interest in diversity in Sodexo is primarily connected with strategic business priorities. The most remarkable aspect of this approach is Sodexo's ability to link the business case for diversity with its internal and external stakeholders. For example, by emphasising its diversity policies, the company won one of the largest contracts for catering in the London 2012 Olympics.

'In the Olympics last year in London, we were the provider and there was no way you could get any piece of business with the Olympics without showing a clear commitment, concrete action on diversity and inclusion.'



BANK AUSTRIA, AVSTRIJA (Diversity within small and medium-sized enterprises, EC, 2015)

Disability management: empowering disabled clients and employees

BA's commitment to accessibility in the banking sector is put into practice through its Disability Management strategy. BA's approach is based on a fully integrated and sustainable commitment: BA's disability policy takes the form of an all-inclusive strategy instead of a programme or project. Programmes or projects are temporary systems; they are implemented over a fixed period of time whereas a strategy is a high level plan aiming to change all patterns of activities within an organisation. The ultimate objective and focus of this all-inclusive strategy is to make stakeholders aware of the added financial and economic value gained from enhanced access to services for every existing and potential clients as well as employees.

Through its Disability Management strategy, BA ensures that awareness is being raised and that specific measures are initiated to facilitate people with disabilities' day-to-day life as clients or employees.

BA serves as an inspiration and role model for international companies and SMEs alike. BA's actions serve as orientation and source of motivation for SMEs, encouraging them to take the initiative towards inclusion and the provision of services accessible by everyone. For example, BA's Disability Management strategy and efforts inspired shop owners in one of the Viennese districts to initiate a project so as to become the first shopping area in Vienna to be completely accessible to persons with disabilities.

BA's approach is all-inclusive because it targets all kinds of disabilities. For example, BA has developed a bank card for people with visual impairments, using larger-size font, stronger contrasting background and Braille characters for "BA" in the bottom right-hand corner of the card. A bank card is one of the most important items of daily use and persons with visual impairment should be able to settle payment transactions as easily as anybody else.

BA has also set up a shuttle service for clients with restricted mobility in Graz and Vienna. Currently 50% of BA's branches are completely accessible for people using wheel chairs and by the end of 2016 this figure will be increased to almost 100 %. Accessibility to banking services is also facilitated through mobile banking.

In addition, BA has developed a website which is accessible to blind people, people with visual impairment, deaf people and people with learning difficulties. It uses assisted screen reader technology, text-to-Braille hardware, text magnifier, contrasting colours and allows navigation by means of the keyboard alone.



BA has also created a pool of employees who know sign language or Braille lettering to develop communication tools for deaf and blind people. BA also contributes to internal awareness-raising with its own in-house Disability-Network (organising conferences, seminars, etc.). BA also employs 400 people with disabilities.

This best practice is about a company adapting its products rather than reinventing them altogether. It allows reaching a broader customer base, customers that are otherwise largely marginalised. As a result, BA was able to make its products more innovative and inclusive, expanding its activity and enhancing its economic performance.

IBM has developed an audio web browser that gives visually impaired people access to e-technology. There are products for voice typing for visually impaired and blind people on the market, which have mobile phone features adapted for sending and receiving messages in voice format. Especially for people with arthritis, phones with larger keys were developed, i.e., BT phone. This product has gotten a much wider base than the basic target group, as it is much more practical to handle compared to increasingly small ones. The Bartelsman media house used its disability awareness infrastructure - 64 million people watched the campaign from the campaign. Universities in Sweden enable Deaf students to offer Study without Barriers. This includes the free help of an interpreter in the language of the deaf, assistants who make notes on lectures for deaf students, and the webpages are equipped with videos with a sign language for the deaf.



POSITIVE IMAGE AND REPUTATION

A positive image brings you better connections with local / national / international supply chains and improved business opportunities. Use your commitment to diversity as a business tool in terms of reputation, public relations and business acquisitions. (Keil et al., 2007)

GOOD PRACTICE

Deutsche Bank - with a pilot project in Berlin, and then in other cities in Germany - achieved a gay and lesbian population with a targeted advertising campaign and created a direct tracking profit.



