

Diversity and inclusion in the workplace



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Diversity and inclusion in the workplace

Introduction

Welcome to this free course, *Diversity and inclusion in the workplace*. The course lasts 24 hours and is comprised of eight weeks. You can work through the course at your own pace, so if you have more time one week there is no problem with pushing on to complete a further study week. The eight weeks are linked to ensure a logical flow through the course. They are:

- Week 1: What is a diverse workplace and why is it important?
- Week 2: Diversity characteristics and discrimination – Part 1
- Week 3: Diversity characteristics and discrimination – Part 2
- Week 4: Barriers to diversity and inclusion
- Week 5: Skills and strategies for success
- Week 6: Diversity and inclusion in recruitment and career progression
- Week 7: Examples of good practice
- Week 8: Next steps

Each week should take you around 3 hours, but remember to work at your own pace. There are no time limits on this course. There are a number of activities throughout the course where you are asked to note down your response. A text box is provided for you to do this, however if you would prefer to record your answers in another way that is fine.

At the end of each week there is also a quiz to help you check your understanding. And, if you want to receive a badge and statement of participation, at the end of Weeks 4 and 8 there is a quiz which you need to pass. You must also be enrolled on the course in order to track your learning and reach 100% completion.

As you work through the course you may find you want to learn more. There are further reading sections at the end of the weeks to help you with this.

After studying this course, you should be able to:

- recognise the value of a diverse workplace and the potential benefits to both individuals and organisations
- identify a range of diversity characteristics and better understand discrimination in context
- consider barriers to effective diversity and inclusion, and describe the skills and strategies needed to overcome them
- explore strategies for recruiting and retaining staff, and for creating an inclusive culture that supports career progression

- reflect on personal experiences and potential biases, identifying individual and organisational goals to enhance workplace culture and productivity.

Spotlight on... While all themes are equally important, in Weeks 2 and 3 you'll see this box used to indicate a topic that employers have identified as an area of particular interest in surveys conducted by Open University careers staff.

Moving around the course

In the 'Summary' at the end of each session, you will find a link to the next session. If at any time you want to return to the start of the course, click on 'Full course description'. From here you can navigate to any part of the course.

It's also good practice, if you access a link from within a course page (including links to the quizzes), to open it in a new window or tab. That way you can easily return to where you've come from without having to use the back button on your browser.

The Open University would really appreciate a few minutes of your time to tell us about yourself and your expectations for the course before you begin, in our optional [start-of-course survey](#). Participation will be completely confidential and we will not pass on your details to others.

What is a badged course?

While studying *Diversity and inclusion in the workplace* you have the option to work towards gaining a digital badge.

Badged courses are a key part of The Open University's *mission to promote the educational well-being of the community*. The courses also provide another way of helping you to progress from informal to formal learning.

Completing a course will require about 24 hours of study time. However, you can study the course at any time and at a pace to suit you.

Badged courses are available on The Open University's [OpenLearn](#) website and do not cost anything to study. They differ from Open University courses because you do not receive support from a tutor, but you do get useful feedback from the interactive quizzes.

What is a badge?

Digital badges are a new way of demonstrating online that you have gained a skill.

Colleges and universities are working with employers and other organisations to develop open badges that help learners gain recognition for their skills, and support employers to identify the right candidate for a job.

Badges demonstrate your work and achievement on the course. You can share your achievement with friends, family and employers, and on social media. Badges are a great motivation, helping you to reach the end of the course. Gaining a badge often boosts confidence in the skills and abilities that underpin successful study. So, completing this course could encourage you to think about taking other courses.



How to get a badge

Getting a badge is straightforward! Here's what you have to do:

- read each session of the course
- score 50% or more in the two badge quizzes in Week 4 and Week 8

For all the quizzes, you can have three attempts at most of the questions (for true or false type questions you usually only get one attempt). If you get the answer right first time you will get more marks than for a correct answer the second or third time. Therefore, please be aware that for the two badge quizzes it is possible to get all the questions right but not score 50% and be eligible for the badge on that attempt. If one of your answers is incorrect you will often receive helpful feedback and suggestions about how to work out the correct answer.

For the badge quizzes, if you're not successful in getting 50% the first time, after 24 hours you can attempt the whole quiz, and come back as many times as you like.

We hope that as many people as possible will gain an Open University badge – so you should see getting a badge as an opportunity to reflect on what you have learned rather than as a test.

If you need more guidance on getting a badge and what you can do with it, take a look at the [OpenLearn FAQs](#). When you gain your badge you will receive an email to notify you and you will be able to view and manage all your badges in [My OpenLearn](#) within 24 hours of completing the criteria to gain a badge.

Get started with [Week 1](#).

Week 1: What is a diverse workplace and why is it important?

Introduction

Welcome to Week 1 of the free badged course *Diversity and inclusion in the workplace*. Congratulations, you've taken your first step towards understanding and enhancing the role that both diversity and inclusion must play in the future of your organisation.

'Diversity and inclusion' is a significant topic and an 8 week course can't cover every aspect in comprehensive detail, so the aim is to introduce you to key themes and issues, and to provide inspiration for further research and action. There is no quick fix for understanding and embracing diversity, it's a long term commitment and this is just the beginning of your journey.

The amount of online information available can seem overwhelming, so this course will highlight some of the best advice available at the time of writing, and set it into a logical order to help you progress with your diversity and inclusion plans. As the issues discussed in this course are continually developing, you can use the content to inspire your own research into the very latest thinking

You'll also find case studies and quotes from employers and individuals who have already started their diversity journeys. Real life experiences are at the core of the videos you'll see in the introduction to each week. These videos include excerpts from interviews conducted with a variety of employers, sharing their observations and experiences and providing inspiration on the week's key topics.

Watch this first video, in which our interviewees explain why diversity and inclusion is important in their organisations.

Video content is not available in this format.

Video 1: Introduction to Week 1



You'll start this week by exploring some definitions, to enhance your understanding of diversity and inclusion. You'll explore some of the associated social and legal responsibilities, and learn about the benefits a diverse workforce can bring.

By the end of this week you will be able to:

- define diversity and recognise its variety
- understand the importance of inclusion in creating a diverse workplace
- explain some of the wider benefits diversity can bring to an organisation.

Before you start, The Open University would really appreciate a few minutes of your time to tell us about yourself and your expectations of the course. Your input will help to further improve the online learning experience. If you'd like to help, and if you haven't done so already, please fill in this optional [start-of-course survey](#). Participation will be completely confidential and we will not pass on your details to others.

1 Defining diversity and inclusion

Although diversity and inclusion are closely linked and often discussed at the same time, they are actually distinct terms for different concepts. You'll explore each of them in more detail in this section.



In its '4-step guide to diversity, equity and inclusion in the workplace', consulting firm Korn Ferry (2021, p. 3) provides useful explanations of some key terms.

Diversity = '*the mix*' – encompassing the full range of human differences and similarities, both identity-based and cognitive.

Inclusion = '*making the mix work*' – unlocking the power of diversity. This includes both behavioural inclusion (inclusive mindsets, skillsets and relationships), and structural inclusion (equitable and transparent structures, practices, policies, and algorithms).

Equality = '*the promise*' – equal access to opportunity, advancement, support and reward for all.

Equity = '*the fulfilment of the promise*' – the removal of any behavioural and structural barriers in fulfilling the promise.

Listen to Asif Sadiq explaining why equity is such an important part of this agenda.

Video content is not available in this format.

Video 2: Diversity today



Diversity

To Atcheson (2021, p. 13), diversity means 'that there is an array of differences existing in one place, together'. She goes on to explain that 'people are not singularly diverse, groups are'.

Diversity is a complex and multifaceted topic, but there are ways to categorise different types of diversity that might help to simplify the concept.

1.1 Different diversity characteristics

Some of the most commonly discussed diversity characteristics are protected by law through the Equality Act, 2010. Known as protected characteristics in the UK, they are:

- age
- gender reassignment
- being married or in a civil partnership
- being pregnant or on maternity leave
- disability
- race including colour, nationality, ethnic or national origin
- religion or belief
- sex
- sexual orientation.

You'll explore them in more detail in Weeks 2 and 3.



But these are not the only aspects of diversity that need consideration in the workplace. Later in the course you'll also explore the influence of social capital.

One useful way to break the concept of diversity down is to consider **inherent** versus **acquired**, or cognitive, diversity. Another way to look at this might be to think of it as the impact of nature versus nurture.

Hewlett et al (2013) describe inherent diversity as involving 'traits you are born with, such as gender, ethnicity, and sexual orientation', (i.e. nature) whereas acquired diversity 'involves traits you gain from experience' such as education or living/working in a country other than your own (i.e. nurture). When both types are present within an individual, Hewlett et al refer to this as **2D diversity**.

Activity 1 Exploring acquired diversity



Allow about 10 minutes for this activity.

Spend a few minutes thinking about what factors might be included in Hewlett's **acquired** diversity category, sometimes also known as cognitive diversity, i.e. traits you gain from experience. If it helps – think about yourself and the ways in which you differ from those around you – for example, did you have a different educational experience?

Comment

There are many potential options to choose from. For example, you might have chosen themes relating to education and knowledge, personal values, skills and strengths, or broader life experiences, such as where you grew up, or extra-curricular opportunities. Acquired diversity can be more complex to measure, requiring a much broader set of analytics, but its impact can also bring significant benefits to the workplace.

The US-based Alliant International University (no date) breaks diversity down further, into four types:

Internal diversity – including race, ethnicity, age, national origin, sexual orientation, cultural identity, assigned sex, gender identity, physical ability and mental ability.

External diversity – including personal interests, education, appearance, citizenship, religious beliefs, location, familial status, relationship status, socio-economic status, life experiences.

Organisational (or functional) diversity – including job function, place of work, management status, employment status, pay type, seniority, union affiliation.

Worldview diversity – including political beliefs, moral compass, outlook on life and epistemology (i.e. knowledge).

This breakdown is useful as it offers a broader awareness of the range of diversity characteristics you will need to keep in mind when progressing this agenda in your workplace.

Another relevant consideration when trying to better understand diversity, is intersectionality – an acknowledgement that a person's identity is made up of the intersection of a number of characteristics, for example a Black, disabled woman. You'll learn more about that in Week 3.

1.2 The importance of an inclusive workplace

It is important to note that to create a diverse and inclusive workplace, everyone must play their part. This is not something a single individual can take responsibility for on behalf of their organisation.



Put simply, a diverse workplace is one that employs a diverse range of individuals. In the past, that alone might have been seen as sufficient to meet the diversity agenda, but our understanding of diversity issues has progressed to include the important theme of inclusion.

Atcheson (2021, p. 16) defines inclusion as 'being included – being embedded in and actively involved in what is going on.'

To be truly inclusive, organisations must ensure that every diverse individual feels valued and able to participate equally in every aspect of the organisation's life. They must feel that they have opportunities to fulfil their potential and that they can be their authentic selves rather than having to conform to the prevalent cultural norms – knowing their difference is appreciated and not just tolerated.

If that isn't the case, your organisation may lose its diversity, through loss of talent, staff disengagement, reputational damage, etc. Without inclusion, diversity cannot thrive.

Diversity and inclusion are words that are often used together, but they describe two different concepts. A recent BetterTeam (2021) blog post, describes the differences as follows:

Table 1

Diversity	Inclusion
Refers to the characteristics and elements that make an individual unique.	Refers to the behaviours and social norms that ensure an individual feels welcomed and safe.
A concept that brings different people together in the same place.	Methods and strategies implemented to make diversity work.
Achieved when hiring managers and recruiters strive for heterogeneity and combatting bias in the hiring process.	Achieved when team members feel psychologically safe and included in the workplace.
Relies on inclusion in order to work.	Is crucial for diversity in the workplace to be successful.

The value of respect

'We should all consider each other as human beings, and we should respect each other.'

Malala Yousafzai

Respect plays an important role in inclusion, both receiving respect yourself and being respectful towards others. In a global study of nearly 20,000 employees, Porath (2015) found that being treated with respect is more important to individuals than recognition and appreciation or opportunities for development.

Activity 2 Exploring respect



Allow about 15 minutes for this activity.

For the first part of this activity, spend a few minutes thinking about a time when you were shown respect at work. Who showed it? How did they show it? How did that make you feel?

Make some notes in the box below.

Provide your answer...

Now spend the rest of your time reflecting on how you show respect to others in the workplace and make notes below.

Provide your answer...

Comment

Perhaps you could think of lots of occasions when you've demonstrated your respect for others, but perhaps you've had to acknowledge that you aren't always respectful enough. Part of the purpose of this course is to stimulate a personal journey, where you may feel uncomfortable at times. This is not a bad thing; this is a positive step towards developing your self-awareness, understanding how others feel and becoming more open to the concepts of diversity and inclusion.

In Week 5 of this course, you'll look in more detail at the personal skills and behaviours that can support a more inclusive workplace.

Although there are many reasons why a diverse and inclusive workplace can be beneficial to all those involved, there is also a legal framework that all organisations are required to adhere to. You'll learn more about that in the next section.

2 Diversity legislation

The key piece of legislation which defines an employer's legal responsibilities in the UK is The Equality Act 2010 (legislation.gov.uk, 2022), which legally protects people from discrimination in the workplace and in wider society, and sets out the different ways in which it's unlawful to treat someone.

Watch this short video from Educare to hear a useful overview of the Act.

Video content is not available in this format.

Video 3: What is the Equality Act?



As outlined in the video, the Act describes four main forms of discrimination:

- *direct discrimination* – treating someone with a protected characteristic less favourably than others
- *indirect discrimination* – putting rules or arrangements in place that apply to everyone, but that put someone with a protected characteristic at an unfair disadvantage
- *harassment* – unwanted behaviour linked to a protected characteristic that violates someone's dignity or creates an offensive environment for them
- *victimisation* – treating someone unfairly because they've complained about discrimination or harassment, or supported a complaint or raised a grievance, related to a protected characteristic.

Other legally recognised forms of discrimination are:

- *discrimination by association*, which occurs when a person is treated less favourably because of the protected characteristic of a person with whom they are associated, such as a friend, partner, parent or child; and
- *discrimination by perception*, which involves an individual being treated less favourably because they are mistakenly perceived to have a protected characteristic.

Activity 3 Indirect discrimination

 Allow about 15 minutes for this activity.

Consider the following examples and, in the box below, explain why they demonstrate indirect discrimination.

1. There's a clause in your contract which says you may have to travel around the UK at short notice. (Citizens Advice, no date)
2. A job advert for a salesperson says applicants must have spent 10 years working in retail. (ACAS, no date)

Provide your answer...

Now spend a few minutes reflecting on whether examples like those could potentially happen in your workplace? What structures are in place to avoid them?

Comment

Example 1

If you're a woman with young children, this could be more difficult. This clause therefore places you at a particular disadvantage. It also places women generally at a disadvantage, as they're more likely to be the carers of children.

You could challenge the clause because it affects you personally, even if you've not been asked to travel at short notice yet.

Example 2

By doing this the business could be discriminating indirectly based on age. This is because the advert excludes young people who may still have the skills and qualifications needed. You'll learn more about the importance of the wording you choose in a job advertisement in Week 6.

The advert should instead say that applicants need a specific type of experience and knowledge. It should also include the main tasks and skills involved in the job, to show applicants what they'll need to be able to do.

The full Equality Act 2010 legislation can be accessed online. See the [References](#) section for the link.

If you are not based in the UK, use your preferred search engine to look for your own country's government guidance on the topics of equality and discrimination or diversity and inclusion.

Next, you'll move on to explore some of the wider benefits of diversity and inclusion to you and your organisation.

3 Benefits of diversity and inclusion in the workplace

In preparation for this course, 350 employers, ranging from SMEs to large corporate organisations, were surveyed by Open University Careers and Employability Services, asking 'what do you consider to be the benefits of having a diverse workforce?' Answers were wide ranging, but included the following recurring themes:

- bringing different perspectives into the workplace
- widening the talent pool for future recruitment – diversity encourages further diversity
- stimulating more innovative thinking and a more creative approach to problem solving
- reflecting the diversity of customers and wider society.

This last point involves looking at the wider population and its composition. If an organisation is not reflecting the diversity of the wider population, it means there are barriers to access, and that actions must be put in place to mitigate them. You'll explore some of those actions in more detail in Week 6.



A representative from Koreo, a learning consultancy dedicated to social change, explained:

We tackle problems based on our perspectives and some experiences are unique to our socioeconomic, cultural, social exposure. Teams that are diverse not only have more social capital and broader perspectives to work towards complex challenges, they also challenge each other internally to think about fresh perspectives around key social issues and maintain a healthy disruption to our ways of working.

Watch this short video from training provider iHASCO, explaining the benefits in more detail.

Video content is not available in this format.

Video 4: Why is Equality, Diversity & Inclusion (EDI) important in the workplace?



The video suggests a range of benefits, from innovation to financial success, and you'll explore some of those in the next sections.

3.1 Diversity and staff wellbeing

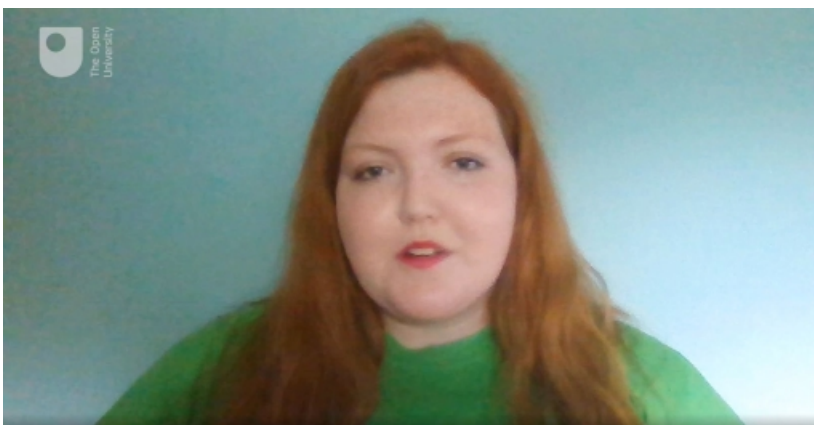
Diversity and inclusion play an important part in staff wellbeing. Menzies (2018) suggests that they are linked in four ways:

1. Workplaces that are inclusive foster enhanced employee wellbeing
2. Employees with high levels of wellbeing are more inclusive
3. Effective wellbeing initiatives accommodate the unique needs of different employees
4. Best practice diversity and inclusion programmes recognise mental health and wellbeing as a diversity issue.

For a personal view of the benefits, listen to Sophie Washington, one of our employer interviewees, explaining how much she enjoys working in a diverse and inclusive environment.

Video content is not available in this format.

Video 5: Sophie on a diverse and inclusive workplace



Menzies goes on to explain that self-concept and self-esteem play a significant role in our wellbeing and 'when employers celebrate, encourage and value the expression of an individual's unique identity in the workplace, the employee's self-esteem and integrity are supported.'

In their Inclusion@Work study 2017-18, which surveyed a nationally representative sample of 3000 workers, Diversity Council Australia (2018) found that:

- those who felt they worked in inclusive teams experienced higher job satisfaction, greater success and security, and better team performance
- in organisations taking action to create a more diverse and inclusive workplace, a similar proportion of female and male workers were very satisfied with their jobs (43% and 45% respectively), compared with those in organisations where no action was being taken (28% and 23%).