Royal Bank of Scotland has funded international conferences on preventing homophobia in employment for six years.

The British Stonewall Association has launched the selection of the best employer to protect the rights of gays, lesbians and transgenders; Each year, the Diversity Champion holder is selected for the prestigious companies and organisations.

EXTERNAL SUPPORT

Look for external support to help adjust the diversity of processes:

- Start with contact persons that you already know and trust them, and find out who could best help you.
- Discuss your company's needs with an external contact person that will see your company from a new (and independent) point of view.
- Identify common links between key business topics and individual human resources policies with external collaborators, and develop formal policies and approaches in the field of human resources.
- Discuss these policies with other managers and employees.
- Include an external expert in the development, use and continuous assessment of these policies. (Keil et al., 2007)

BRITISH COUNCIL, Slovenia

They invite an external local disability expert to comment their commitment to D&I and to their best D&I practices and suggest improvements to the internal assessment of disability measures.

IKEA ZAGREB

INITIATING DIALOGUE WITH STAKEHOLDERS

The stakeholders' conference in Zagreb in the eve of the International Women's Day was the central event of the campaign. It gathered more than 150 guests, including government



representatives, non-governmental organisations and other companies, to discuss how public and private sector can work better in achieving gender equality. IKEA stance on gender equality was presented by Director of IKEA Zagreb store and Leadership & Diversity Manager at IKEA Group.

INVOLVING OUR CUSTOMERS

Prior to the forum, we conducted an extensive communication towards our customers, both in the store and on the streets of Zagreb. Through posters and billboards on the IKEA parking lot we invited our customers to pause for a moment and think why equality matters. We delivered the first IKEA Croatia newsletter fully dedicated to a corporate topic of gender equality, and published stories on IKEA web in which our co-workers shared personal experience on equal opportunities for employment and career advancement in IKEA. Social networks contributed to additional engagement of our customers.

IMPACT AND OUTCOMES:

We conducted a survey to see how Zagrebians perceive working rights of men and women in Croatia and IKEA. The results showed that only ¼ of them think that men and women in Croatia have the same rights at the workplace, and many women see this problem more than men do. The results were presented and discussed at the conference. The campaign was covered in more than 50 clippings, 2/3 of which mentioned the importance of equal opportunities and gender balanced organisations, while half of them stressed importance of equal pay for men and women. The campaign reached 2,752,150 citizens in Croatia.*





INTEGRATION OF VULNERABLE GROUPS

Within the borders of the European Union, there are about 120 million inhabitants whose social and economic integration is more difficult, and in the 1980s the European Union began to build a comprehensive policy that would allow them to receive normal education, work and life.

Vulnerable groups face a double burden in their everyday lives. Regulatory objects, although marginalized, are less visible. It's more likely to talk about them than with them. This duality represents a source of risk to the human dignity of the most disadvantaged groups, individuals. Awareness of the importance of exclusion for society as a whole and for people who are experiencing it individually leads us to think about services or services that the state offers to its excluded, poor, marginalised, vulnerable through its policy and network of services.

That is why one of the strategic objectives that the EU seeks is also to tackle social exclusion.

In the 1990s, the persistently high unemployment rate in Europe has included ensuring that employment levels are one of the EU's most important socio-economic objectives. With the Treaty of Amsterdam, promoting employment has become a matter of shared concern and coordination. The objective – a high level of employment – should be taken into account in the design and implementation of all policies and activities in the EU. According to the Treaty of Amsterdam, all members are obliged to prepare long-term employment strategies, annual action plans for reducing unemployment and annual reviews of labor market developments.

The fight against social exclusion is primarily a task of the state and its organs, but they must cooperate with various other bodies and associations, especially with social partners and non-governmental organisations. The Slovenian government, together with these actors, already adopted the program of combating poverty and social exclusion in 2000.