Their 2019-20 follow on study (Diversity Council Australia 2019, p. 11–13) revealed growth in strong support for workplace inclusion from 37% to 43%, but they describe one of the key challenges facing organisations as 'addressing the assumption that diversity and inclusion efforts only benefit people from target or minority groups'.

Of course, the other side of the wellbeing story is that individuals who experience discrimination in the workplace often experience higher stress levels and health issues. In fact, in their study of nearly 30,000 employees from the Finnish public sector, Clark et al (2021), found a direct association between workplace discrimination and an elevated risk of long-term sickness absence due to mental disorders. You'll explore personal fear as a result of discrimination in more detail in Week 4.

Activity 4 Diversity and inclusion benefits everyone

 Allow about 15 minutes for this activity.

Consider a time when you learned something from a colleague who was different to you. Identify what that difference was.

What did you learn from them? How did you benefit from that experience? How did your organisation benefit?

.....

Comment

Perhaps you thought of a time when a colleague shared a personal experience with you that gave you greater insight and understanding, or maybe they had such a different perspective on a particular problem – it caused you to rethink your position.

It is important to realise that everyone can benefit from a more diverse and inclusive working environment. For example, in an inclusive workplace, personal interactions with colleagues can be enhanced, creating a more supportive environment where challenges are shared and different perspectives can lead to new and exciting solutions.

In the OU survey referred to earlier, several respondents also commented that diversity and inclusion was important because it was the 'right thing to do', aligning well with the concept of social responsibility, which you'll explore in the next section.

3.2 Diversity and social responsibility

According to Ganti (2022) 'social responsibility means that individuals and companies have a duty to act in the best interests of their environment and society as a whole.' When applied in a business context, this is often known as corporate social responsibility, or CSR.



Across most of the world, this is a voluntary commitment for businesses, the exception being India, which is the first country to mandate CSR spending through its corporate law framework.

Big companies often have departments dedicated to CSR, but for organisations without those resources, what part should social responsibility play?

Watch this short video to hear what Fair Trade USA, a global leader in setting corporate social responsibility standards, recommends for small businesses.

Video content is not available in this format.

Video 6: 4 Social Responsibility Tips All Businesses Need To Know



Even in this short video, you can see the links between social responsibility and diversity and inclusion. For example, when Bennett talks about identifying 2-3 themes and then making sure that all of your staff understand their part in the impact you want to have – this could certainly apply to inclusion.

Another useful way to think about social responsibility is to consider values. These might be organisational values, team values or personal values. If an organisation has defined values, they should be reflected in its priorities, style of working, approach to challenges, etc.

Activity 5 Organisational values

 *Allow about 20 minutes for this activity.*

Investigate the values of your organisation. You may be familiar with them already as they may be something your organisation promotes widely both internally and externally.

If they have been defined – take a few minutes to reflect on what you think about them. Do they accurately reflect the way your organisation operates? Can you see a commitment to diversity reflected in the chosen values? If you've done any thinking about your own personal values – how do they align?

If they haven't yet been formally discussed – can you come up with some that could work for your organisation, or your team? How could diversity be clearly reflected?

Comment

Darmanin (2022) shares the following examples of common company values – loyalty, honesty, trust, ingenuity, accountability, simplicity, respect. Others that reflect a commitment to diversity might include – equality, empathy, solidarity, openness, etc.

In a recent blog article, Sodexo's Global Chief Diversity Officer Rohini Anand (2019) explains that diversity and inclusion, and CSR have many shared goals – with both 'reaching out to disenfranchised communities, bringing new insights to the table and driving collaborative solutions to business challenges.' Many of the skills used also intersect, from change management and community relations to measurement and telling the story. She goes on to suggest that greater collaboration between those working on these two agendas can only be beneficial.

Another significant driver of social responsibility is its importance to young people in the workplace – individuals who will either be future employees or customers for your organisation. Each generation has its own characteristics and Generation Z is thought to be the most racially and ethnically diverse generation so far (Janzer 2021). Born between 1995 and 2010, and numbering approximately 66 million, members of Generation Z are known for their distrust of business and support for social responsibility.

Janzer (2021) outlines several aspects of social responsibility that this generation prioritises:

- speaking out against injustice
- seeing, hearing and recognising
- providing fairness and equity,

all of which align closely with diversity and inclusion.

A diverse workforce can also enhance important business activities such as problem solving and innovation. You'll find out more in the next section.

3.3 Diversity and innovation

There is a significant body of evidence to support the fact that diverse teams are more innovative. Watch this short video from NASA's Jet Propulsion Laboratory (JPL), which explains how their workforce has changed and the benefits that inclusion brings.

Video content is not available in this format.

Video 7: Inclusion Drives Innovation at JPL

When I started my JPL career in 1980, I was the only female engineer in a section of about 150 engineers.

Fortunately, the group supervisor who hired me was very attuned to diversity, and made a strong effort in his hiring practices to make his group more diverse and inclusive.

Jan Chodas
Project Manager, Europa Clipper

In a recent career column in the scientific journal *Nature*, social scientist Katrin Prager (2021) describes how working with a team of individuals from a variety of demographic and disciplinary backgrounds 'prompted us to look for insights in places that a less-diverse team would not even have considered.'

The author also goes on to highlight an issue that can impair this diversity when we are choosing who to work with on particular problems, and that is **homophily**, or 'love of the same'.

You might have heard the proverb 'birds of a feather flock together'. It basically means 'people of similar interests, background, ideas or characteristics will often congregate or hang out with each other, people who have similar ideas or values tend to stick together' (Grammarist, no date).

This can impair innovation, as similar people will have overlapping experience and knowledge and won't challenge each other in the same way.

Over time, even a diverse organisation can become increasingly homogenised and fall into something known as 'groupthink', which reduces our ability to explore different solutions and identify our blind spots, preventing organisations from leveraging the power of their diversity. You'll explore 'groupthink' in more detail in Week 8.

The advantages of friction

Being inclusive has numerous benefits but it is not always the most comfortable journey. Differences in ideas and perceptions can cause conflicts that many of us would prefer to avoid. It is important though to learn to be comfortable with the uncomfortable. You'll explore conflict in more detail in Week 4.

Cross (2022) describes several reasons why we need friction in the workplace to build a culture of innovation:

- Friction is where we have to unpack and explore our ideas more deeply, so we can better explain them to others.
- Friction is where ideas, perspectives and assumptions are tested.
- Friction is where we can create a culture in which everybody feels safe to constructively disagree.
- Friction is where we grow through exposure to new ways of thinking.

In her article in Nature, Prager (2021) also goes on to describe the cognitive challenge involved in collaborating within diverse teams as members must often overcome differences in vocabulary, knowledge and understanding. She gives an example from her own experience of working with a researcher from Brazil and gradually realising they both had a very different understanding of the word 'community', but also describes the benefits of combining their understanding to bring greater insight.

For organisational leaders, another positive aspect of diversity is its potential impact on profitability.

3.4 Diversity and economic benefit

Eswaran (2019), writing for the World Economic Forum, explains why the business case for diversity in the workplace is now overwhelming, citing substantial research that demonstrates the advantages, including:

- A study from Boston Consulting Group that found companies with more diverse management teams have 19% higher revenues due to increased innovation.
- A Hays Asia Diversity and Inclusion report in which respondents identified improved company culture, leadership and greater innovation as the top three benefits of a diverse workforce.
- The Deloitte Millennial Survey, which shows that 74% of respondents believe their organisation is more innovative when it has a culture of inclusion.

Asif Sadiq has this to say:

Video content is not available in this format.

Video 8: The business case for DEI



Another useful resource is the Diversity Wins report (Hunt et al, 2020), which also explores the business case for inclusion and diversity. This report is the third in a series by McKinsey & Company, and shows that the 'relationship between diversity on executive teams and the likelihood of financial outperformance is now even stronger than before.' For example, their analysis finds:

- Companies in the top quartile for gender diversity on executive teams were 25% more likely to experience above-average profitability than peer companies in the fourth quartile. This is up from 21% in 2017 and 15% in 2014.
- Companies with a gender split of more than 30% women on their executive teams are significantly more likely to outperform those with between 10 and 30% women, and these companies in turn are more likely to outperform those with fewer or no women executives.
- In the case of ethnic and cultural diversity, companies in the top quartile outperformed those in the fourth by 36% in terms of profitability in 2019, slightly up from 33% in 2017 and 35% in 2014.

The report goes on to suggest five areas of action for companies, based on best practices from the firms they surveyed:

1. **Ensure representation of diverse talent.** Companies should focus on advancing diverse talent into executive, management, technical and board roles, setting the right data-driven targets for representation.
2. **Strengthen leadership accountability and capability.** Companies should place their core business leaders and managers at the heart of the agenda and strengthen inclusive leadership capabilities, holding all leaders to account for progress.
3. **Enable equality of opportunity through fairness and transparency.** Companies should deploy analytics tools to build visibility into promotions and pay processes and criteria. They should de-bias these processes and work to meeting diversity targets across long-term workforce plans.
4. **Promote openness and tackle microaggressions.** Companies should uphold a zero-tolerance policy for discriminatory behaviour and actively build the ability of managers and staff to identify and address microaggressions, establishing norms for what constitutes open, welcoming behaviour, and assessing each other on how they are living up to them.
5. **Foster belonging through unequivocal support for multivariate diversity.** Companies should build a culture in which all employees feel they can bring their whole selves to work. Managers should communicate and visibly embrace their commitment to diversity, building connection with diverse individuals and supporting employee resource groups to foster a sense of community and belonging.

Activity 6 Researching the benefits



Allow about 20 minutes for this activity.

Using your preferred search engine, spend some time investigating the different ways in which a diverse workforce and leadership team can lead to increased company profits. Note your findings in the box below.

Provide your answer...

.....

Comment

Profits might be increased through:

- access to new markets,
- improved interaction with customers,
- increased job satisfaction and motivation,
- better staff retention,
- role models attracting new talent,
- greater innovation, etc.

There are many ways in which a diverse workplace can impact on the financial bottom line and more and more business leaders are becoming aware of that fact.

With this range of potential benefits in mind, and a growing body of evidence to support them, it is clear that for any organisation, diversity and inclusion will play a vital role in future success.

4 This week's quiz

Now that you've completed Week 1, you can take a short quiz to help you to reflect on what you've learned.

Open the quiz in a new window or tab, then come back here when you've finished.

[Week 1 practice quiz](#)

5 Summary

This week you have looked at definitions of diversity and inclusion, exploring different diversity characteristics and considering why diversity is important in the workplace. You've reflected on an organisation's social and legal responsibilities and looked at some of the ways embracing diversity can support both individual and business success.

You have also started to understand that everyone has a part to play in diversity and inclusion in your workplace, and over the coming weeks you'll become increasingly aware of the different ways in which our bias and our privilege can cause us to discriminate, sometimes without us even realising it.

You should now be able to:

- define diversity and recognise its variety
- understand the importance of inclusion in creating a diverse workplace
- explain some of the wider benefits diversity can bring to an organisation.

Next week, you'll look more closely at some of the protected characteristics mentioned here in section 2.1, exploring what discrimination means in each of those contexts, and enhancing your awareness of current issues.

You can now go to [Week 2](#).

Week 2: Diversity characteristics and discrimination – Part 1

Introduction

Last week you explored some diversity definitions, enhancing your understanding of diversity and inclusion. You considered some of the associated social and legal responsibilities, and learned about the benefits a diverse workforce can bring.

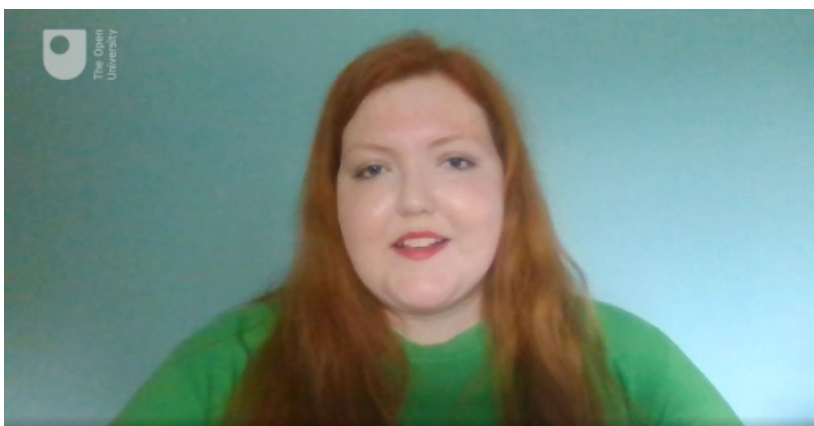
As you discovered in Week 1, the Equality Act 2010 outlines a range of legally protected diversity characteristics. The aim of this week is to provide an overview of some of these characteristics, addressing the basics while also introducing some of the more recent thinking.

In order to cover a wide range of useful topics throughout this 8 week course, it is not possible to cover every protected characteristic in detail. However, you will focus on many of the most relevant in terms of discrimination experienced in the workplace. If you wish to know more about those that are not covered in detail during the course, see [Further reading](#) for a variety of useful links.

Now watch this short introductory video, where our employers share some of the ways they support colleagues with the diversity characteristics you'll be exploring this week.

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Video 1: Introduction to Week 2



By the end of this week, you will be able to:

- describe key aspects of discrimination due to disability, race or sex in the workplace
- reflect on a range of issues related to disability, race or sex in the workplace
- identify actions that you could take personally and organisationally to address these issues.

You'll start the week by looking at disability and neurodiversity in the workplace.

1 Disability

ACAS (no date) explains:

Unless their condition or impairment is automatically classed as a disability or they have a progressive condition, the Equality Act 2010 says someone is considered to have a disability if both of these apply:

- they have a 'physical or mental impairment'
- the impairment 'has a substantial and long-term adverse effect on their ability to carry out normal day-to-day activities'



A significant number of people with disabilities are keen to work but remain unemployed. The UN's Disability and Development report (UN, 2018) notes that 'lower rates of employment have been persistently observed for persons with disabilities.' Across eight global regions, the employment to population ratio for people with disabilities averages 36%, compared with 60% for people without disabilities.

Aichner (2021) explains that the problem is often the negative view of employers who assume that people with disabilities are not able to perform as efficiently, or are a burden rather than a source of added value. On the contrary, Aichner's research summarises the characteristics and associated benefits as follows:

Table 1

Characteristics of people with disabilities	Advantages of hiring people with disabilities
Higher motivation to work	Lower absenteeism rates
Very loyal towards their employer	Lower employee turnover
Friendlier dealings with customers	Higher ROI in training and development
Score higher in job satisfaction	Overall more positive work environment
Perform more consistently	Increased productivity
Better able to identify creative solutions	Higher levels of innovation
Higher willingness to experiment	Increased business performance, market share and shareholder value
Superior problem-solving skills	

As you learn about each diversity characteristic in more detail – you'll see two main sections – 'exploring discrimination' is intended to introduce some of the common issues and 'enhancing your awareness' aims to introduce ideas that you may be less familiar with.

1.1 Exploring discrimination

As well as the types of discrimination outlined in Week 1, there are two additional types of disability discrimination:

- failure to make reasonable adjustments
- discrimination arising from disability, i.e. when you're treated unfairly because of something connected to your disability rather than the disability itself.

What are reasonable adjustments?

Watch this short video from BeyondHR for a detailed explanation.

Video content is not available in this format.

Video 2: Disability and reasonable adjustment at work



Making reasonable adjustments for one individual can potentially lead to an increasingly diverse workforce, as other disabled applicants might benefit from the increased accessibility of the working environment you are creating.

If you represent a small organisation with concerns about the costs associated with these adjustments, your employee may be able to apply to the Access to Work scheme for support. See [Further reading](#) for the link.

Disability Rights UK (2021) provides a factsheet detailing a wide range of potential adjustments for students. Although this advice is given primarily for an educational context, it is very detailed and divided into 'impairment specific' sections, so should provide useful insight for any employer.

Examples include:

- provision of a quiet room for individuals with sensory issues
- use of digital recorders in meetings
- alternative arrangements for work and deadlines
- provision of paperwork in advance to give extra time for planning.

Activity 1 Which type of discrimination?

 Allow about 15 minutes for this activity.

Can you decide which type of discrimination each of the following examples (adapted from ACAS, no date) represents?

Jo has a disabled child and has needed to take several days off at short notice to take their child to medical appointments related to their disability. Jo overhears their manager say, 'the amount of time off that child causes is not acceptable'. The next day, Jo is dismissed.

- ☐ Discrimination arising from disability
- ☐ Indirect discrimination
- ☐ Direct discrimination by association
- ☐ Harassment

Jay has type 1 diabetes and works in a factory. The rest break policy says everyone has a lunch break at the same time, with no other breaks during the shift. Jay sometimes needs snacks between meals to help manage their diabetes. Jay's employer will not allow Jay to more evenly distribute their break times across the day as it may upset other staff.

- ☐ Discrimination arising from disability
- ☐ Direct discrimination by association
- ☐ Harassment
- ☐ Indirect discrimination

Mae has cancer and is having chemotherapy. The time off Mae takes for the chemotherapy appointments and recovery leads to their manager following the company's procedure for too much absence and Mae gets a warning. Because of the warning, Mae is not able to apply for promotion.

- ☐ Direct discrimination by association
- ☐ Discrimination arising from disability
- ☐ Indirect discrimination
- ☐ Harassment

Shar sometimes loses their balance and falls over because they have multiple sclerosis (MS). People at work regularly make comments and jokes about it, which makes Shar feel humiliated and uncomfortable.

- ☐ Discrimination arising from disability
- ☐ Direct discrimination by association
- ☐ Indirect discrimination
- ☐ Harassment

Brett (2021) suggests five ways to work towards a more inclusive business for employees with disabilities:

1. Inclusion starts with changes in attitudes and behaviour – changing the workplace culture and stopping the negative assumptions that are often made about a person's capabilities.
2. 'Disability' is a word that many don't actually identify with – asking people about the adjustments and accessibility measures they need to perform their work will help you to collect more meaningful and actionable data.
3. Your people are experts on their own accessibility requirements – ask them what will help them to thrive.
4. The greatest impairment is often our social environments – talk to those who are potentially affected and make an effort to remove barriers.
5. Input will make your business more accessible – access the internal experience and knowledge, listen and act on the feedback you receive.

1.2 Enhancing your awareness

A useful insight can be gained from understanding different models of disability. Disability Nottinghamshire (no date) explains the medical and social models as follows:

The *medical model of disability* says people are disabled by their impairments or differences, which should be 'fixed' or changed by medical and other treatments, even when the impairment or difference does not cause pain or illness.

The *social model of disability* says that disability is caused by the way society is organised, rather than by a person's impairment or difference. It looks at ways of removing barriers that restrict life choices for disabled people.

Societal norms, and the medical model of disability can lead to **ableism**, defined by UCU (no date) as:

discrimination in favour of non-disabled people [...] based on an assumption that the physical, cognitive and sensory differences with which disabled people live with are deficits, and [...] that disabled people need to be 'fixed'. It is manifest in physical, environmental and attitudinal barriers that exclude and stigmatise an entire group of people as 'less than'.

A key aspect of ableism is the used of inappropriate, or ableist language.

Language and terminology

An area of uncertainty for many employers is language and terminology. If we don't know how to say something correctly, we might choose not to say it at all.

Ableist language involves the use of negative stereotypes, phrases and assumptions that can impact negatively on disabled people. Many of them are common phrases and their impact is often unintentional. Examples include:

'That's so lame' 'You're a bit bi-polar today' 'She is crazy' 'He's such a psycho'
'He must be off his meds' 'I don't think of you as disabled' 'She is so OCD'
(UCU, no date)

These types of comments are also microaggressions, which you'll learn more about in Week 4.

Key advice is to avoid passive, victim words and to use language that respects disabled people as active individuals with control over their own lives.

GOV.UK (2021) provides useful guidance on inclusive language relating to disability, including the following table of words to use and avoid:

Table 2

Avoid	Use
(the) handicapped, (the) disabled	disabled (people)
afflicted by, suffers from, victim of	has [name of condition or impairment]
confined to a wheelchair, wheelchair-bound	wheelchair user
mentally handicapped, mentally defective, retarded, subnormal	with a learning disability (singular) with learning disabilities (plural)
cripple, invalid	disabled person
spastic	person with cerebral palsy
able-bodied	non-disabled
mental patient, insane, mad	person with a mental health condition
deaf and dumb; deaf mute	deaf, user of British Sign Language (BSL), person with a hearing impairment
the blind	people with visual impairments; blind people; blind and partially sighted people
an epileptic, diabetic, depressive, and so on	person with epilepsy, diabetes, depression or someone who has epilepsy, diabetes, depression
dwarf; midget	someone with restricted growth or short stature
fits, spells, attacks	seizures

1.3 Hidden disabilities

DiversityQ (2021) explains that 80% of people with disabilities in the UK have a hidden disability. These include: Autism, brain injuries, chronic pain, Cystic Fibrosis, Diabetes, Epilepsy, depression and other mental health conditions, Rheumatoid Arthritis and Multiple Sclerosis.

Because such conditions are not always easily noticeable, support can be limited and inclusion can become an issue in the workplace. Some individuals with these types of conditions may not perceive themselves as having a disability and so may not ask for help.

DiversityQ recommends that having a culture of 'psychological safety and transparent communications is essential' and it is worth 'making an internal statement that your firm is

willing to make adjustments and relevant provisions to support workers with a variety of conditions that impact on their daily activities.’

You’ll learn more about psychological safety in Week 8.

2 Neurodiversity

Spotlight on...

Spring (no date) estimates that in the UK, around 15% of the population (nearly 1 in 7 of us) is neurodivergent. This is often a hidden disability. Watch this short video by AmpliFly to hear a useful explanation of what neurodiversity is:

Video content is not available in this format.

Video 3: What is neurodiversity?



Neurodiversity celebrates the fact that the differences in our brains are normal genetic variations, leading to different ways of thinking and specific abilities. Despite the fact that many individuals regard their neurodiversity as an ability or special power, it can be seen by employers as a limitation, rather than an opportunity in the workplace.

However, employers are starting to realise the benefits.

Listen to James Mahoney from JP Morgan Chase, talking about changing the recruitment practices that impact negatively on neurodiverse candidates and successfully hiring software testers on the autism spectrum:

Video content is not available in this format.

Video 4: J.P. Morgan's Autism at work journey



As recently as 2020, Spring (no date) conducted a survey of over 1000 UK workers across a range of industries and found that 54% had never heard the term 'neurodiversity', with the younger generations more likely to be familiar than the older ones.

Their research also showed that the IT & tech industry is leading the way in their understanding of neurodiversity, perhaps because neurodivergent individuals often have specialist skills that are highly valued by those sectors.

Activity 2 Exploring neurodiversity

 Allow about 15 minutes for this activity.

Choose two of the following terms and use your preferred search engine to find out more about them.

- Autism Spectrum Disorder
- Asperger's Syndrome
- ADHD
- Dyslexia
- Dyspraxia
- Dyscalculia
- Tourette's syndrome

Comment

Although we are often familiar with the words, we might be confused by exactly what they mean. Hopefully, this activity has helped to clarify your understanding.

[BECTU, the trade union for creatives, provides a useful glossary of neurodiversity terms here.](#)

If you haven't already found them, YouTube also has many useful videos that can help you to understand the life experience of a neurodivergent person. For example, on autism:

A key learning point is that neurodivergence isn't an illness, it just means an individual has a different way of learning and processing information.

It is also important to be aware that every person's experience of neurodivergence is different, so that can make it difficult to put generic support in place.

Video content is not available in this format.

Video 5: Diverted



And another example, on ADHD:

Video content is not available in this format.

Video 6: This is What It's Really Like to Have ADHD



2.1 Exploring discrimination

Neurodivergent individuals are protected against discrimination under the characteristic of disability. But there are still many employers who have a limited understanding of what neurodivergence means.

Owen (2020) describes the findings from a recent report by the Institute of Leadership and Management, which polled 1156 managers.

‘[The report] revealed the highest level of bias was against employees with Tourette’s syndrome and attention deficit hyperactivity disorder (ADHD) – with one in three businesses (32 per cent) saying they would be uncomfortable employing or managing someone with either of those conditions.

One in four respondents (26 per cent) said they would be uncomfortable taking on someone with dyscalculia, with the same number saying this about autism. One in five (19 per cent) said the same for dyspraxia, and one in 10 (10 per cent) cited dyslexia.’

He goes on to explain that ‘It is a common misconception that people having one of these conditions, such as dyslexia or autism, are less intelligent and less able, whereas in fact there is no association between intelligence and neurodiversity.’

Examples of discrimination (Turner & Andrew, no date)

- An employer required all applicants for a particular post to pass a psychometric test. An autistic applicant said that the test discriminated against people with autistic spectrum conditions. The employer’s own equality and diversity monitoring data showed that only one self-declared autistic applicant had previously passed the test. The claim of discrimination succeeded at Tribunal.
- A manager incorrectly assumes, based on flawed stereotypes, that a neurodivergent worker is unable to complete certain tasks. They repeat this view to other workers and make patronising comments regarding the neurodivergent worker’s capabilities. This behaviour is likely to constitute harassment.
- An employer uses a person specification for an accountant’s post that states ‘employees must be confident in dealing with external clients’ when in fact the

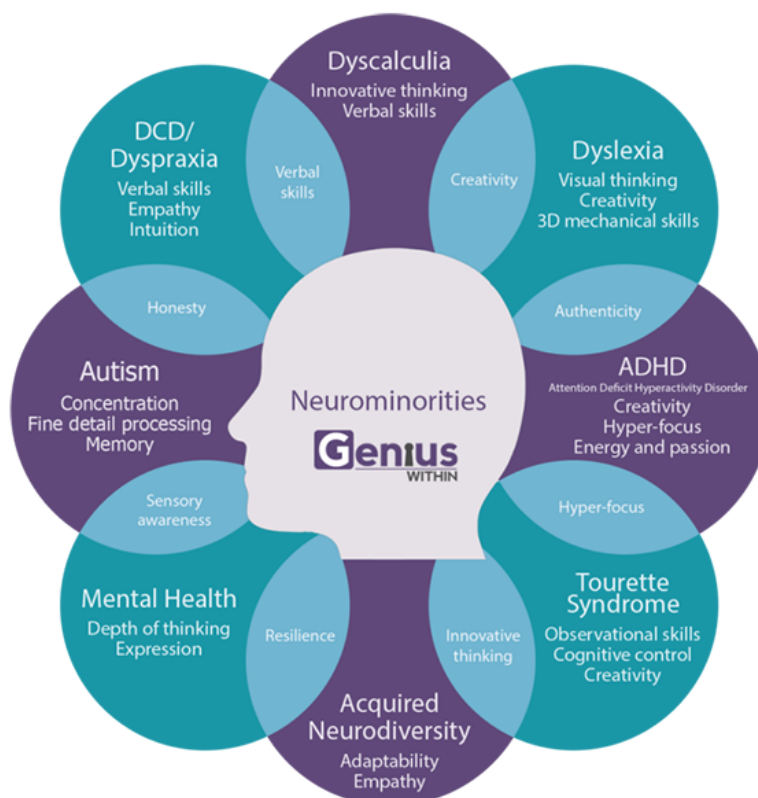
job in question does not involve liaising directly with external clients. This requirement is unnecessary and could lead to discrimination against disabled people who have difficulty interacting with others, such as some people with autism.

There is clearly a need to enhance awareness of these conditions, along with the needs of neurodivergent individuals within the workplace and the adjustments that might be required to support them.

2.2 Enhancing your awareness

In Week 1, you learned about the link between diversity and innovation, and how a range of perspectives within a diverse team can lead to different ways of thinking. A neurodivergent individual can bring precisely that advantage – a different way of looking at problems and challenges that your organisation can benefit from.

Due to the wide range of individual variation within the spectrum of neurodivergence, it is difficult to summarise a generic list of skills and strengths. However, Genius Within have created this useful infographic:



Turner and Andrew (no date) provide some examples of potential reasonable adjustments for neurodivergent workers, including:

- Considering the sensory environment in which any interviews or assessment days take place (this could mean avoiding interviews in rooms with harsh artificial lighting or noisy air-conditioning units)

- Structuring breaks into long meetings for a worker with ADHD
- Providing a second computer screen for a dyslexic worker
- Agreeing a later start and finish time for an autistic worker to avoid the rush hour
- Varying a dress code for a dyspraxic worker
- Providing coaching or a mentor system.

In the next section, you'll explore racial diversity in the workplace.

3 Racial diversity

Spotlight on...

You'll start this section by watching some videos to introduce you to key concepts and issues. There are three to watch, but they each cover a slightly different aspect of racial diversity and discrimination.

First, watch this short video explaining the difference between three commonly used terms in this context; race, ethnicity and nationality.

Video content is not available in this format.

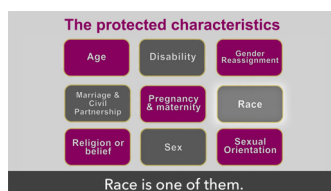
Video 7: Race, Ethnicity, Nationality and Jellybeans



The second video from the Equality and Human Rights Commission, explains race discrimination and equality law.

Video content is not available in this format.

Video 8: What is race discrimination?



The third shares the personal experiences of individuals who have experienced racial discrimination in the workplace.

Video content is not available in this format.

Video 9: Centre On Dynamics of Ethnicity: The effects of racism at work



You'll explore some of the issues raised in the next section. Before you move on, take a look at the OpenLearn film interactive, [Good hair: perceptions of racism](#). Open the link in a new tab or window and then return to this page when you are ready.

3.1 Exploring discrimination

The impact of racism in the workplace is significant. The people participating in the video you've just watched used words such as uncomfortable, vulnerable, paranoid, left out and targeted.

But what does racial discrimination look like?

Bright HR (no date) provides several examples of race discrimination:

Table 3

Direct discrimination	<i>Saira, a person of Asian ethnicity, applies to work as a receptionist in a predominantly white area. She meets all of the job requirements, but following an interview the employer tells Saira 'you wouldn't fit in here'. A white person with similar skills and experience is hired instead.</i>
Indirect discrimination	<i>Enrique, a Spanish national living in the UK, applies for a position at a marketing agency. The job advert gives 'native English speaker' as a requirement, but Enrique is bilingual and meets all the other requirements. After interview, he is rejected as a non-native English speaker.</i>
Racial harassment	<i>Shafiq is a Muslim working as an administrator. His line manager continually comments on his appearance and questions him about Islamic customs. Shafiq begins to find his workplace hostile and intimidating.</i>

Victimisation	<i>Jane, a British woman of Māori ethnicity, is taking her case to employment tribunal after being racially abused by two colleagues. In the run up to the hearing, many more of her colleagues stop talking to Jane and her manager puts her on probation.</i>
Racial discrimination by association	<i>Michael, a white British man, performs well at interview for a sales rep position. The next day he runs into the interviewer while out with his wife, who is of African descent. The interviewer makes it clear Michael will not be hired because of his wife's colour.</i>

3.2 Being 'not racist' is not enough

Watch this short video from BBC Bitesize, in which psychologist and athlete John Amaechi explains the difference between being not racist and anti-racist. While it is primarily aimed at children and young people, it provides a very clear explanation of the requirement for action. Remember to open this link in a new tab or window, so you can return to the course when you are ready.

[Not-racist v anti-racist: what's the difference?](#)

There is much that can be done in the workplace to create an anti-racist environment, and MHFA England (2020) suggests the following:

- A review of policies and protocols through an anti-racist lens.
- Understanding the diversity of your workforce at all levels and taking action to address lack of representation where necessary.
- Making sure project teams and decision tables include people from diverse backgrounds, and that credit is given to the people who have been involved in the work.
- Providing high quality learning and development opportunities on race, racism, being anti-racist and an ally, white privilege, language, microaggressions, and racial gaslighting.

Next, you'll look in more detail at two of the terms used in the last of MHFA England's (2020) bullet points – white privilege and racial gaslighting. These terms are more focused on your personal perspective on racism, as this is an important aspect of your diversity journey.

3.3 Enhancing your awareness



White privilege

Privilege can be experienced in numerous ways, and you'll explore the overall concept in more detail in Week 4, but here you'll concentrate on white privilege.

The term was probably first used in the 1930s, to try and explain how white workers in America benefitted from the colour of their skin and racial segregation. It then gained

more prominence in the 1980s through the work of Peggy McIntosh (1989). It is an important concept to understand, particularly in the context of your own self-awareness. Watch this short BBC Bitesize video, again from psychologist and athlete John Amaechi:

[What is white privilege?](#)

As John explains, it is important not to interpret the word privilege wrongly – a white person can live a very challenging life, full of hardship, but the difference is that their skin colour is unlikely to have been a contributing factor. A key feature is that most people who have white privilege don't recognise that they have it, so it is hard to understand the impact it has on people who don't have it.

Once you have acknowledged your own privilege and educated yourself about the lived experiences of people facing racism, you will be in a better position to take action.

You'll explore privilege in more detail in Week 4.

Racial gaslighting

Williams (2020) defines racial gaslighting as 'taking someone's lived experience and telling them they've imagined it, or that they're overemphasising something that, really, isn't such a big deal.' She explains that 'In doing this, we belittle their experiences, and recast them as unreliable narrators of their own lives.'

Morris (2020) provides some classic examples:

- a. where a person of colour describes a racist interaction, only to have it immediately questioned. 'Are you sure that's what it was about?', 'Was it definitely about skin colour though?', 'But I don't think that was about racism.'
- b. denying the existence of systemic racism when a person of colour is telling you that it exists. For example – saying, 'oh, it's only a few bad apples', tells them that their experiences of systemic discrimination didn't happen, that instead they were individual, unconnected events.

Many of us will have witnessed or even participated in conversations like this, perhaps because we don't want to believe that the other person or people involved are racist, or perhaps because we want to somehow reassure the individual who has raised the issue. What we're actually doing is undermining the experience that this person has just described and disempowering them.

Nazeer (2020) describes five ways to stop racial gaslighting:

1. If someone shares their experience of racism with you, learn to listen carefully to what they have to say and acknowledge their feelings.
2. Educate yourself on racism and understand the issues related to white privilege.
3. Ensure that you offer support and empathy and don't question a person's lived experiences of racism.
4. Recognise if you have internal defensive responses to racism.
5. Call it out and be an ally to those who have suffered from racism and the forms that it manifests in.

You'll notice the use of the word ally in point 5 – this is a topic you'll come back to in Week 8.

Activity 3 Black Lives Matter

 Allow about 15 minutes for this activity.

Take a few minutes to reflect on your own awareness of the Black Lives Matter movement. What impact did it have on you? What impact did it have on your workplace?

If you wish to make notes, use the box below.

Provide your answer...

Comment

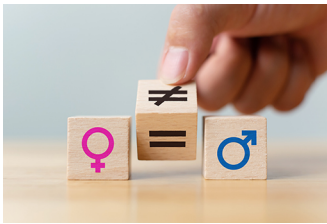
Black Lives Matter is not a new movement. It was founded in 2013 in response to the acquittal of Trayvon Martin's murderer in the US. However, the death of George Floyd and the subsequent Black Lives Matter demonstrations have led to increased momentum in addressing racial inequalities in many organisations. For example, some companies have increased the resources available for training and change management, others have set up better monitoring and reporting, or updated their policies.

Everton (no date) suggests these and a range of other practical steps, including:

- Offering reverse mentoring for senior staff to help them understand the challenges faced by junior employees – in this context, that could be between senior white leaders and other diverse colleagues.
- Establishing or participating in an inclusivity network and ensuring that feedback from the network is listened to and acted on by senior management.
- Opening up opportunities for work placements to a more diverse demographic by stopping unpaid internships and approaching different schools, colleges, and universities.
- Avoiding interview panels of just one manager to reduce the risk of bias.

In the next section, you'll look at another regularly discussed protected characteristic – sex.

4 Sex



Although gender inequality, or gender bias, has been widely considered for many years, there are still a number of ways in which employers can continue to tackle it. Fuhl (2020) suggests several actions, including the following:

- **Be transparent** – Report on your gender statistics and accompany this with a clear action plan on the steps you are taking as an employer to close the gender pay gap.
- **Support women into more senior roles** – set targets, with interim milestones and deadlines and hold managers and decision makers accountable.
- **Implement gender neutral recruitment processes** – for example, research shows that adjectives such as ‘competitive’ and ‘determined’ put women off. On the other hand, words such as ‘collaborative’ and ‘cooperative’ tend to attract more women than men.
- **Have a clear policy on discrimination** – ensure that employees have a proper way to raise or report on issues of inappropriate treatment in the workplace.
- **Provide flexible working and de-stigmatise shared parental leave** – shift your company mindset to assessing workers’ performance on their delivery and achievements rather than time spent in the office.

4.1 Exploring discrimination

While it isn’t specifically related to the world of work, Activity 4 provides an interesting insight into gender stereotypes across society.

Activity 4 The Bechdel Test

 Allow about 5 minutes for this activity.

Watch this short film about the Bechdel test:

View at: [youtube:PwxcvYC2nY0](https://www.youtube.com/watch?v=PwxcvYC2nY0)



Video 10: The Bechdel Test, Explained

Remember the three criteria required. To pass the Bechdel test, a movie must have:

- 2 named female characters...
- ...who have a conversation...
- ...about something other than a man.

Next time you watch a film – have a go at applying the rule and see if it passes.

Comment

Film and theatre are two places where gender stereotypes are often seen, so this can be a useful tool for raising awareness. However, it doesn't always work, for example with films that have a central, female character who spends a lot of time alone, such as *Gravity* (Sandra Bullock).

As well as this test for films, a test for plays has been devised by the Sphinx Theatre. It asks questions such as 'Is there a woman centre stage? Is she active rather than reactive? Is the character compelling and complex?' If you are interested in exploring this test further, you can find out more here: [Sphinx theatre resources](#)

Now watch this short video in which a variety of women share their experiences of sexism in the workplace.

View at: [youtube:H-U4pw_L7gl](https://www.youtube.com/watch?v=H-U4pw_L7gl)



Video 11: Sexism In The Workplace Isn't Dead—We Checked

Harassment

The CIPD (2021) explains that there are two types of harassment related to sex, and both involve 'unwanted conduct that has the purpose or effect of violating an individual's dignity or creating an intimidating, hostile, degrading, humiliating or offensive environment for that individual':

- **Sexual harassment** involves unwanted conduct of a sexual nature. This must have an actual sexual content or connotation, for example making sexual remarks or jokes or making promotion decisions on the basis of sexual advances being accepted or rejected.
- **Sex-based harassment** is a separate form of harassment involving unwanted conduct that is related to an individual's sex or the sex of another person. This is not sexual in nature but is behaviour which is linked to sex; for example, in a female-dominated workplace, constantly telling derogatory jokes about male stupidity which a particular male employee finds offensive.