The result of the program is a package of laws (among them the Employment Rehabilitation and Employment of Disabled Persons Act), which equate the possibilities of disabled people and other vulnerable groups for their full participation in social, economic and political life, thus ensuring formal equality by creating opportunities for their equal participation in society. (Ponikvar, Popit Tkalec, 2008)

However, legislation can often only be fought against formal or undisclosed exclusion; in the struggle with social exclusion, we will only succeed if we are also faced with covert discrimination, which is much more difficult to recognise, but its removal is necessary if we want to achieve the actual equality and inclusion of people with disabilities and all other vulnerable groups in society.

If we want to encourage the equal employment of vulnerable groups, it is necessary to increase their employability, and therefore to develop activities that promote the acquisition of skills and knowledge. The exclusion from the labor market is also inextricably linked to the problem of relationship and lack of information; therefore, it is necessary to increase the understanding of society about the rights, needs and abilities of vulnerable groups, and also to promote the promotion of a better understanding of social exclusion.

The first condition for changing behaviour in the field of employment of vulnerable groups is to Popit their needs and abilities, not only what they need for equal participation in work and life, but also, above all, what they can offer to their own families, their families and the wider social environment.

The capabilities and will of each individual should therefore define independent life and an active and productive role in society.

It is therefore very important that in such an intense growth of vulnerable groups, we act earlier, before certain groups become excluded. To recognise them in a timely manner and to provide them with appropriate inclusion support. (Ponikvar, Popit Tkalec, 2008)

Otherwise, data on the number and structure of unemployed vulnerable groups show that the biggest problems in employment are the long-term unemployed older than 50 and the unemployed with only primary school. The share of permanently redundant workers and the unemployed due to bankruptcies also increased significantly. With a high level of unemployment, people with disabilities are constantly at risk.

With inclusive entrepreneurship, an inclusive society, we will no longer be doing long lists of vulnerable groups, we will no longer deal with unbalanced incentive measures.

"Discrimination is any negative distinction based on personal circumstances, such as gender, age, race, nationality, cultural diversity, appearance, physical or mental impairment, marital status, sexual orientation, sexual identity, religion, etc., which puts someone in an unequal and unequal position, deprives himself of the same opportunities or in any way excludes. "(Greif, 2009). It constitutes an infringement of the principle of equal treatment and is unlawful, irrespective of whether it is committed intentionally or unintentionally.

★ BECOME AN EMPLOYER THAT DOES NOT DISCRIMINATE: WORKER NOT DISCRIMINATING

- do not ignore any possible case of discrimination;
- learn about new legislation;
- create a working environment where dignity and respect for others are also reflected in practice;
- form an anti-discrimination policy;
- be a role model;
- assess the organization as a whole and be ready to introduce improvements;
- inform employees and the wider society of the measures that you want to prevent discrimination;
- Teach your employees to recognize discrimination and deal with it; teach them to respect the differences;
- settle complaints;
- take positive action;
- keep track of your actions;
- make sure that people are responsible;



- set goals and indicators how to measure performance in preventing discrimination in the workplace;
- connect with organizations that represent as many different people as possible and work with them to get as much advice as possible for further action;
- Find and use the help of experts.



RELIGION OR BELIEF DISCRIMINATION

The Equality Act 2010 protects employees from discrimination, harassment and victimisation because of religion or belief, one of nine features known in law as protected characteristics and covered by the Act. This characteristic mainly divides into two areas : (Religion or belief discrimination: key points for the workplace, ACAS, 2018)

- religion and religious belief, and
- Philosophical belief.

The Act does not require any minimum length of continuous employment, or any employment for a job applicant, for a discrimination claim to be made.

Discrimination is unlawful from when a role is advertised and interviewed for, through to the last day of employment and beyond, including any job references.

The Human Rights Act 1998 gives a person the right to hold a religion or belief, and change their religion or belief. It also gives them a right to show that belief, but not if that display or expression interferes with public safety, public order, health or morals, or the rights and freedoms of others.