4.2 Enhancing your awareness

Recent research

Although sex discrimination is a familiar topic, it is still something that many people experience in the workplace today. SME Loans (2021) surveyed 2000 employees in the UK on the topic of gender based discrimination, and unexpectedly found that more men (28%) than women (23%) felt they had experienced sex discrimination in the workplace, with women more likely to feel they were not taken seriously because of their gender, and men more likely to feel that women 'get away with more at work'.

The survey also found differences between age groups:

Table 4

Age group	% experiencing gender discrimination at work
18–24	28.2
25–34	38.4
35–44	30.4
45–54	17
>55	7.5

They also found regional variations, with over 34% of the workforce in Yorkshire reporting that they had experienced workplace gender discrimination, compared with 15.6% in Northern Ireland.

Gender pay gap

Since 2006, the Global Gender Gap index has been measuring the extent of gender based gaps among four key dimensions:

- Economic Participation and Opportunity
- Educational Attainment
- Health and Survival
- Political empowerment

The World Economic Forum's Global Gender Gap Report (2020) projects that the overall global gender gap will close in 100 years across the 107 countries covered continuously since the first edition of the report. Even more disappointingly, lack of progress in closing the Economic Participation and Opportunity gap (the most directly relevant to the workplace), means that it will now take 257 years to close this gap.

If you wish to look at the data for a specific country, profiles are provided for each of the 153 participating countries. See [References](#) for the link.

UK data

In the latest statistical release from the UK's Office for National Statistics (White, 2021), the gender pay gap among full time employees was 7.9%. (7% in 2020 and 9% in 2019). It is important to note that these data were affected by the COVID-19 pandemic in terms of wages and hours worked and disruption to data collection. A larger difference was measured in employees aged 40 or over and for higher earners.

5 This week's quiz

Now that you've completed Week 2, you can take a short quiz to help you to reflect on what you've learned.

Open the quiz in a new tab or window, then come back here when you've finished.

[Week 2 practice quiz](#)

6 Summary

This week you have looked at three protected characteristics – disability, race and sex – in more detail, exploring key issues and improving your understanding of what discrimination means for individuals with those characteristics.

You should now be able to:

- describe key aspects of discrimination due to disability, race or sex in the workplace
- reflect on a range of issues related to disability, race or sex in the workplace
- identify actions that you could take personally and organisationally to address these issues.

Next week, you'll continue this exploration of protected characteristics, and consider the contribution that social capital makes to discrimination and lack of inclusion.

You can now go to [Week 3](#).

Week 3: Diversity characteristics and discrimination – Part 2

Introduction

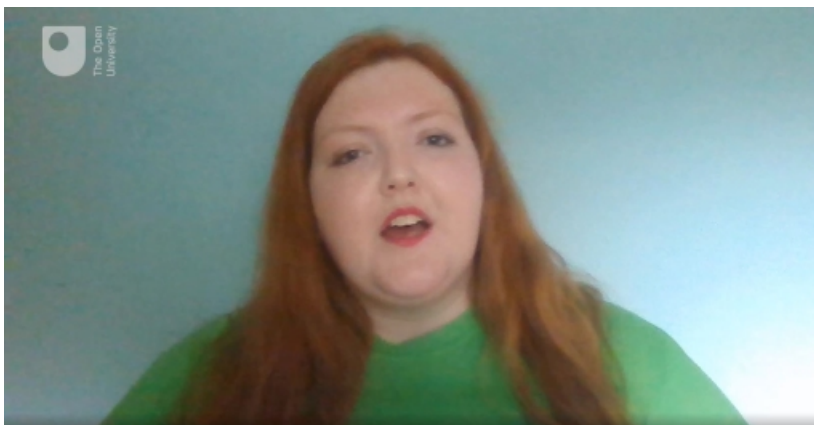
Last week you explored three of the key protected characteristics, disability, race and sex. This week, you'll continue that process, looking at issues surrounding age, religion or belief, gender reassignment and sexual orientation in the workplace.

Although it isn't a protected characteristic, you'll also look at the contribution that social capital makes to discrimination, and how enhancing social capital can make a difference.

Watch this short video, in which employers discuss their support for colleagues with some of the diversity characteristics you'll be learning about this week.

Video content is not available in this format.

Video 1: Introduction to Week 3



By the end of this week, you will be able to:

- describe key aspects of several protected characteristics, and reflect on related issues in the workplace
- reflect on the impact social capital can have on diversity and discrimination
- understand the concept and impact of intersectionality.

You'll start the week by looking at age in the workplace.

1 Age



A recent Vantage Ageing blog post (2020) shares six reasons why an age diverse workplace is important:

- studies show that age diversity improves performance
- it can reduce employee turnover
- it drives innovation
- it offers a variety of skillsets
- it provides a range of business approaches that can help you reach different customer types more effectively
- it offers a mentorship platform which can work both ways.

Exploring discrimination

Even though there are clear benefits to age diversity within the workforce, there are also many examples of age-related discrimination, of both older and younger workers. Consider these examples (adapted from ACAS 2019):

Table 1: Age-related discrimination examples

Direct discrimination	Louise is recruiting, and the successful applicant must complete difficult training. She discounts her team's younger members, presuming they will not want the hard work, and older members, thinking they will not adapt to the change, choosing instead to shortlist staff in their mid-thirties who she believes are more likely to have the necessary blend of ambition and sense of responsibility.
Indirect discrimination	Gym manager Esme tells employees she needs two staff to work on reception. She adds that anyone interested needs to look 'fit and enthusiastic' as the gym is trying to encourage more young people to join. Her requirement may indirectly discriminate against older staff unless it can be objectively justified.
Harassment	Sixty-year-old Margaret feels humiliated and undermined at the store where she works. Despite her extensive retail experience and recent visual merchandiser qualification, her manager regularly tells her in front of other staff that she is 'out of touch' and that the store needs 'fresh blood'.
Victimisation	Apprentice Reyansh tells his manager Alan that some of the older employees make fun of him because of his age and play pranks such as leaving toys where he's working. Alan tells Reyansh to toughen up as the firm has no time for complainers. Some weeks later Alan punishes Reyansh for complaining by cancelling his training course.

Simpson (2021) recommends four actions to tackle ageism in your organisation:

1. **Be bias-active** – take steps to understand the level of age bias that already exists within your organisation and offer relevant training.
2. **Flex appeal** – create flexible roles aimed at older workers, such as rehiring retired professionals for key periods of the year on flexible contracts.
3. **Change tack** – be prepared to hire and re-skill older candidates. Look beyond experience and technical fit to soft skills, behaviour, and motivation.
4. **Engage the age** – ask your existing older workforce what they want and how you can best support them to remain engaged in work for longer.

Enhancing your awareness

A useful way to explore the workstyles and needs of different age groups in the workplace is to consider the characteristics of the different generations, from traditionalists to Gen Z. For the first time in history, it is possible to find individuals from five generations working alongside each other.

Greater awareness of each generation's preferences can be helpful when you're working with colleagues from different age groups. A commonly cited example of difference in this context is preferred methods of communication. However, it is important to acknowledge that this is a generalisation and won't apply to everyone in a given age group. Taking time to understand the preferences of an individual is always the best approach.

Activity 1 Which generation are you?

 Allow about 10 minutes for this activity.

Although each generation is sometimes defined slightly differently and the specific dates can be disputed, the categories are commonly outlined as follows:

- Traditionalists, also known as the silent generation: born between 1925–1945
- Baby boomers: born between 1946–1964
- Generation X: born between 1965–1979
- Millennials (or Generation Y): born between 1980–1994
- Generation Z: born between 1995–2012
- Generation Alpha: born since 2013

Use your preferred search engine to explore your generation's key characteristics in more detail. Do they ring true for you? Think about people you work with who are much older or younger than you – do the characteristics for their generations match their preferences?

Comment

The aim of this activity is to get you thinking about potential differences in work style that can lead to misunderstanding in the workplace. For example, if you are more aware of how an older or younger colleague prefers to communicate, you could adapt your approach or talk to them about the issue rather than feeling frustrated that their preferences are different from your own.

In the next section, you'll consider the impact of religion or belief on the workplace, which is a much wider issue than you may have thought.

2 Religion or belief



Landau Law (no date) explains that a religious or philosophical belief must be all of the following:

- genuinely held
- more than an opinion or viewpoint based on current information
- about a “weighty and substantial” aspect of human life and behaviour
- have a certain level of clarity, seriousness and importance
- worthy of respect in a democratic society, not incompatible with human dignity and not conflict with the fundamental rights of others.

Exploring discrimination

The Chartered Institute of Personnel and Development (2020) explains that although the Equality Act doesn’t provide a list of beliefs, case law has confirmed the following religions or beliefs are covered under its discrimination provisions:

- Muslim, Christian, Hindu, Jewish, Sikh, Buddhist, Pagan, Humanist and Atheist beliefs.
- Environmental or ‘green’ beliefs in the importance of climate change, animal welfare, anti-hunting, spiritualism, and beliefs in the psychic field.
- Some political beliefs and affiliations if they significantly affect how a person lives their life.

Solicitors at Landau Law (no date) also provide a useful overview, including some interesting examples of successful and unsuccessful cases:

Cases where the court has found that there is a protected philosophical belief:

- A belief in Darwinism
- A climate change activist’s belief that humanity is heading towards catastrophic climate change and has a duty to avoid it.
- An opponent of fox-hunting’s belief in the sanctity of life.
- Ethical veganism (an ethical vegan is someone who goes further than following a vegan diet, by avoiding all forms of animal harm and exploitation, such as products tested on animals and woollen or leather clothing).
- Belief in life after death and the ability of mediums to contact the dead.

Cases where the court has found that the test for a philosophical belief is **not satisfied**:

- Vegetarianism.
- A belief that individuals are entitled to own the copyright over their own creative works.
- A belief that transgenderism does not exist.
- A belief that a poppy should be worn early in November.

Enhancing your awareness

Belief

You may be aware of recent high profile cases highlighting the conflict between the rights of trans people and of those who hold gender-critical beliefs.

Gender critical beliefs can be defined as ‘the view that someone’s sex - whether they are male or female - is biological and immutable’ and ‘cannot be conflated’ with their gender identity (whether they identify as a man or a woman). (Samuelson, 2021).

As Holmes (2021) explains, these cases emphasize ‘the challenges for employers where staff have conflicting beliefs which impinge on the rights of others’.

In the case of *Forstater v CGD Europe*, the Employment Appeal Tribunal ruled that gender-critical beliefs should be added to the category of philosophical belief under the discrimination laws. However, they were also ‘keen to ensure that the decision was not misinterpreted as diminishing the rights of, and protections for, transgender employees.’

Activity 2 A high profile case



Allow about 15 minutes for this activity.

For a detailed overview of the *Forstater v CGD Europe* case, read this article by Kurnatowska & Farr (2021), which was published in the *Employment Law Journal*.

[Click here](#) for a link to the article.

Make a note of anything you find useful in the box below.

Provide your answer...

Comment

This has been a very high profile case, continuing beyond the initial ruling, and much of the commentary in the press and on social media has been highly emotive. This article is written by legal professionals and provides a useful perspective for employers.

The case you have just reviewed highlights the very real possibility of employees with genuinely held beliefs coming into conflict with colleagues holding opposing views, and the potential consequences in the workplace. Holmes (2021) suggests that ‘the risks can be reduced by educating the workforce in this space’ and that a Dignity at Work policy could be a useful step.

A Dignity at Work policy aims to support a culture in which colleagues respect each other and value individual differences.

When creating a Dignity at Work policy, Rogers (2019) recommends taking the following steps:

- think about the type of work environment you want to create and set out clear objectives for how you expect your staff to get there
- cover all bases in terms of who is involved, whose responsibility it is to enforce and why it’s important
- set it out clearly, explaining each point and defining what is meant by each term

- look at governing bodies surrounding dignity at work, including Acts and reports, and incorporate their principles according to your ethos.

The article goes on to include a template to help you create your own policy. Find the link in [References](#).

In the next section you'll find out more about some of the issues for transgender employees and their employers.

3 Gender reassignment

Juster (2021) points out that gender reassignment terminology is ‘rapidly changing, and although general definitions exist, some people may object to using those terms to describe themselves.’



For example, the discrimination legislation refers to individuals as being ‘transsexual’ which, for many, is now an outdated term. A more commonly used word today is ‘transgender’, but that is not without its objectors either. Others prefer to use the word ‘trans’.

Juster also refers to the judicial Equal Treatment Bench Book (2021), which aims to increase awareness and understanding of the different circumstances of people appearing in court. In Chapter 12 (p329), it explains:

Sometimes people who identify with a gender which is different from that which they were assigned at birth refer to themselves, (in addition to being, say, ‘a man’ or ‘a woman’), as also being a ‘trans’, ‘transgender’ or ‘transgendered’ person. Some people object to some or all of those terms. When these terms are used, it is as a broad umbrella to describe a wide variety of people who cross the conventional boundaries of gender. It may be terminology that people will use only in certain circumstances or in certain company.

Exploring discrimination

Consider these examples of discrimination (adapted from ACAS, 2019):

Table 2: Examples of discrimination (adapted from ACAS, 2019)

Direct discrimination	Rianne, transitioning from man to woman, wants to continue in her job. However, her boss says that until Rianne’s transition is complete, she needs to temporarily move to a role that has less contact with clients.
Indirect discrimination	Francine is arranging a business trip abroad. Her manager requires all employees travelling abroad to take their birth certificate as additional proof of identity. They must also leave copies with the manager. Francine has not told her employer she transitioned. She didn’t want to apply for a Gender Recognition Certificate, so does not have a new birth certificate as Francine. To show her original birth certificate would ‘out’ her.

Harrassment	Sarah has transitioned to live permanently as a woman. All colleagues are supportive apart from two, who don't agree with gender reassignment. When they think no-one else can hear, they refer to Sarah using 'he', 'him', or 'his' to upset her. This is despite, with Sarah's approval, colleagues being told what language is acceptable/ unacceptable.
Victimisation	Fourteen months ago Greg gave evidence against a manager disciplined for speaking abusively to an employee about their gender reassignment. Now, Greg is applying for an internal promotion. His application is turned down by the manager who was disciplined, saying that Greg's performance in his current role needs to improve before he can be considered again. Greg has had no previous complaints about his work.

Enhancing your awareness

Research conducted by Totaljobs (2021) surveyed over 400 trans (their chosen terminology) employees on their experiences in the workplace, covering a range of topics from discrimination to HR support. Some of the key findings include:

- In 2016, 52% of trans people reported that they didn't reveal their gender identity at work, in 2021 the number has risen to 65%.
- 56% of trans people believe it's harder for them to find a job.
- 53% think they experience more barriers to progress to senior positions than non-trans people.
- 33% have experienced discrimination in job interviews and applications.
- When asked what they look for when considering a new role, 33% want to know if a company has trans-specific policies in place.
- In 2016, 38% of trans workers said they'd experienced discrimination from their colleagues, in 2021 that's down to 25%.
- In 2021, 43% of trans employees specifically said they've left a job because the environment was unwelcoming, up from 36% in 2016.

The report goes on to highlight two actions that should be avoided:

Deadnaming – calling someone by their birth name after they have changed their name, usually as a part of gender transition.

Misgendering – misuse of pronouns, i.e. using a form of address which does not reflect their gender identity.

Some of the key findings noted here indicate a worsening rather than improving picture. Throughout the report, partners and national transgender charity Sparkle offer advice to employers, including the following:

- Don't assume – no two trans people will have an identical journey so treat everyone uniquely and without bias.
- Communicate your values – publish a positive statement on equality, diversity and inclusion on your website.
- De-gender the language – in the recruitment process and internal documents. For example, swap 'he' and 'she' for neutral pronouns.
- Train your staff – run courses and training on gender diversity and inclusion, use a top-down, bottom-up approach to ensure everyone is involved.
- Start a conversation – invite a trans organisation to deliver a talk.

In the next section, you'll briefly consider sexual orientation in the workplace.

4 Sexual orientation



Psychology Today (no date) explains that 'sexual orientation describes patterns of sexual, romantic, and emotional attraction, and one's sense of identity based on those attractions. Sexual orientation is distinct from gender identity, the internal sense of being male, female, or non-binary.'

Exploring discrimination

A report from Stonewall and YouGov (Bachmann & Gooch, 2018), surveying over 5000 people across England, Scotland and Wales, reported the following key findings:

1. Almost one in five LGBT staff (18%) have been the target of negative comments or conduct from work colleagues in the last year because they are LGBT.
2. More than a third of LGBT staff (35%) have hidden or disguised that they are LGBT at work in the last year because they were afraid of discrimination.
3. One in eight lesbian, gay and bi people (12%), and one in five trans people (21%) wouldn't feel confident reporting homophobic, biphobic or transphobic workplace bullying to their employer.

While the authors acknowledge that some employers are making progress towards inclusion, it is clear that many LGBT people still face discrimination, exclusion and barriers at work.

The report contains illustrative quotes from individuals and many other useful statistics to illustrate the issues raised. Find the link in [References](#).

Enhancing your awareness

The CIPD's Inclusion at Work report (2021), provides perspectives on LGBT+ working lives drawing on data from several surveys and 'insights from senior people professional roundtables on LGBT+ and inclusion.'

Key findings are that LGBT+ employees:

- experience heightened workplace conflict
- experience job dissatisfaction and less psychological safety
- are more likely to report that work has a negative impact on their health.

The report highlights three areas where organisations need to act:

- workplace conflict
- psychological safety and wellbeing
- LGBT+ inclusive policies and practices.

You'll learn more about psychological safety in Week 8.

The report goes on to make a wide range of recommendations to help employers to address these areas, focusing on creating clear policies and reviewing existing ones,

building support mechanisms and allyship, encouraging conversations about inclusion, gaining buy-in and support from senior managers, and providing relevant training. You'll find the link in [References](#).

Activity 3 Reflecting on assumptions

 *Allow about 10 minutes for this activity.*

Spend a few minutes reflecting on your own views and assumptions relating to sexuality and relationships. Have you ever had a conversation with someone where you've assumed that their partner would be a particular gender? Has anyone made incorrect assumptions about your own relationships?

If you have had that conversation – how did it make you feel? How did it end? In future, is there anything you would do differently now you've worked through the learning from this week?

Comment

We all make assumptions and have biases based on our own experiences of life. One of the key messages to take away from this course is to be aware of this tendency and try to keep an open mind about the individuals we encounter. Actively listening to what they have to say will give us a much better understanding of their perspective.

Throughout all the diversity issues you've explored so far, there is another element that can further enhance an individual's experience of discrimination, and that is social capital. You'll explore that in more detail in the next section.

5 Social capital and diversity

Spotlight on...



Social capital is not covered under the protected characteristics of the Equality Act 2010, but it does have an underlying influence on the discrimination experienced by many. If an individual has low social capital, that compounds the impact of discrimination by reducing their power and opportunity to combat or overcome it.

If you are interested in exploring the links between social capital and protected characteristics further, there are many research papers linking social capital with discrimination and you'll find some of them in Further Reading.

There are many different definitions of social capital, which vary depending on the context and expertise of the author. For the purposes of this course, some of the more relevant definitions include:

The ability of actors to secure benefits by virtue of membership in social networks or other social structures.

(Portes, 1998, p. 6)

The processes by which social actors create and mobilize their network connections within and between organisations to gain access to other social actors' resources.

(Knoke, 1999, p. 18)

Features of social organisation such as networks, norms, and social trust that facilitate coordination and cooperation for mutual benefit.

(Putnam 1995, p. 67)

Social capital relates to the way in which your colleagues see you. Do they hold you in high regard? Are you well known for the right things?

(Kopp, 2019)

You'll see that several of these definitions refer to networks, and the availability of these networks to an individual can depend on a wide range of factors.

Career advancement

Put simply, the higher your social capital, the better connected you are to people with access to valuable resources. In the world of work, those could include opportunities for employment, personal skill development or career progression.

IResearchNet (no date) explains that building social capital in the workplace can give an individual access to 'timely information from others, such as a company's difficulties while

job seeking or a new boss's personal format preferences for compiling a report' which can help them avoid career setbacks.

The author also suggests that **mentoring** is a good workplace example for the building of social capital. For example, the **mentor** builds social capital within the organisation, which might be exchanged for leadership opportunities, and the **mentee** can receive 'constructive feedback for personal development, sponsorship for advancement opportunities, and moral support in times of difficulty'.

You'll find out more about mentoring and sponsorship in Week 6.

Activity 4 Enhancing your own social capital

 Allow about 15 minutes for this activity.

Spend a few minutes reflecting on your own social capital. It is a difficult concept to measure, but can you broadly assess whether yours is low or high? How well developed are your social networks? How have they helped your career?

Focusing on the workplace, think about how you could enhance your social capital and make notes in the box below.

Provide your answer...

Comment

Enhancing your social capital is essentially about building your networks, so you might choose to find a mentor, join a new workplace working group or volunteer to sit on a committee. Looking for opportunities to meet more people from across your organisation, sector or community, will increase your social capital.

Building social capital

Claridge (2017) offers the following advice for building social capital:

- **Talk** – give priority to the social interactions that we may not perceive as having as much value as getting a report finished. Spend time talking to people and getting to know their background, interests, beliefs and values.
- **Connect** – build and reinforce social relationships with repeat interactions over time.
- **Give** – sharing information, giving or loaning equipment, doing something for someone, giving your time to listen, etc. This builds trust and respect, and a willingness to give to you in future.
- **Value** – value the knowledge and expertise of other people around you, including the person who delivers the milk or the post. That person may have valuable knowledge and skills that you don't have.

Although the advice is aimed at the individual, a more communicative, open and friendly environment could easily be encouraged in the workplace.

Social capital, COVID and new ways of working

If social capital is essentially about 'the benefits derived from being social' (Claridge, 2014), it is easy to see how the COVID-19 pandemic could have had a significant impact on the social capital of many individuals.

Social distancing, furlough and working from home have inevitably decreased our range of social interactions.

Sato (2020) describes the findings of a recent survey of 2,400 UK and US workers:

Of those who claim to have become more productive since the switch to remote working, three quarters already know at least half of their company. This suggests that many of us were trading on existing relationships during lockdown to survive what has been described as the world's largest remote working experiment.

Sato (2020)

Basically, those individuals already had high social capital and were able to use that during the pandemic.

Sato goes on to discuss the benefits of an office environment in allowing people to build social capital through everyday interactions, and the risk that over a prolonged period of remote working, social capital can decline. This is also an issue for new staff, particularly those at the beginning of their career, and the difficulty for them in building those vital social networks.

While reduced social interaction has been negative for some in this context, remote working has had a positive impact on the working lives of others. Asif Sadiq explains.

Video content is not available in this format.

Video 2: How the pandemic changed DEI



From an employer's perspective, there is evidence of strong links between social capital and job satisfaction and productivity. Looking at trust, social interaction, norms and sanctions as dimensions of social capital in the workplace, Lange (2015) found they had a strong influence on worker's job satisfaction and well-being. Similarly, Clausen et al (2019) found an association between social capital in the workplace and self-reported job performance, work engagement, and psychological well-being.

So it is in the employer's interest to enhance social capital internally for all employees, not just those in diverse groups and special thought should be given to how social interaction can be encouraged when remote working.

Enhancing social capital in the workplace

In Activity 4, you considered your own social capital and how you might improve it. In the next activity, you'll think about how you can support the social capital of others.

Activity 5 Enhancing the social capital of others

 *Allow about 20 minutes for this activity.*

Choose a diversity group that you have a strong interest in supporting, either internally or externally. This could be for personal, team or organisational reasons. Spend a few minutes listing ideas for how you, your team, or your organisation might enhance the social capital of individuals in that group. Think about Claridge's advice to talk, connect, give and value. How can you offer them those opportunities?

.....

Comment

In Week 6 you will look at raising awareness of your brand among target groups within the community. Offering them opportunities to talk and connect would be a valuable starting point, for example through taster days or open events or offering a mentoring programme to young people.

Internally, there will be many ways in which you can bring current employees together to discuss and collaborate with colleagues from different departments across the organisation. Perhaps some training on how to network effectively would also be valuable.

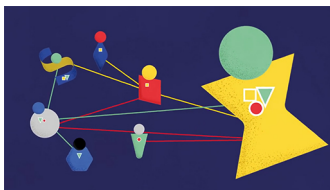
6 Intersectionality

Finally this week, you'll consider the concept of intersectionality. Although you've explored each diversity characteristic as a separate issue so far in this course, there are of course many individuals who have a number of these characteristics, and that can make their experiences more complex.

Watch this short video to learn more:

Video content is not available in this format.

Video 3: What is intersectionality?



The Equality Network (no date) explains that 'having an intersectional identity often generates a feeling that someone does not completely belong in one group or another, and can lead to isolation, depression and other mental health issues'. It provides two illustrative examples:

'A gay man has to deal with homophobia. A black man has to deal with racism. But a black gay man will have to deal with homophobia *and* racism (often at the same time). It is often the case that he will face racism inside the LGBT community and homophobia in the black community.

Similarly, a disabled lesbian Muslim will have to deal with ableism, homophobia, Islamophobia, racism and sexism. She might find physical barriers to accessing LGBT venues, but even when she can get into the building she might still face racism and Islamophobia from the white LGBT community.'

In the workplace, any diversity and inclusion activity that focuses only on one aspect of discrimination has the potential to be a negative experience for some of those involved.

Atcheson (2021) explains 'When a company states that they're prioritising 'X' group, they inevitably actually draw a circle around them, leaving any underrepresented group outside feeling less heard than ever. In fact, even those in the circle can feel misheard; attributed to one targeted demographic that may or may not resonate with their own self-perception.'

She advises 'Ultimately, for diversity, equity, and inclusion strategies to work, defined focuses are needed. But these focuses should be approached with an intersectional lens. That way, individual problems can be highlighted and tackled, without creating an environment that's exclusionary.'

Henke (no date) suggests six ways organisations can improve on intersectionality:

1. *Recognise individual identities* – enabling employees to identify their diversity dimensions voluntarily is a crucial starting point for revealing the different experiences of different groups.
2. *Capture data and encourage people to tell their own stories* – it is important to respond, so use this learning for something tangible, e.g. to support initiatives such as affinity groups, conscious inclusion training and benchmarking.
3. *Capture a culture of acknowledgement and understanding* – this will help to build an environment of openness and inclusion, with greater satisfaction and productivity.

4. *Capture diversity of thought* – breeding dynamic creativity, ideas and workforce agility, while maintaining a culture of inclusiveness.
5. *Help leaders to understand* – inclusive leadership is about creating a high trust culture, proactively seeking out or inviting divergent points of view. If people think your message is to ‘tick boxes’ they will not engage with it.
6. *Educate colleagues* – to ensure that a level of understanding exists across the entire workforce, e.g. a mandatory learning and development curriculum covering intersectionality, creating a culture of inclusion and how to be an ally; mixing peer-to-peer networks and promoting social interaction around global cultural events; sharing information through employee resource groups.

In the next activity, you’ll have the opportunity to reflect on diversity training you’ve had in the past, and whether it recognised intersectionality.

Activity 6 Recognising intersectionality

 Allow about 5 minutes for this activity.

Take a few minutes to reflect on any diversity awareness training you’ve had, in the workplace, at an educational establishment or elsewhere. Did it take into account the concept of intersectionality or focus on one topic only? If it was single topic training, how might it have been done differently?

.....

Comment

Much of the training we experience, while important, useful and well meaning, does tend to focus on a single issue, e.g. race or disability. By widening our discussions of inclusion, we can make them more inclusive and enhance our understanding of its importance and value.

Another important aspect of intersectionality is that different elements will become more or less important throughout our lives, as Asif Sadiq explains.

Video content is not available in this format.

Video 4: What is intersectionality



7 This week's quiz

Now that you've completed Week 3, you can take a short quiz to help you to reflect on what you've learned.

Open the quiz in a new tab or window, then come back here when you've finished.

[Week 3 practice quiz](#)

8 Summary

This week you have looked at several of the protected characteristics in more detail, exploring key issues and improving your understanding of what discrimination means for individuals with those characteristics. You've also considered social capital and intersectionality, and their impact on discrimination and inclusion.

You should now be able to:

- describe key aspects of several protected characteristics, and reflect on related issues in the workplace
- reflect on the impact social capital can have on diversity and discrimination
- understand the concept and impact of intersectionality.

Next week, you'll start to look at some of the barriers to diversity and inclusion that you might encounter.

You can now go to [Week 4](#).

Week 4: Barriers to diversity and inclusion

Introduction

Over the last two weeks you have looked at a range of the Equality Act's protected characteristics, exploring examples of discrimination and learning about key issues, recent cases and appropriate terminology.

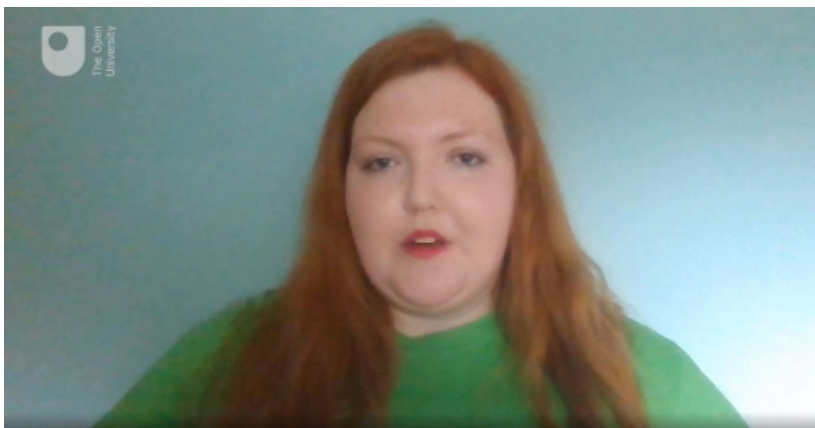
You were also introduced to the impact of social capital on inclusion, and the concept of intersectionality, when a single individual has several diversity characteristics.

This week, you'll pick up on some of the issues raised in more detail. You'll explore challenges that might present barriers to the diversity you are aiming to facilitate, such as unconscious bias or fear of saying the wrong thing.

Start this week by watching some of our employers explain the value of listening to and learning from others, and owning the uncertainty you might feel.

Video content is not available in this format.

Video 1: Introduction to Week 4



By the end of this week you will be able to:

- describe unconscious bias and the impact it can have on our approach to diversity
- reflect on other potential barriers to diversity in your workplace, including privilege and diversity fatigue
- understand the impact that your sector and location might have on diversity.

You'll start by exploring the concept of unconscious bias and what you can do to combat it.

1 Unconscious bias

We all experience unconscious bias, it's the way our brains work. Our unconscious biases can lead us to develop and rely on stereotypes which, in turn, can lead to prejudice and discrimination. So, it is important to raise our awareness of them and take actions to mitigate their impact.



The human brain can receive many more pieces of information than it can consciously process, so we have to rely on our subconscious to take short cuts. These short cuts are influenced by a wide range of factors.

The Managing Director of EW Group (Wilson, no date) defines unconscious bias as 'what happens when we act on subconscious, deeply ingrained biases, stereotypes, and attitudes formed from our inherent human cognition, experiences, upbringing, and environment.' She explains further:

If you act on your gut instincts, kneejerk reactions, or assumptions, there's a chance you're opening yourself up to unconscious bias. This can mean people affected by your actions might be unfairly discriminated against or favoured without you even realising, even if you don't believe in stereotypes.

(Wilson, no date)

There are many different types of unconscious bias, some of which are outlined in this short video from the Democratic Society:

View at: [youtube:s4sJrgXw0Ms](https://www.youtube.com/watch?v=s4sJrgXw0Ms)



Video 2: Unconscious Biases- Democratic Society UK

Other biases that are commonly experienced in the workplace include:

Affinity bias – which describes how we gravitate towards people who share our background, interests, values and beliefs.

Halo and horn effect – where our judgement of a person is based on a particular characteristic that we observe, i.e. one good thing about them leads us to believe they are good at lots of things (halo), or one bad trait leads us to believe they are bad at other things too (horn).

The impact of unconscious bias can be varied, potentially affecting how intently we listen to someone, who we assign credit or blame to, who is trusted with high-profile work, the feedback we give to different people and even our body language when we are in their company.

There are too many biases to methodically go through each one every time we make a decision, so Lewis (2017) explains the work of the NeuroLeadership Institute, which groups all these biases into 5 underlying causes with their SEEDS model:

- **Similarity** – we think people similar to ourselves are better than others
- **Expedience** – we think our first feeling must be true
- **Experience** – we think our subjective perceptions are objectively true
- **Distance** – we think people closer to us are better than those far away
- **Safety** – we think bad outcomes are more powerful than good outcomes (risk averse).

Although we all have biases and we can't make them go away, we can become more aware of them.

Ritchie (2021) suggests six ways to reset the way we think:

1. Understand what unconscious bias is – being aware of it will help you to spot it
2. Be curious – curiosity makes us more open-minded and can protect us from a host of biases
3. Stop and think – pausing gives you time to reflect on instinctive reactions and to ask yourself questions such as 'What could I know?', and 'What should I know?'
4. Seek diversity – if you mix with people from outside your traditional circle, that will help to break down assumptions
5. Listen and learn – your workplace may offer formal and informal opportunities to nurture curiosity about diversity and inclusion
6. Consider organisational policies – your company may already support initiatives to counter bias and to further embed diversity and inclusion.

On this last point about policies, you may also want to analyse the various steps in your current processes and plans, to work out how bias might influence your actions and decisions.

Unconscious bias is often discussed in the context of recruitment, and you'll explore that aspect in more detail in Week 6.

Activity 1 Your own Unconscious biases

 Allow about 15 minutes for this activity.

Reflecting on the six examples of unconscious bias outlined in the Democratic Society video, i.e.

- anchoring bias
- bandwagon effect
- blind spot
- confirmation bias
- information bias
- authority bias.

choose one, and spend some time thinking about examples of your own unconscious biases in that category. For example, do you often jump on the bandwagon even when you feel that the group might be wrong? Do you have a tendency to rebel against authority?

A recent example of authority bias would be refusing to have your COVID vaccination due to a distrust of the government.

Comment

This is a useful exercise to undertake as many of us can feel ashamed of our biases. By confronting them and understanding that they are entirely normal and based on our life experiences and instincts, we can start to recognise and question them. This is a strong step towards ensuring that we don't continue to act on them.

If you want to explore your own biases in a more structured way, Harvard University provides a range of 'Implicit Association Tests', intended to measure attitudes and beliefs that people are not always willing or able to report. You can find them here: [Project implicit](#).

We also tend to rely on our biases more when we are tired, stressed or having to make a decision quickly, so taking care of our overall wellbeing can also play a part in tackling them.

Unconscious bias training

Atcheson (2021) feels that 'Training hiring managers and interviewers on unconscious bias is essential. That way they can start to spot it in themselves, in their fellow interviewers and even in debrief.' She also signals its importance in leaders and managers to help them understand the bias that someone in their team is experiencing, and to look out for and address it.

Many organisations offer unconscious bias training to their staff, with the aim of raising their awareness and changing their behaviour. However, some organisations, including the UK government, have recently been cancelling the training due to insufficient evidence of its success.

Herbert (2021) looks at this in detail in a recent blog post, concluding that as a one-off, standalone training programme, there is no strong evidence for its effectiveness in reducing implicit prejudice. But there is evidence to support significantly increased awareness, and 'while it is generally accepted that awareness is not a sufficient condition for behavioural change, it is usually necessary.'

He suggests that unconscious bias training provides a 'foundation on which other interventions can be built', and goes on to outline indirect effects, including:

- if key groups within an organisation 'find it valuable to have a forum where the day-to-day bias they face is acknowledged and recognised' then the training is 'helping to create a more inclusive work culture'
- the training can signal managerial commitment to diversity, which is known to be linked with a workforce's willingness to engage with it.

Pressure to conform

Another unwanted side effect of unconscious bias is that your diverse team members may feel a pressure to conform and slowly quiet themselves.

This is why creating a safe space for people to be their authentic selves is so important, and you'll look at that in more detail in Week 8 when you explore **groupthink**.

In the next section, you'll look at something which links closely with unconscious bias, and that's the concept of privilege.

2 Privilege

In Week 2 you looked at the concept of white privilege, but here you'll explore the broader definition and see that it can be applied wherever there is a dominant group whose needs have traditionally been prioritised.



Malone (2021 p60) describes privilege as

'Any and all unearned benefit, right or advantage an individual receives in society by nature of their identities, race, wealth and other characteristics.'

Watch this short film from BuzzFeed to see privilege demonstrated in a more visual way:

View at: [youtube:hD5f8GuNuGQ](https://www.youtube.com/watch?v=hD5f8GuNuGQ)



Video 3: What is privilege?

A key point is that privilege doesn't mean that you are immune to the challenges and hardships in life, it just means that the nature of your identity gives you advantages, often without you even realising.

Bias and privilege are closely linked. In the closing advice in her recent book, 'Demanding More' Atcheson (2021, p. 212) says:

Bias plays hand in hand with privilege and it's important to acknowledge this every day. This means taking more time on decision making, and spending time and headspace on really thinking about why you're making a decision, who it affects and whether it affects different groups of people disproportionately.

Atcheson (2021, p. 212)

Hive learning (no date) describes 5 main types of privilege and points out that most of us are privileged in at least one way:

1. **White privilege** – benefits white people at the expense of people of colour, e.g. doing well in a challenging situation without being called a credit to your race
2. **Religious privilege** – includes being able to find a place of worship near you and feeling a sense of connection between your religious celebrations and wider society, e.g. automatically having a day off from work for your religious holidays
3. **Gender privilege** – usually refers to male privilege, a set of privileges distributed to men on the basis of their gender, e.g. being treated more respectfully and listened to more in everyday conversations
4. **Heterosexual privilege** – describes the advantages granted to someone because of their heterosexual orientation, e.g. not having to fear that your co-workers will find out about your sexual orientation and that their knowing will have negative consequences

5. **Socio-economic privilege** – having enough resources to be able to take on the opportunities that life has given you, e.g. unpaid internships.

Of course, there are many other examples, including able-bodied privilege, birthplace privilege or location-based privilege.