RELIGION AND RELIGIOUS BELIEF

European Convention on Human Rights said that:

- a religion must have a clear structure and belief system
a clearly structured denomination or sect within a religion can be covered
- Employees without a religious faith, as well as those with a faith, can be protected against discrimination.



- no one religion or branch of a religion overrides another – so an employee is protected against discrimination by someone of another religion, or of the same religion or of a different branch or practice of their religion.

PHILOSOPHICAL BELIEF

Broadly speaking, a philosophical belief must be all of the following:

- genuinely held
- not just an opinion or point-of-view based on current information
- a weighty and substantial aspect of human life and behaviour
- clear, logical, convincing, serious, important, and
- Worthy of respect in a democratic society, compatible with human dignity and not conflicting with the fundamental rights of others.

It is broadly accepted that, for example, humanism, atheism and agnosticism are 'beliefs', but supporting a football team or loyalty to your native country are not.

POLITICAL BELIEF

Supporting a political party is not a philosophical belief under the Equality Act. But, a political philosophy affecting significantly how a person lives their life may be protected and dismissing an employee because of their political opinions or affiliation is probably unfair dismissal, unless misconduct by the employee would justify fair dismissal.

All protected beliefs are equal – whether religious or philosophical – so one protected belief cannot override another. And an employee can be protected because they do not hold a particular philosophical belief, regardless of any other religious or philosophical belief they may or may not hold.

However, it is important to understand that whether someone's beliefs, principles, teachings or doctrines amount to a 'belief' in an individual case depends on all the particular facts of the case and whether that belief affects how the person lives their life.



All employees should understand:

- what the terms 'discrimination' and 'harassment' mean
- why discrimination and harassment are hurtful, unlawful and totally unacceptable
- what to do if they witness it or are subjected to it. Tell all employees about your company policy on age discrimination and train those who make decisions that affect others. Training should apply not only to those who recruit and select but also to those involved in day-to-day decisions about work allocation, performance appraisal, etc. Supervisors and managers also need training in recognising and dealing with bullying and harassment.

AGE AND WORKPLACE

It is unlawful, because of age to:

- discriminate directly against anyone – that is, to treat them less favourably than others because of their actual or perceived age, or because they associate with someone of a particular age unless it can be objectively justified
- discriminate indirectly against anyone aging that is, to apply a criterion, provision or practice which disadvantages people of a particular age unless it can be objectively justified
- subject someone to harassment related to age
- victimise someone because they have made or intend to make a complaint or allegation or have given or intend to give evidence in relation to a complaint of discrimination because of age
- discriminate against someone, in certain circumstances, after the working relationship has ended, unless objectively justified
- Compulsorily retire an employee unless it can be objectively justified.

Most developed countries, including Slovenia, face a changed age structure that is in favour of longevity. According to the EUROPP2013 demographic projections,

the aging population in Slovenia will be more intense than in other EU countries. This presents a new challenge for businesses that will require rapid responsiveness and active change management.

The Government of the Republic of Slovenia has already adopted the Long-Term Society Strategy, based on the concept of active ageing, with an emphasis on activities and creativity in all life periods, health care and intergenerational cooperation and solidarity. All these guidelines also result from the awareness that human rights are the same for all people, regardless of age. Activities at all stages of life are based on four pillars: the labor market and education, the independent, safe and healthy life of all generations, the creation of an environment for active aging and social inclusion. II

Effective strategies involving older employees are a new challenge for businesses, their underpinning and successful deployment are an additional step towards competitive advantage in demanding markets of the future.

EFFICIENT MANAGEMENT OF OLDER EMPLOYEES

Demographic change is here and we can already observe the lack of workforce. According to the projections the increased activity of young people and the elderly will not be enough to cover the need for greater employment by virtue of strengthening economic growth.

The steps that brings solutions to this issue are:

- active education policy,
- better management of different age groups in the company,
- care for job placements, and
- lifelong strengthening of employees' skills and knowledge

We have to find collaboration between personnel services, organisation leaders and every individual to find solutions for what will happen in near future.

Stereotypes and discrimination against individuals or groups due to their age are defined with the terms "Age-ism, old-fashionedness". Contrary to race and gender, we are all supposed to be old, and therefore we need to consider thoroughly the

prejudices associated with aging. By stereotyping individuals, attributes are attributed to their group affiliation, and stereotypes are necessarily biased and incomplete. They can be offensive and harmful and do not reflect the actual picture. They often prevent people from being fully integrated into society and equally treated.

There are many negative stereotypes associated with ageing and are not in favour to positive qualities connected to age, such as wisdom, experience and a loving attitude towards their descendants, which are quickly lost.

In this field, more research was carried out, and in our local environment, the results of the New Perspectives on a Longer Working Life survey in Croatia and Slovenia, 2008, based on the collected survey data of Slovenian and Croatian employers, showed that Slovenian and Croatian companies employ an extremely low percentage of older workers and only slightly employ new workers aged between 50 and 64 years.

It is therefore necessary to recognise the problem that ignoring the employment of older workers brings long-term consequences, which will be more acute from year to year. The European Network of Non-Profit Organisations AGE Platform Europe (www.age-platform.eu), which promotes the interests of the elderly and the awareness of the topics most relevant to the elderly, is being pointed out by the European Network of Non-Profit Organisations, which is 190 million Europeans aged over 50.

Older employees more than other employees face the following challenges in their work: they are more difficult to report to their younger superiors, they are more difficult to work if they are the only one in the collective of younger employees and the older older workers feel more pressing in their work than other employees.

Knowing and recognising that older people in organisations are subject to additional pressures is the first step towards the right solutions. We support positive experiences and cooperation with appropriate personnel practices and measures that work the working environment in a friendly and up-to-date manner. This creates the conditions for active and healthy aging, not only for older employees, but for all employees.

MANAGEMENT RECOMMENDATIONS FOR WORK INCLUSION OF OLDER PEOPLE

1. GENERAL AGE DISCRIMINATION AWARENESS in the company:

No matter what the size of a company is, organisations should have Equality policy or D&I policy that is communicated with employees. All the employees should be trained around company's D&I policy.

2. JOB ADVERTISEMENT should:

- Focus on skills that you actually need
- Not have hidden messages (through pictures and other promotional material)
- outline the duties required of a particular post holder
- Avoid terms that prefer certain groups of candidates (term graduate can sound as you are looking for someone young, but you should not forget, that graduates can be older too)
- Avoid using language that refers directly to age (such as "We are looking for young, energy..."

3. APPLICATION FORM

- Blind recruiting is a good help to remove age bias from recruitment process.
- Re check your entry questionnaire as it can include questions that asks for data, that are not important for performance, (questions around age could allow discrimination to take place).
- Train does who are doing shortlisting and remind them of their responsibility not to discriminate on age grounds of the experiences of the candidates;
- Check that no bias, deliberate or unintentional, has influenced decisions. In all organisations this check should be carried out by someone who has not been involved in the shortlisting.



3. When INTERVIEWING you should:

- avoid asking questions related to age
- throwaway comments related to age;
- Focus on the applicant's competence.
- Check decisions for any bias and make sure interviewers have received training in the skills required and equal opportunities/diversity.
- Record your decisions and retain these records at least for 12 months from the date of the interviews.

4. WORKING WITH EMPLOYMENT AGENCIES

You need to be sure that agency acts appropriately and in accordance with your company's equality and diversity policies.

5. VOCATIONAL TRAINING

Vocational training providers must not age limits or age-related criteria unless these can be objectively justified:

As an employer, training provider, college or university you will need to consider the following questions:

- Do you have a minimum or maximum age for entry generally or in relation to admission or access to particular courses? If so, what are the supposed justifications for these?
- Even though you don't have formally written age limit, do you take into account when you consider applicants for admission? In either case, you need to consider:
- Can you objectively justify any age-related criterion?

5. MONITOR YOUR DECISIONS for any evidence of age bias.



6. PROMOTION AND TRAINING

Promotion opportunities should be available to all employees regardless of age, on a fair and equal basis. Criteria for promotion should be objective, the same as development opportunities, job trainings, etc.