Privilege is not something to be embarrassed or ashamed of, but it is something to recognise. Ferguson (2021) explains that ‘understanding privilege is a step towards empathy and helps to build a more inclusive culture.’ She goes on to suggest some next steps to ‘destigmatise privilege and unlock its potential instead’:

- focus on the future – use your advantages to advocate for equity and inclusion across your organisation and community
- if you have overcome significant obstacles – use that experience to inspire others to be empathetic leaders
- stay focused on action and behaviour change, not just understanding and awareness
- invest your time in volunteering or mentoring
- support culturally diverse businesses
- offer internships
- invest in start-ups headed by under-represented founders.

Microaggressions are some of the outward manifestations of bias and privilege, and you’ll learn more about those in the next section.

3 Microaggressions



Grant-Ford & Kahanov (2021) describe microaggressions as ‘a form of discrimination in which verbal, nonverbal, intentional, unintentional, or environmental insults are made to or about marginalised societal groups.’ They go on to divide them into three categories:

- **Microinsults:** insensitive or rude remarks that convey contempt for the target. The transgressor is often unaware of the offensive nature of their comments and may believe they are paying the person a compliment.
Example: ‘I love your accent, but is there any way you could tone it down a bit when you’re talking to clients? It doesn’t sound very professional.’
- **Microassaults:** these behaviours are most closely aligned with isms like sexism or racism. They can be verbal, nonverbal, implicit or explicit (i.e. intentional). Avoidance behaviour is also a microassault.
Example: Someone pushes a person in a wheelchair without asking for permission first.
- **Microinvalidations:** These comments are dismissive of the feelings or experiences of the person being addressed or denying one’s own (possibly unconscious) biases towards a social group.
Example: I don’t believe John was being sexist or racist with his comments. You’re blowing this out of proportion.

As you discovered in Week 2, microinvalidations might also be referred to as gaslighting – leading the individual experiencing the discrimination to question themselves.

As suggested here, a key reason why microaggressions can present a barrier to diversity and inclusion is that people with privilege are often oblivious to them. Taylor (2020) describes them as ‘implicit biases coming to life in everyday interactions’.

A common interpretation of microaggressions is that the people making the comments or actions are doing so unknowingly and that those on the receiving end are being oversensitive, but this underestimates the regularity of these comments and actions, which can have a very significant effect on an individual.

Watch this short video from Imperial College London for a useful insight.

View at: [youtube:q9bFEFIerVg](https://www.youtube.com/watch?v=q9bFEFIerVg)



Video 4: Microaggressions – what you need to know

Activity 2 Examples of microaggressions

 Allow about 10 minutes for this activity.

Spend a few minutes reflecting on microaggressions that you have observed or experienced. They might be things that other people have done or said or perhaps comments or actions that you have made yourself that you now see could have been perceived negatively by the person receiving them.

Even if you have been on the receiving end of microaggressions yourself, you might realise that you have made assumptions about others that you now view differently.

Comment

Examples of microaggressions in the workplace include:

- being ignored or interrupted in meetings
- having your name mispronounced
- people making assumptions about your skills, abilities, and temperament
- people making stereotypical judgements.

Many microaggressions are unintentional, but the key learning here is to try to recognise them and either call them out or avoid them in the first place.

Microaffirmations

Although microaggressions are an uncomfortable concept, Golden (no date) explains that they have an inverse, known as microaffirmations, which can be just as powerful, building on each other and creating a positivity loop. She suggests various examples for us to look for and push, or follow:

- **Open doors to opportunity** – invite someone to a business networking event, include them on an important committee or project
- **Show inclusion and caring** – stop by someone's office for a chat, socialise with them, get to know about their life outside of work
- **Listen** – invite someone to speak, pay attention to their words, ask thoughtful questions
- **Give credit** – make sure people's contributions are known and acknowledged
- **Offer support** – stand up for people when they're being discredited or demeaned
- **Provide feedback** – help everyone to recognise and build on their strengths and overcome their weaknesses.

Golden suggests that affirming other people's work is an effective way to motivate them, and if everyone in your department adopts this behaviour, it will contribute to the creation of a more supportive and inclusive culture.

In the next section you'll explore some of the fear that can be associated with talking about diversity.

4 Feeling fearful

Fear can be another barrier to effective implementation of diversity and inclusion within the workplace. This could be:

- the fear of an individual who has faced discrimination and their subsequent reluctance to engage with the agenda or speak out, or
- the fear of getting things wrong due to privilege or unconscious bias.

In this short film, Asif Sadiq explains that making mistakes is natural, and why we shouldn't let that stop us from trying.

Video content is not available in this format.

Video 5: Making mistakes



To highlight workplace diversity issues and fear, employee engagement consultancy Scarlett Abbott (no date) refers to the SCARF model (Rock, 2008), which looks at five domains of human social experience. Their report provides useful examples of how individuals from minority or majority groups might feel as a result of each of these five factors.

Table 1: Status – our relative importance to others

Minority	I have to hide who I really am for fear of discrimination.
Majority	Programmes accelerating career progression for women or people of colour might mean I miss out on a promotion I deserve.

Table 2: Certainty – our sense of knowing what's to come

Minority	I can't work with that team. I never know what they are going to say to me.
Majority	It's just banter, I didn't know you were going to be offended by that.

Table 3: Autonomy – our sense of control over events

Minority	I was the best qualified candidate, but they didn't give me the job... again.
Majority	Why do they keep making us do these diversity courses?

Table 4: Risk – how safe we feel with others

Minority	I'm not going to challenge that comment. That person could make things difficult for me if I make a fuss.
Majority	I don't trust him. You just need to look at the papers to see why people are worried around him.

Table 5: Fairness – how fair we perceive a situation to be

Minority	How dare they treat me like that? I am furious.
Majority	Why am I in trouble? I don't even know what I did to upset them.

Reducing the sense of threat triggered by each of these factors can support diversity and inclusion initiatives that might otherwise be treated with caution by those you wish to engage. Scarlett Abbott's paper discusses recommendations for reducing each threat and concludes with advice for moving forward and engaging the majority.

- Share evidence of the business benefits and positive outcomes for everyone when a business gets diversity and inclusion right
- Provide a platform and safe space in which people can educate themselves about how to behave more inclusively
- Expand the conversation to a more three-dimensional view of diversity to enable people to see what they have in common with others, rather than what makes them different
- Challenge stereotypes, call out negative behaviours and share stories that bust myths and preconceptions
- Encourage role models to share stories of their experience to generate empathy and change perceptions.

4.1 Impact of discrimination on health and wellbeing

When there are limited measures in place to support diversity and inclusion, the discrimination experienced by an individual can have a significant effect on their health and wellbeing.

When examining the impact of perceived discrimination during social interactions, Richman et al (2010) identified increases in both blood pressure and heart rate in the person reporting the discrimination. Results suggested that 'perceived discrimination is

related to cardiovascular and affective responses that may increase vulnerability to pathogenic processes.'

In other words, people facing discrimination experience an increase in blood pressure and heart rate that may make them more vulnerable to illness and disease.

There can also be an impact on mental health. McMenamin (2021) explains that 'While society has long associated workplace trauma-induced mental illness with certain occupations like firefighting and the military, the notion of trauma developed from a toxic job or workplace is becoming increasingly recognised throughout the workforce.'

It's easy to see how these negative impacts on health and wellbeing can lead to a fear of engaging with challenging or difficult conversations and situations.

One way that individuals might choose to 'blend in' is by **code-switching**. This is when a person tones down some of the characteristics that associate them with a particular community, such as style of speech, appearance or behaviour, in order to fit in.

In their study of the way black professionals navigate mostly white organisations in the US, McLuney et al (2019) describe some of the negative consequences of code switching:

- Seeking to avoid stereotypes is hard work and can deplete cognitive resources and hinder performance.
- Feigning commonality with co-workers reduces authentic self-expression and contributes to burnout.

4.2 Fear of saying the wrong thing

Fear of saying the wrong thing, of upsetting someone, of making a fool of ourselves, can often stop us from doing things. But not doing anything at all is not going to encourage and nurture diversity, in fact it will perpetuate inequality.

Watch this short video, in which Aggie Mutuma, CEO of Mahogany Partners, talks about getting over the fear of talking about diversity:

Video content is not available in this format.

Video 6: How to get over your fear of talking about diversity



Another common experience is fear of using the wrong language. As you'll already have seen, the terminology in some areas of diversity changes quickly so if you are unsure, it is usually best to ask the individual which words they would prefer you to use. If they don't wish to engage with you in that moment, you could suggest another time to speak.

There are also useful glossaries available for further research. See [Further reading](#) for a list.

Activity 3 Time to reflect

 Allow about 10 minutes for this activity.

Take a few minutes to reflect on what makes you nervous about the diversity and inclusion agenda. For example, is it fear of offending someone by doing or saying the wrong thing, or is it fear of the consequences of being honest and open?

.....

Comment

Reflecting on your own fears should help you to identify the most relevant content to help you start to address those fears as you progress through the course.

4.3 Fear of conflict or difference

In the UK in particular, many of us try to avoid the awkwardness of conflict, perhaps even seeing it as unproductive, but handled the right way it can clear the air and enhance mutual understanding. This short video from Eyes Up Training outlines the problem:

Video content is not available in this format.

Video 7: Emotional Intelligence: Conflict Avoidance and Why Diversity and Inclusion keeps failing



The video raises important issues such as setting boundaries, dealing with emotions and keeping an open mind.

Ridley (2020) suggests three tips for a more positive way of dealing with diversity and inclusion related conflict. All are focused on **communication**:

Establish a process – be clear on expected behaviours and identify a point of contact for employees to consult when a conflict arises. Communicating the process clearly will reassure staff of the organisation's commitment.

Speak up – staying silent suggests that you support the inappropriate or hurtful comment or action. While diversity-related conversations can be uncomfortable, not speaking up allows hurt feelings and misunderstandings to fester, which leads to employees feeling they don't belong and damages the credibility of your efforts to foster a culture of inclusion.

Engage in respectful dialogue – the aim of speaking up is to understand and bridge differences. Don't assume the other person intended harm. Phrases such as 'I'm curious to know what you meant by your comment' or 'I know you meant that to be funny, but it was hurtful to me because...' can be useful in encouraging the other person to share their perspective. The goal is not to resolve the conflict in a single conversation, but to leave the door open for further conversations – that's when greater meaning and deeper relationship building occurs.

This short video from Heineken illustrates the importance of communication when conflict looks like a possibility:

View at: [youtube:etlqIn7vT4w](https://www.youtube.com/watch?v=etlqIn7vT4w)



Video 8: This new Heineken ad is brilliant

In the next section you'll explore why diversity and inclusion initiatives sometimes fail.

5 Why diversity and inclusion initiatives fail



If the workplace culture isn't right, there is more chance of a diversity initiative failing. Daya (2021) explains five of the more common reasons why diversity and inclusion programmes fail:

- *Creating awareness but not moving to sustainable actions* – employees are left with a heightened sense of awareness but no practical advice on what to do next
- *No strategic ownership of the diversity and inclusion agenda* – placing ownership with your Human Resources team signals that this is a functional responsibility, when in fact it needs to be owned across the business as an area of strategic importance
- *Focus on diversity numbers and inadequate attention to cultural transformation* – diversity representation numbers are important, but without a truly inclusive environment, diversity alone will not result in innovation, participation or business growth
- *Trying to change individuals instead of the places where they work* – the biased structures and systems in a work environment will neutralise any efforts made by an individual to change
- *Not applying the lens of intersectionality* – organisations which consider intersectionality are better placed to remove inequality and reduce the effects of groups with different degrees of power and privilege continuing to marginalise each other.

The author concludes by explaining that the needs of employees, and environments in which companies operate, are continually changing so any diversity and inclusion programmes must reflect this – being continually updated and evaluated for success.

6 Diversity fatigue

According to Waldon (2020), diversity fatigue was a phrase first used in the US in the 1990s to describe ‘the stress associated with management’s attempts to diversify the workforce through recruiting and retention efforts’. In recent times it has gained a broader definition to include ‘people just feeling tired of talking about diversity, or the lack thereof.’



Waldon goes on to describe three different experiences of diversity fatigue:

- distress for those who are committed to the work but see inadequate results
- irritation for those who see diversity work as being merely for the sake of political correctness
- frustration for those who see it as a strategy used by organisations solely to enhance and further their brand.

Marr (2019) suggests that ‘when good intentions and hard work don’t produce results both leaders and employees begin to feel diversity fatigue. [...] At its core it is about losing hope that the status quo can change.’ She goes on to advise three ways to overcome diversity fatigue:

- diagnose the specific diversity and inclusion (D&I) challenges the company is facing rather than relying on a standard set of programmes or initiatives
- encouragement from the top is crucial, but organisations also need to ensure functional and business unit leaders are reinforcing the importance of D&I in daily operations
- make diversity and inclusion relevant to everyone in the organisation, not just diverse groups.

Activity 4 Perceptions of diversity training

 Allow about 10 minutes for this activity.

Considering your own organisation (or one you know well), reflect on how diversity training is presented by your leaders and perceived by your colleagues.

Does the process currently feel like a box ticking exercise?

Does the workforce receive feedback on the impact of the training, such as actions participants have gone on to undertake?

Is there anything that could be done differently?

Comment

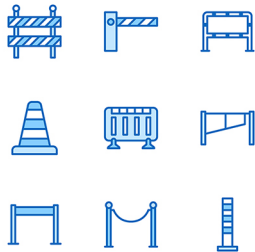
You’ve learned how important it is for the leaders of your organisation to own this agenda and be seen to support it – is that something you were able to identify and reflect on?

Feedback is an important part of the process as people are more likely to engage with something when they can see how it will benefit them and their organisation.

In the final section this week, you'll look at some of the barriers to diversity that an organisation might find it more difficult to influence.

7 Other barriers

As well as the emotional and psychological barriers already described this week, there might be other barriers to nurturing diversity in your workplace that you can have less of a direct influence on. In this section you'll explore two of them.



Occupational segregation

The American Psychological Association (APA, no date) defines occupational segregation as

‘the extent to which people of the same gender or ethnicity are employed in some occupations to the exclusion of others.’

Many sectors experience the impact of occupational segregation for a variety of reasons, but it is commonly discussed in the context of gender and the gender stereotyping that begins with young children.

Lakritz (2019) describes ten occupations that are still dominated by men in the US, including:

- Software developer (19% women)
- Construction industry worker (9.9% women)
- Aerospace engineer (7.8% women)
- Aircraft pilot and flight engineer (5.2% women)
- Firefighter (3.5% women).

If your organisation represents one of these industries, you may struggle with maintaining a positive gender balance within your workplace, but there are things your sector can do (and is probably doing already) to broaden its talent pool. For example, Williams (2019) explains what the UK's tech industry is doing to tackle gender imbalance, including introducing:

- mentorship schemes
- enhanced parental benefits and shared parental leave
- flexible working and a ‘work from anywhere’ culture
- fair recruitment processes
- unconscious bias training.

Occupational segregation can also be relevant in other contexts. For example Vieira (2016) highlights the overrepresentation of gay and lesbian workers in psychology, law, social work, and university teaching. Their research concludes that these are careers requiring above average task independence and/or social perceptiveness.

Geographical location

The geographical location of your organisation is another factor that can influence the diversity of your workforce. If you are based in an area where a particular demographic is more or less prevalent, this could have an impact. If most of your sector is traditionally based in a particular location, this could have a wider impact on the diversity of your industry.

Mazur (2018) explains that in the US, many jobs 'simply aren't accessible to the majority of American workers. For example, an office located in a predominantly white suburb is probably going to attract only employees from that suburb.' He also makes the point that 'being located in close proximity to public transit [...] will make your workplace much more attractive to many different populations'.

To expand your horizons, Mazur recommends:

- researching data on demographics, education levels and income disparity in the area where you are located – a wider range of demographics will make it easier to recruit a diverse set of candidates
- explore public transport proximity and transit times – this might give you some clues about new, potentially more diverse areas you could target for future recruitment
- make contact with appropriate talent pipelines in the areas you identify – are there any educational institutions you could work with to raise awareness?

However, following the COVID-19 pandemic, research by Kura (Churchill, 2021) suggests that one in five workers hope they will never return to commuting, with others looking to commute for a reduced number of days per week. This could potentially have a positive impact on the diversity of your workforce, if you are able to offer flexible working or a 'work from anywhere' approach.

Activity 5 Reflecting on the impact

 Allow about 5 minutes for this activity.

Spend a few minutes considering whether your sector or organisation is impacted on by either of these issues.

.....

Comment

If there is an issue in your sector, it can be worth visiting the website of your professional body, or any other sector representative organisation, as they will probably be addressing it. For example, they may have a focus group looking at the problem. Is this a discussion you'd be interested in joining?

If you can't find anything relevant – perhaps you could raise the issue with your managers and start a conversation.

8 This week's quiz

It's now time to take the Week 4 compulsory badge quiz. It's similar to previous quizzes, but this time instead of answering five questions there will be 15.

Open the quiz in a new tab or window, then come back here when you've finished.

[Week 4 compulsory badge quiz](#)

Remember, this quiz counts towards your badge. If you're not successful the first time, you can attempt the quiz again in 24 hours.

9 Summary

This week you have developed your awareness of some of the barriers to encouraging and nurturing diversity in your workplace, including unconscious bias and privilege. You've considered what can go wrong with diversity training, including different causes of diversity fatigue, and you've looked at some potentially sector wide issues, such as occupational segregation.

You should now be able to:

- describe unconscious bias and the impact it can have on our approach to diversity
- reflect on other potential barriers to diversity in your workplace, including privilege and diversity fatigue
- understand the impact that your sector and location might have on diversity.

Next week, you'll start to look at some of the tools available, both personal and professional, to help you overcome these barriers and advance the diversity and inclusion agenda within your organisation.

You are now halfway through the course. The Open University would really appreciate your feedback and suggestions for future improvement in our optional [end-of-course survey](#), which you will also have an opportunity to complete at the end of Week 8. Participation will be completely confidential and we will not pass on your details to others.

You can now go to [Week 5](#).

Week 5: Skills and strategies for success

Introduction

Last week you looked at some of the potential challenges and barriers to your diversity and inclusion work, exploring unconscious bias, privilege and diversity fatigue.

This week, you'll look at some of the skills and strategies that can help you to take things forward, focusing on the personal skills and behaviours needed to drive diversity and inclusion, as well as some of the professional tools, such as strategies, models and measurements, that can support your progress.

Watch this short video in which our employers describe the importance of key skills, such as self-reflection and clear communication.

Video content is not available in this format.

Video 1: Introduction to Week 5



By the end of this week you will be able to:

- identify key skills and behaviours required to drive diversity and inclusion, and consider areas for your personal development
- describe strategic and analytical tools to aid in developing, implementing and measuring the success of your diversity agenda
- create a vision statement, strategy and action plan.

You'll start by focusing on yourself, and the skills and behaviours that you can build and develop to support your diversity and inclusion journey.

1 Personal skills and behaviours

Most organisations will have some kind of diversity and inclusion agenda, but how you choose to engage with it, and where you can best lend your expertise, will depend on the skills and behaviours you have developed throughout your career. It's never too late to develop new skills or hone the ones you have, and this section aims to highlight some of the skills and behaviours that will be particularly useful in this context.



A very relevant starting point is the skill of self-reflection.

Self-reflection

Several of the activities you've already undertaken during this course have been self-reflective, and in the context of diversity and inclusion, this is a vital part of your personal journey.

Whether you are reflecting on your own unconscious biases or privileges, or thinking back to a conversation you had with someone or a meeting you organised, and considering what actions you might take next time to be more inclusive, this is an important step towards change and improvement.

The following activity encourages you to be reflective, focusing on your own development needs to support this agenda.

Activity 1 What skills do you need to support this agenda?

 Allow about 15 minutes for this activity.

Spend a few minutes thinking about your own strengths and weakness and see if you can identify any areas for further development that will help you with your own approach to diversity and inclusion.

In the tables below, you will find a list of skills and attributes that are regularly quoted as relevant to the diversity and inclusion agenda. If you can think of any more from your own experience, add them to the empty boxes in the table.

Score your level of expertise against each skill and ability as follows:

- 0 = no experience yet
- 1 = basic
- 2 = competent
- 3 = proficient

Add at least one example of when you've demonstrated that skill in practice. Your example doesn't need to have a diversity and inclusion context – in this activity you're looking at proficiency in the skill itself, which you will have the capability to use in a range of situations.

When you've completed the task, ask a colleague, manager, mentor or friend who knows you well whether they agree with your assessment. Note down their comments.

Table 1: Personal skills and attributes

	Proficiency	Evidence
Communication	<i>Provide your answer...</i>	<i>Provide your answer...</i>
Self-awareness	<i>Provide your answer...</i>	<i>Provide your answer...</i>
Self-reflection	<i>Provide your answer...</i>	<i>Provide your answer...</i>
Adaptability	<i>Provide your answer...</i>	<i>Provide your answer...</i>
Empathy	<i>Provide your answer...</i>	<i>Provide your answer...</i>
Curiosity	<i>Provide your answer...</i>	<i>Provide your answer...</i>
Resilience	<i>Provide your answer...</i>	<i>Provide your answer...</i>
Negotiation	<i>Provide your answer...</i>	<i>Provide your answer...</i>
Motivation	<i>Provide your answer...</i>	<i>Provide your answer...</i>
<i>Provide your answer...</i>	<i>Provide your answer...</i>	<i>Provide your answer...</i>
<i>Provide your answer...</i>	<i>Provide your answer...</i>	<i>Provide your answer...</i>

Comment

Other useful skills and attributes in this context include: cultural awareness, courage, openness, active listening, conflict resolution and continuous learning. Even when we already have a skill, it is always possible to develop it further, and this week you'll focus on some of the key skills required to support this agenda effectively.

You'll be able to convert your areas for improvement into an action plan in Week 8.

Self-reflection plays a key role in developing your emotional intelligence, and you'll look at this in more detail in the next section.

1.1 Emotional intelligence

The key to becoming more comfortable with and conscious of the differences between you and others is your emotional intelligence, also known as EI or EQ. It incorporates skills and aptitudes you've already touched on, such as self-awareness and empathy.



People Builders (no date) suggest the following ways in which emotional intelligence (EI) can enhance diversity and inclusion in the workplace:

1. **Developing empathy** – i.e. being able to put yourself in others' shoes and to understand their perspectives, but also willing to help them improve their situation. This is a crucial skill when dealing with differences and building relationships.
2. **Reducing unconscious bias** – EI can mitigate against the impact of your unconscious biases by improving your self-awareness, assertiveness, adaptability and impulse control.
3. **Creating an inclusive culture** – EI gives you the relationship management skills to make an inclusive culture a reality, including multicultural competence and effective team development.
4. **Improving mindfulness** – Emotions are organised responses to internal or external events, resulting in positive or negative meanings for the individuals involved. Understanding your inner landscape is vital in determining your response to the various social situations that a diverse workforce can create.
5. **Improving constructive thinking** – helping you to generate creative ideas, settle disagreements, influence co-operation and build trust. The higher self-awareness and impulse control of emotionally intelligent people helps them to apply their knowledge constructively.

Watch this short video to find out more about it and how you can develop yours further:

View at: [youtube:n9h8fG1DKhA](https://www.youtube.com/watch?v=n9h8fG1DKhA)



Video 2: Developing Emotional Intelligence

In the next section, you'll look at communication, another vital aspect of creating better and more inclusive relationships and environments.

1.2 Communication



There are a number of ways in which good communication can play a part in making your workplace more inclusive, including:

- understanding barriers to effective communication
- learning the skill of active listening, where you can listen attentively to a speaker, understand what they're saying, respond and reflect on what's being said, and retain the information for later (Leading Effectively Staff, 2021).
- learning to avoid communication errors, such as using incorrect or inappropriate terminology
- developing the communication skills required to have honest, challenging and sometimes uncomfortable conversations
- clearly communicating your organisation's vision for inclusivity, and the expectations for all staff members
- clear delivery of training to ensure that key messages are communicated, and appropriate actions are taken
- creating a safe space for everyone to communicate their feelings and experiences, and to be heard
- using communication to network effectively and increase social capital.

Asif Sadiq talks here about the importance of listening and creating safe spaces for everyone to be heard.

Video content is not available in this format.

Video 3: Creating safe spaces



Humphrey (2015), recommends several tips for enhancing communication to promote workplace diversity. While Humphrey's article is focused on workplace communication between men and women, particularly at a leadership level, you'll see that her advice is applicable more widely across the diversity spectrum:

- **listen more closely and more often** – a person who doesn't feel heard will often withhold their views. Invite everyone to participate in the conversation by asking for their ideas and opinions.
- **don't interrupt** – being interrupted can make the speaker feel their point is of little value. Listen until they have finished speaking and then ask for clarification if you need to.
- **don't step in to explain for others** e.g. 'What X is trying to say is...' – this can appear patronising. Instead, offer a reinforcing statement, such as 'You raise an important issue' and then ask them to clarify their position.
- **consider your attitude** – avoid a strong tone of voice, and condescending expressions like 'Really?' or 'Prove it!' This can cause people to become defensive. Adopt a supportive tone and encourage everyone to share their ideas.
- **watch your body language** – make eye contact with the speaker, show warmth with your facial expressions, and don't fold your arms or make any other gesture that appears cold or closed off.

Another important element of communication in a diverse workplace relates to cross cultural communication. Watch this short video from the American Management Association to hear more:

View at: [youtube:On9kzQt5-g](https://www.youtube.com/watch?v=On9kzQt5-g)



Video 4: Communicating Across Cultures

Activity 2 Communicating with colleagues

 Allow about 10 minutes for this activity.

Consider the following scenario:

You're leading a work meeting with a culturally diverse group of colleagues. You want to discuss a sensitive issue. You want to hear everyone's opinions about it so you can make an informed decision about how to proceed. You introduce the topic, and two members of the team become quite heated in their debate. But while they are clearly focusing on the conversation, no-one else contributes.

What could you do next to encourage their input? Make some notes in the box below.

Provide your answer...

Comment

Depending on the different cultures represented in the meeting, it is possible that several of the team might feel deeply uncomfortable sharing their views openly in

this type of forum. If they were disinterested and failing to concentrate, there might be other reasons for their lack of enthusiasm, but if their non-verbal cues or body language suggest engagement, something else must be stopping them from speaking up.

Knight (2015) has the following advice:

- be aware of the variations that exist among cultures and how those differences play out in the workplace
- create protocols and establish norms so that your colleagues understand how meetings will run
- incentivise colleagues to step outside their cultural comfort zones
- remember people are capable of adapting and adjusting their cultural default
- solicit colleagues' opinions in other venues and encourage people to provide feedback in different ways
- encourage colleagues to get to know each other outside of meetings so that cultural differences won't seem as glaring.

Asif Sadiq summarises his thoughts on culture as follows:

Video content is not available in this format.

Video 5: Dominant culture and the effect of DEI



1.3 Resilience

When engaging with diversity and inclusion, resilience can be another important skill. This might be:

- the resilience required to keep challenging discrimination whenever you see or hear it
- the resilience required to speak with managers and leaders when you are experiencing discrimination yourself
- the resilience required to persevere with the diversity and inclusion agenda in your organisation, despite facing the barriers you considered in Week 4.



In each case, your personal resilience will play an important part in maintaining your progress.

Watch this short animation to learn more about personal resilience and how you can build it.

Video content is not available in this format.

Video 6: Resilience in the workplace (Please note this video has no spoken audio.)



Activity 3 Reflecting on the resilience video

 Allow about 5 minutes for this activity.

Reflecting on the video you have just watched, what are the key takeaways for you? Make some notes in the box below. Watch it again and pause it if you need to.

Provide your answer...

Comment

You might have chosen to highlight the point about focusing on what you can control and having a plan, or you may have noted the importance of replenishing your own energy in order to enhance your resilience in the face of adversity.

Resilience is an increasingly important skill in the changing workplace, so it is well worth developing.

Developing your resilience

Waters (2021) offers the following tips:

- pay attention to your health – healthier people are more resilient
- focus on your physical wellbeing – through adequate sleep, healthy eating and regular exercise
- practice relaxation techniques – staying relaxed in stressful situations will make you more resilient
- practice reframing threats as challenges – seeing something as a challenge means we recognise the possibility of growth
- mind your mindset – our beliefs, attitudes and mindsets influence our resilience
- get connected – having a good social support network is important
- practice self-awareness – this can help us recognise when our resilience is low
- watch your stress levels – learning to recognise when we feel stressed, and knowing what helps us to de-stress, allows us to catch ourselves before it spirals.

The personal resilience of those leading or supporting the diversity and inclusion agenda within your workplace can have a big impact on the success of their leadership.

If you want to learn more about resilience at work, investigate the OpenLearn badged open course: [Developing career resilience](#).

1.4 Continuous learning

While you might not immediately think of this as a skill, your openness and commitment to continuous learning is a vital aspect of diversity and inclusion. For example, your willingness to learn about different world views, perspectives and lived experiences, will enhance your diversity and inclusion knowledge and practice. Also, as this is an ever evolving topic, continuous learning is a necessary approach.

Watch this short video in which Asif Sadiq explains the importance of continuous learning and the concept of conscious inclusion.

Video content is not available in this format.

Video 7: Continuous learning



Valamis (2022) describes continuous learning as follows:

Continuous learning is the process of learning new skills and knowledge on an on-going basis. This can come in many forms, from formal course taking to casual social learning. It

involves self-initiative and taking on challenges. Continuous learning can also be within an organisation, or it can be personal, such as in lifelong learning.

Valamis (2022)

You can see from this description that personal characteristics, such as initiative and willingness to take on a challenge, are going to be important. Reflection also plays a key role in consolidating your learning.

Walsh (2018) emphasizes the importance of motivation, and you'll explore that in more detail in the next activity.

Activity 4 What is your motivation?

 Allow about 5 minutes for this activity.

Spend a few minutes thinking about your motivation for supporting the diversity and inclusion agenda in your workplace. Make notes in the box below.

Provide your answer...

Comment

Walsh (2018) describes a number of potential motivations for continuous learning, do any of these align with your thoughts?

- Inspiration – you're trying to solve a problem and you need something to inspire you
- Frustration – you're unhappy with the status quo and you want to find a way to change it
- Self-improvement – you have an inbuilt desire to do better
- Ambition – to drive your career forward
- Status – to feel valued and contributing
- Embarrassment – you may be exposed in front of colleagues or clients
- Fear – of missing out on something important.

Now that you've considered some of the personal tools (i.e. skills and behaviours) that you can develop to support your work on this agenda, the next section will focus on some of the professional tools you could use.

2 Professional tools

In order to take your diversity and inclusion agenda forward, you will need to have a strategy. But before you create your diversity and inclusion strategy, you will need a vision to work towards. The strategy then outlines the different actions that will help you to achieve that vision.



A vision statement also plays an important role in communicating your intention to both staff and customers.

Writing your diversity vision statement

Most organisations will have a vision statement somewhere prominent on their website, and many have now devised a specific diversity statement.

Kelly (2021) has spent some time collecting 25 examples of good diversity statements from a number of well known companies. Although some of those statements have been updated since the article was written, the author usefully highlights the common attributes of a good statement:

- the main statement is 20–75 words in length
- a headline is used to help the message stand out
- they are easily readable, i.e. the language used does not include complex business jargon
- they use short sentences
- there are lots of positive words, e.g. empower, purpose, improve, authentic

Here are some examples of good practice (up to date at the time of writing):

Build for everyone

[Google](#)

Including all voices. Building a world where progress, equitable outcomes, diversity, and inclusion can be realities both inside and outside our workplace.

Be yourself. We like it that way.

[T Mobile](#)

Diversity fuels the Un-carrier spirit. Our commitment to equity and inclusion across race, gender, age, religion, identity, and experience drives us forward every day.

Diversity & Inclusion

[Genentech](#)

We firmly believe that embracing diversity and inclusion (D&I) drives innovation, improves scientific and clinical outcomes and contributes to equitable healthcare access for all.

Here at Genentech, that means **fostering belonging** within our own walls, **advancing inclusive research and health equity** in our industry at-large and **transforming society** through partnerships across healthcare, education and within all communities.

If you followed the links, you'll have seen that some organisations share this statement on a wider webpage, incorporating stories, data and links to relevant reports or policies.

It is also important that the diversity statement aligns with, and is informed by, the overall vision and strategy for the organisation.

Activity 5 Researching diversity statements

 Allow about 15 minutes for this activity.

Use your preferred search engine to research the diversity statements of businesses that are closely aligned with the organisation you work for (or the one you have chosen to focus on in these activities). Make notes on what you like or dislike about them.

Referring to your notes, choose which diversity statement(s) you plan to align with or aspire to.

Provide your answer...

Comment

If you are a small business, you may find that similar small businesses don't currently share diversity statements on their websites.

But even if you don't employ a large number of staff, and feel you can communicate your message to them in other ways – communicating your vision for diversity more publicly will make you more attractive to a diverse audience during any future recruitment. Signs of commitment to this agenda are also something that clients and customers are increasingly looking out for.

In the next section, you'll start to look at key aspects of writing your strategy.

2.1 Strategy setting tools

There are several tools you can use to analyse your current diversity and inclusion activities and to help you work towards a strategy for the future.



Most of us have heard of a SWOT analysis, but have you heard of the SOAR analysis? It takes a very similar approach, but strives to be more forward thinking, a useful attribute when working with diversity and inclusion.

SOAR analysis

Quick Books Canada (no date) explains that while a SWOT analysis 'takes a look at where a company is, SOAR strives to be forward thinking to address the potential of the business. By eliminating weaknesses and threats, SOAR focuses on positive elements more likely to be influenced by the company.'

They also describe SOAR as 'a stronger option for younger, less-developed companies', and 'more beneficial for organisations striving for a breakthrough or innovation as opposed to incremental improvement.'

SOAR stands for:

Strengths – what can we build on?

Opportunities – what can we leverage for success?

Aspirations – what do we want to achieve?

Results – how will we know we are succeeding?

Miro (no date) suggests using a SOAR analysis when you want to bring people together and encourage them to take action – a core element of a successful diversity and inclusion agenda.

They propose several questions to ask during a SOAR analysis:

1. What are our greatest strengths?
2. What are our best opportunities for growth?
3. What are our best opportunities for success?
4. What future are we working towards?
5. What measurable results will show us that we have achieved that vision of the future?

In the context of diversity, Stavros and Cole (2015) explain that SOAR 'promotes an inclusive environment that facilitates positive performance among diverse teams in which strategy is a dynamic and generative process that focuses on strengths, whole system solutions, and stakeholder inclusion'.

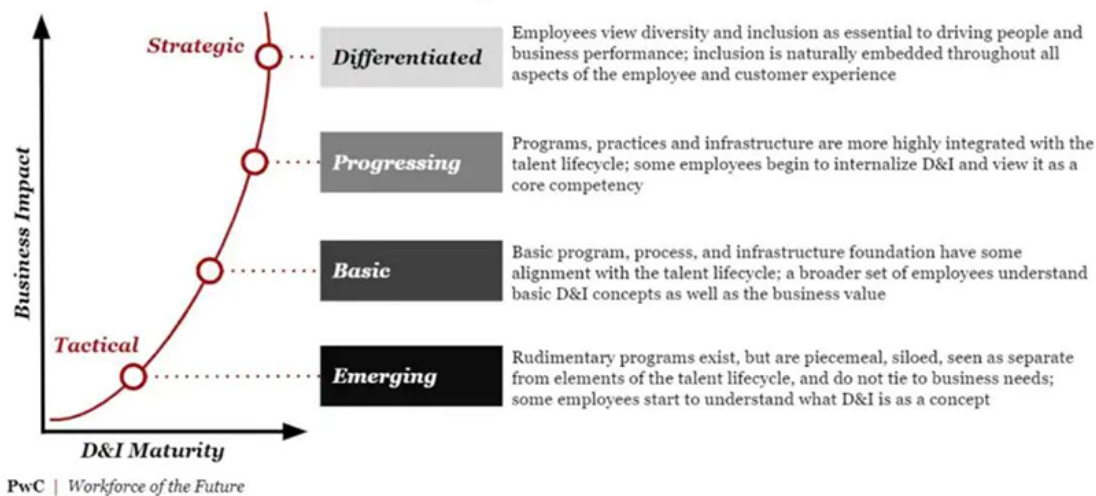
Another way to assess your organisation, and to consider future strategy, is to use a diversity and inclusion maturity model.

Diversity and Inclusion maturity models

As Tapia et al (2020) explain, these models are useful 'because they offer a simple yet comprehensive current snapshot of how mature an organisation is in diversity and inclusion.' They can also be an 'effective strategy setting tool to create a roadmap of where the organisation wants to go and at what pace.'

Here is an example of a diversity and inclusion (D&I) maturity model from PwC (Karren & Lee, 2018).

The impact of an organization's D&I program is related to their maturity in each of the four areas



Once you've identified which of the four areas your organisation currently sits in, the aim is to move towards 'differentiated', i.e. fully mature. Karren & Lee go on to explain that a company can 'only ascend the D&I maturity curve when supported (and pushed) by sound data collection and analytics'. They describe the main drivers for successful organisations as:

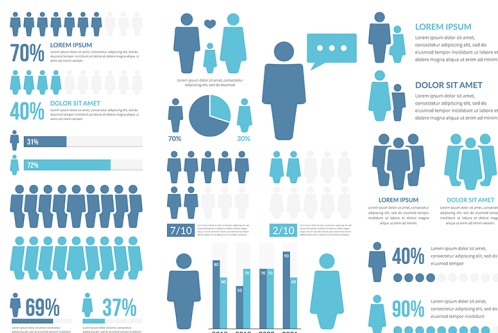
- robust metrics
- business-focused strategies
- leadership alignment
- integrated talent processes.

This is a very brief introduction to a detailed modelling approach. There will be another opportunity to explore this type of tool further in Activity 6, or find the link to Karen & Lee's article in [References](#).

In the next section, you'll look at metrics and data in more detail.

2.2 Metrics and data collection

Measuring diversity and inclusion can be challenging, but being able to identify where it thrives within your organisation and where it needs more work, whether that is across particular employee groups or certain sections of your business, is vital.



Measuring diversity

It is important to understand your workforce composition. You can do that by encouraging employees to share their personal data, explaining why it is important and what you are going to do with it, and by analysing the diversity data you hold.

Norman (no date) explains 'The basis of diversity data is the different protected characteristics of your workforce and job applicants so it's a way of collecting people's ethnic identity, sexual orientation, disability status, gender identity etc. It is anonymised so it is never about identifying one person but about looking at trends across different processes.'