Review the style and location of training to ensure that is available for people of all ages and that everyone is encouraged to participate.



UNCOUNSCIOUS BIAS

DEFINITION

- Unconscious bias refers to a bias of which we are not in conscious control
- It is a bias that happens automatically and is triggered by our brain making quick judgements and assessments of people and situations, influenced by a variety of factors: our background, cultural environment and personal experiences

Anticipation is the fruit of an ancient, unconscious part of our brains – decisions are offered, before we even accept them. Nevertheless, our unconscious bias has helped man for millions of years in the process of his evolution.

In our minds, categories of people are automatically formed based on persons appearance, gender, or belonging to our preference group. If a person is part of our preference group, we are pleased to join and accept it as a support.

In recent years, there has been a significant increase in scientific research on the topic of unconscious bias and the search for solutions to prevent its negative impact on our decisions. It has a strong influence on our perceptions, decisions and the way of interaction.

Our brains connects visual, verbal and behavioural informations rapidly and making quick judgements about peoples gender, age, ethnicity or social background, sexual orientation or education, they use this clues to make it through life more easier. Rapid decisions are most useful as they help us to:

- Determine whether someone is friendly or hostile;
- Save our lives;
- To inform intuitive and appropriate behaviours and expectations from both parties;

TYPES OF UNCONSCIOUS BIAS

AFFINITY BIAS = Valuing people who are like us in looks, sound and behaviour.

Example: "Tom is likely to be great for the role, he went to the same university I did."

COMPARISON BIAS = People who appear different can be seen as more different from they actually are.

Example: "I try to avoid Mary, who is a wheelchair user. I think I will say or do something wrong."

CONFIRMATION BIAS = Seeking out evidence supporting our viewpoint, regardless of whether or not it is consistent.

"It is difficult for older people to acquire new computer skills."

ATTRIBUTION BIAS = The tendency to give preferential treatment to people perceived to be members of the same "group".

Example: "I need to allocate the work for this promising new project which may mean a promotion. I will give it to my friend Betty."

RECENCY BIAS = The tendency to associate people with their most recent positive/negative actions and ignore past performance.

Example: "Johanna used to meet all deadlines but she missed quite a few in her last project. I don't think I will trust her again!"

HALO/HORNS EFFECT = The tendency to like/dislike everything about a person.

Example: This doctor saves a thousands of lives! He must be an amazing father too!"



TIPS ON HOW TO ADDRESS UNCONSCIOUS BIAS

- Take a pause
- Stay alert
- Avoid reinforcing
- Speak up
- Monitor yourself

KNOW THE DRIVERS: We expect people to behave as we do and, when they don't, we may perceive these behaviours as wrong or ineffective. Focus on outcomes not styles.

REVIEW YOUR DECISIONS

Make sure your decisions are objective and don't include stereotyping. Avoid acting impulsively and challenge other's decisions.

PAUSE AND THINK

If you pause before making decision, unconscious bias is noticeably reduced.

RESOURCES ON UNCONSCIOUS BIAS

Harvard online tests

<https://implicit.harvard.edu/implicit/takeatest.html>

Unconscious bias – what do you see

<https://vimeo.com/140169732/01ebd03400>



PRESENTATIONS

Module 1:

<https://www.raznolikost.eu/wp-content/uploads/gradivo-modul-1.pdf>

Module 2:

https://www.raznolikost.eu/wp-content/uploads/Predavanje-LRS_ČUČNIK.pdf

https://www.raznolikost.eu/wp-content/uploads/Predavanje-LRS_MALEC.pdf

https://www.raznolikost.eu/wp-content/uploads/Predavanje-LRS_MRAK.pdf

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<https://www.raznolikost.eu/wp-content/uploads/Predavanje-LRS-PLANKO.pdf>

Module 3:

<https://www.raznolikost.eu/wp-content/uploads/material-Modul-3-eng.pdf>

RESOURCES

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