Once you have this basic data there are other things you can measure, for example are some groups more likely to get shortlisted and appointed, obtain promotion, have opportunities for development? These all tell part of the story and help to clarify where your organisation is at a given time.

Measuring inclusion

Inclusion focuses on the employee experience in the workplace and so can be more difficult to measure. The data you must collect is more orientated towards feelings and perceptions, such as how an employee feels about your organisation's practices, how included they feel in decision making, how they interact with their line managers/peers etc. You need to gauge whether your employees feel they are heard, valued and have equal opportunity to fulfil their potential.

After conducting a survey of approximately 10,000 employees around the world, research and advisory company Gartner has distilled its findings into seven statements that best represent different elements of inclusion (Romansky et al, 2021). These form the basis of their Gartner Inclusion Index.

The greater the degree to which employees agree with these statements, the more inclusive your organisation:

1. **Fair treatment:** Employees at my organisation who help the organisation achieve its strategic objectives are rewarded and recognised fairly.
2. **Integrating differences:** Employees at my organisation respect and value each other's opinions.
3. **Decision making:** Members of my team fairly consider ideas and suggestions offered by other team members.
4. **Psychological safety:** I feel welcome to express my true feelings at work.
5. **Trust:** Communication we receive from the organisation is honest and open.
6. **Belonging:** People in my organisation care about me.
7. **Diversity:** Managers at my organisation are as diverse as the broader workforce.

Romansky recommends that 'using a framework like the Gartner Inclusion Index, can provide some hugely helpful insights and serve as a benchmark across time'. But there are potential pitfalls, including:

- Taking too much time to get from analysis to an action plan
- Assuming that survey results will be sufficient to fully guide the action planning process
- Neglecting to share the actions taken as a result of employee surveys.

Ellsworth et al (2021) present a different model, where they divide overall inclusion into personal experience and enterprise perception.

Table 2: Overall inclusion

Overall inclusion	
<i>Personal experience</i>	<i>Enterprise perception</i>
Authenticity – individuals feel encouraged to be themselves and speak up at work	Acceptance – employees value and embrace diversity
Belonging – individuals feel connected to others at work	Camaraderie – employees have strong bonds and work together toward shared goals
Meaningful work – individuals feel their work is personally meaningful and valued, and contributes to the company's success	Fairness – employees receive equitable treatment and have a fair chance to succeed

They explain that 'comparing these two elements can highlight discrepancies that may occur between them.' For example, an employee may perceive that an organisation (enterprise) has the systems in place to facilitate inclusion, e.g. fair and unbiased performance evaluations, while simultaneously feeling that they are not personally included, e.g. not having a voice in team decisions.

2.3 Benchmarking

Another way to measure progress is to use existing benchmarks.

Global diversity equity and inclusion benchmarks (GDEIB)

The Centre for Global Inclusion helps organisations to 'determine strategy and measure progress in managing diversity and fostering inclusion'. It does this through the GDEIB, which is a free booklet that can be downloaded after submitting their 'user agreement'. They also offer a suite of user tools to help with implementation and analysis, all aimed at businesses of any size.

The GDEIB contains 275 benchmarks, divided into 15 categories across four groups. Each category has five levels ranging from 'little work being done' to 'best practices'. Examples of best practice from each group (GDEIB, no date) include:

- Foundation Group, Category 2: Leadership and Accountability
 - A large majority of employees across a wide array of diversity dimensions rate their leaders as trustworthy, citing equitable and inclusive treatment.
- Internal Group, Category 6: Job design, classification, compensation
 - Regular reviews of pay differentials are conducted and discrepancies between underrepresented groups and the dominant group eliminated
- Bridging Group, Category 10: DEI (diversity, equity and inclusion) learning and development
 - DEI is integrated into all learning offered internally and externally to key stakeholders
- External Group, Category 13: Services and product development

- The organisation successfully leverages diverse teams, including diversity networks, customers, partners, the community, and other stakeholders, to improve its products and services.

Users describe the tool as ‘a practical guide for leaders across a variety of business functions’; ‘a powerful enabler of strategic conversations and an effective planning tool to create an inclusive culture in organisations’; ‘a great roadmap to build a culture of inclusion’ and ‘a valuable framework to create diverse and inclusive organisations.’ (GDEIB testimonials, no date).

Activity 6 Choose a tool

 Allow about 20 minutes for this activity.

Choose the tool from this section that resonates most with you and spend a few minutes exploring it in more detail. Useful resources include:

- [Soar analysis template](#)
- [Korn Ferry Diversity and Inclusion model](#)
- [Global diversity quality and inclusion benchmarks](#)

Make some notes in the box below about why you think this tool might be useful to use within your organisation.

Provide your answer...

Comment

If you want to take this a step further in your own time:

Choose an aspect of your organisation that you’d like to consider in more detail, for example your recruitment processes, and spend some time applying your chosen analysis.

Ideally this would be your current workplace, but it could be one you’ve worked in previously, or perhaps an educational institution or a club you are a member of.

It is important to include colleagues in these types of analytical activities, so you will probably find it useful to repeat this exercise with your team, or even across your organisation.

Sharing and building on each other’s ideas can be a really positive, motivating activity, and will allow you to invite a crucial range of diverse views and inputs. However, starting your thinking in advance can give you the confidence to participate fully or even steer the discussion.

You can also find benchmarks that focus on a particular diversity characteristic, such as the seven calls to action described in Business in the Community’s Race at Work Charter (no date).

1. Appoint an executive sponsor for race
2. Capture ethnicity data and publicise progress
3. Commit at board level to zero tolerance of harassment and bullying

4. Make equity, diversity and inclusion the responsibility of all leaders and managers
5. Take action that supports Black, Asian, Mixed Race and other ethnically diverse employee career progression
6. Support race inclusion allies in the workplace
7. Include Black, Asian, Mixed Race and other ethnically diverse-led enterprise owners in supply chains.

An internet search focusing on your chosen diversity characteristic, alongside 'benchmarks in the workplace' should present some ideas that are relevant to your needs.

Once you have a good understanding of where you are now and where you want to be, you can write your strategy, using these tools to determine appropriate measures of success.

3 Writing the strategy

It is important to involve everyone in your strategic planning process as the more engaged your workforce is, and the more they feel their voices are represented, the more likely they are to support the actions required for success. Plus – a strategy document can be challenging to write on your own! This involvement might include organisation-wide events, smaller team meetings, or one-to-one discussions.



A good strategy document will usually include:

- the vision statement
- an overview of where the organisation is now
- an exploration of what the future holds and why the organisation needs to adapt and change (these sections can be informed by any analysis you've done)
- a clear statement of your strategic aims and objectives
- an action plan to detail how you will achieve the goals outlined and who will be responsible for them, at an individual and a leadership level.

Action planning

Once you have articulated your vision and strategy for diversity and inclusion, the next step is to work out the actions you need to take to move from where your organisation is now, to where you want it to be.

In their book, *Inclusive Leadership*, Sweeney and Bothwick (2016) include a useful action plan template with the following headings:

Table 3: Action plan template

Focus area	Actions	Owner	Timescales	Impact measures

It is important to name an individual who will own each action and monitor progress, to set a deadline for completion, and to plan how you will measure the impact of that action so you can report back on its success, both to senior leaders and to the overall workforce. Sharing progress with employees is an important aspect of maintaining momentum.

Through the timescales you will also be able to demonstrate progress over time.

Another useful template is this example from the Arts Council: [Action plan template](#). When you click on the link it will give you the opportunity to download and save the document, which then allows you to type directly into each box.

Activity 7 Identifying an action

 Allow about 15 minutes for this activity.

While the strategy writing and action planning process is best done in collaboration with colleagues, following organisational consultation, you might find it useful to quickly practice action planning.

Using the template suggested by Sweeney and Bothwick, choose a relevant action, e.g. a particular diversity and inclusion training need, or an important policy review, and work through the sections.

Comment

This can sometimes be a harder task than you might initially think!

Choosing the right owner, and making sure they are aware of their responsibility is important. For example, assigning the action to a senior colleague can emphasize the importance of this part of the plan, but ensuring that staff at all levels have their own responsibilities is a useful way of including them in the agenda. If you are the writer of the action plan, make sure you don't assign too many actions to yourself. While it can be tempting to take control, it is vital that this is seen as a shared agenda and not something that one person is responsible for delivering.

The timescale you choose is also important. It needs to communicate the urgency of the organisation's intention to create change, but also be achievable and realistic.

There are many ways to measure impact – both qualitative and quantitative. These might include focus groups, anonymised surveys, etc.

You'll learn more about setting SMART goals and the associated action planning in Week 8.

4 This week's quiz

Now that you've completed Week 5, you can take a short quiz to help you to reflect on what you've learned.

[Week 5 practice quiz](#)

Open the quiz in a new window or tab, then come back here when you've finished.

5 Summary

This week you have focused on your personal diversity perspective, exploring skills, behaviours and aptitudes that can enhance your work on this agenda. You've also investigated some of the wide range of analytical tools that can help you to consider the current position and future strategy of your organisation.

You should now be able to:

- identify key skills and behaviours required to drive diversity and inclusion, and consider areas for your personal development
- describe strategic and analytical tools to aid in developing, implementing and measuring the success of your diversity agenda
- create a vision statement, strategy and action plan.

Next week, you'll focus on diversity and inclusion in the context of recruitment processes and the career progression of your employees.

You can now go to [Week 6](#).

Week 6: Diversity and inclusion in recruitment and career progression

Introduction

Last week you focused on the personal skills and strategic tools you can use to support your work on diversity and inclusion.

This week, you'll take a look at recruitment – a core process where diversity and inclusion must be embedded. You'll consider some of the key issues to be aware of as well as good practice ideas and examples.

First, watch this short video of Mark Ealing, one of our employer interviewees, sharing his thoughts on the importance of communicating genuine, inclusive messages throughout the recruitment process.

Video content is not available in this format.

Video 1: Introduction to Week 6



By the end of this week you will be able to:

- understand the importance of inclusive business branding
- describe useful tactics and techniques to support diversity during the recruitment process
- recognise the value of promoting inclusivity during onboarding/induction and beyond.

Most large employers have the capability and resources to build comprehensive recruitment systems with diversity and inclusion at their core, so this week's content may be more useful for smaller organisations without dedicated teams or large budgets.

However, even if you are an experienced HR professional, there will hopefully be some nuggets of recent thinking to catch your attention.

You'll start by looking at making your employer branding more inclusive.

1 Your brand

Most employers are very well aware of how important their brand is, to customers, employees (present and future) and other stakeholders.



Robbins-Rynne (2021) explains:

Employer branding is the story you tell the external world about what it's like to work for you. From the policies and mission statement to in-house tech capabilities and workplace culture. It's a sneak preview into the full employee experience, and savvy candidates will usually want to know what you offer before they shake your hand.

Robbins-Rynne (2021)

While it plays a significant part in the recruitment of new talent, it is also important for your current workforce to be proud of the brand, for example, what they say on social media can have a big impact on how your organisation is perceived.

1.1 Is your brand inclusive?

Messages about diversity and inclusion are becoming increasingly important in your employer branding. The high profile of campaigns and movements such as #MeToo and Black Lives Matter, and the socially and ethically orientated priorities of Millennials and Generation X, mean that prospective candidates are more aware than ever of the impact of discrimination, and many are actively seeking evidence of an inclusive working environment in the employers they target.



Carrion (2020) recommends five ways to make your employer brand more inclusive:

1. Share stories of role models – gives an authentic insight into your company's culture
2. Leverage social media – 48% of job seekers use it in their job search
3. Showcase your company's journey and commitment to diversity – including relevant programmes, benefits, policies, etc.
4. Encourage employees to advocate for your brand – create content they can share with their networks

5. Highlight your leaders' commitment to diversity – share content on their commitment, efforts and diverse experiences.

Activity 1 Social media research



Allow about 15 minutes for this activity.

Choose a large organisation that interests you, and check out their careers and/or recruitment activity on your preferred social media platform. It could be Facebook, LinkedIn, Instagram, or any other that you are familiar with.

If you don't currently use social media, use your preferred search engine to search for a particular company followed by the word twitter, e.g. BBC Careers twitter, and this should give you access to a range of their tweets without having to log in.

Keep diversity and inclusion in mind as you browse their messages. What do you observe?

Comment

Did they raise diversity issues specifically? Did their imagery represent diversity? Did you get a sense of whether they are an inclusive employer?

If you look at their more generic social media – focused on advertising their products or services rather than recruitment – is there still the same emphasis on diversity and inclusion?

Keeping your social media messages fresh and interesting can be a challenge. Kunzle (2021) provides useful examples of employer branding on social media, showcasing the following approaches:

- Content variety – using different formats and ideas to share your message
- Story telling – including video content and employee interviews
- Strong brand identity – using a cohesive colour palette and consistent tone of voice.

And content ideas, including:

- Vacancy posts
- Employee quotes and stories
- Interactive posts – using polls and quizzes
- Company facts and statistics
- Fun facts – or 'did you know?'
- Welcoming new starters.

In the next section, you'll move on to look at where you promote your brand and the impact that might have on your organisation's future diversity.

1.2 Where do you promote your brand?

Where you promote your brand can also have an impact on the diversity of the talent pool you are attracting.



As you've already seen, social media is a great tool for brand promotion. It has the advantages of being inclusive, and of reaching a potentially huge audience.

Dalsfelt (2021) has collected together some recent diversity-related statistics, including:

- In terms of overall gender percentage use, 62% of men and 71% of women use social media (Razor Edge Media, no date).
- In the US, 69% of White people, 77% of Black people and 80% of Hispanic people use social media (Pew Research Centre 2021).

It is also worth considering that the specific social media platforms you choose will potentially be targeting your messages to different user groups. For example, in the UK, 57% of LinkedIn users are between 25-34, whereas TikTok appeals more to a younger, 18-24 year old, demographic (Zivkovic, 2022).

Other ideas for brand promotion

Does your organisation have a **dedicated careers website or webpage**? This could be a very relevant place to share important messages about diversity and inclusion.

Examples of interesting career focused pages with an emphasis on diversity:

[Adidas 'Join a diverse team'](#)

[Sprout Social 'Building a diverse, equitable and inclusive workplace'](#)

[Twitter 'Inclusion, diversity, equity and accessibility – you belong here'](#)

Another option might be setting up or being present at **local events**. You learned in Week 4 about the impact that location can have on diversity within your organisation – are there events where your presence will enable you to promote your employer brand?

For example, [The UK Careers Fair website](#) provides a list of local careers fairs across the UK.

The concept of **corporate social responsibility** (which you touched on in Week 1) can play a useful role here. If your organisation is involved in community projects that reflect the diversity you are hoping to promote or attract, e.g. mentoring members of a local LGBTQ+ group, or creating a sensory garden for people with disabilities, this will send positive messages about your commitment, to both community members and current employees.

Offering work placements or other **work experience opportunities** could be a useful way to attract individuals who might otherwise not have considered your organisation. 'Try before you buy' can work both ways!

Or you could **establish relevant connections**, within the community or beyond, to help widen your talent pool. For example, if you are looking to recruit new graduates you could work with university widening participation advisers or particular student societies, or engage with organisations such as Bright Network or 10,000 Black Interns.

Newcastle City Council (Stonewall Top 100 Employers, 2020)

Stonewall's Employer of the Year, Newcastle City Council, hosted an event that gave the opportunity for the community to connect with LGBT-inclusive employers and they've utilised LGBT community events, such as Prides, to reach out to LGBT talent and encourage them to apply for roles within the council.

Another option might be **sponsorship** of diversity awards at a local or national level.

Activity 2 Who do you need to target?

 Allow about 30 minutes for this activity.

For this activity, access to your organisation's diversity data will be useful.

Using the data to identify any gaps, spend some time reflecting on where diversity is lacking in your workplace? For example, is the gender or ethnic diversity makeup of your workforce representative of your sector, or the community around you?

See if you can identify one opportunity to reach out to an under-represented group. This could be an idea for an event or a social media campaign.

Note – if the diversity data is not currently available, you could spend some time instead considering how you might collect that data from the employees within your organisation.

Comment

Your organisation might already conduct pulse surveys, or a more comprehensive staff survey each year or every other year, which will usually include diversity data. If your organisation doesn't yet do this, perhaps due to its size, PwC has a useful guide that aims to help you answer the following questions:

- How can I build the case for gathering diversity data?
- What data should I be collecting?
- Who should I involve in the process?
- What are common pitfalls along the way?
- How can I use the data I gather to gain insights from it and drive change?

You can access it here:

[Diversity Data Guide: Collecting and analysing data on the inclusion and diversity of your workforce](#)

When advising clients on applying for jobs, careers professionals often suggest talking to someone who works in their target organisation, with the aim of exploring what it's really like to work there.

Do you make it clear how a candidate can contact diverse employees within your organisation? Would your employees feel confident about sharing positive messages regarding the inclusive working environment you've created?

Making sure that the people who already work for you are fully aware of your organisation's commitment to diversity, relevant initiatives and the aims and objectives for the future, is an important part of your diversity and inclusion agenda.

In the next section you'll start to focus your attention on the recruitment process itself – starting with the job ad.

2 Diversity and inclusion in the recruitment process

From the candidate's perspective, the beginning of the recruitment process and their interaction with your organisation, is often the job advertisement.



Writing inclusive job adverts

The job advert writing process has to start with a good job description. This gives you a detailed breakdown of the role, from which you can take key elements to include in your advertisement. Norman (no date) asks two simple questions for your job description checklist:

- have you defined – as clearly as possible – what the job role is and the skills it requires?
- could someone outside your organisation easily understand what is needed?

The language you use in your ad is important as it can directly impact on its inclusivity. Make sure you don't use industry jargon or gendered/ageist language.

Activity 3 What is wrong?

 Allow about 10 minutes for this activity.

Look at the following paragraph from a job advert. How could it be improved?

'We're looking for a digital native to collaborate with and support both colleagues and clients. You must have access to your own vehicle and be prepared to work and play hard in our hectic but nurturing office space.'

Comment

To help you identify the problems with this paragraph, watch this short video from Monster. This film contains a lot of detail so to catch everything, you may find it useful to pause as you watch!

View at: [youtube:POefazSVcfE](https://www.youtube.com/watch?v=POefazSVcfE)



Video 2: How to write job ads with diversity and inclusion

Certain phrases can be alienating to particular groups of applicants, for example:

- 'Digital native' describes a young person who has grown up with access to computers and technology, so could be off-putting to older applicants.

Likewise, an environment where you work hard and play hard, might not feel inclusive to applicants with children or other caring responsibilities.

- Words like 'collaborate', 'support' and 'nurture' are gender-coded words that could align more closely with what female applicants are looking for. Total Jobs offers a useful [gender bias decoder](#), which allows you to check your proposed text for bias.
- 'Must have access to your own vehicle' is potentially discriminatory to applicants with disabilities. A better phrase would be 'access to reliable transport'.

Demonstrating your commitment to inclusivity

As well as the importance of the language you use, a second takeaway from the Monster video you've just watched is to consider how you might reflect your organisation's inclusivity in your advert.

Perhaps you could include a version of the diversity statement you considered in Week 5, or provide a link to your diversity and inclusion policy, or a relevant web page on your site. For example, the Open University includes the following:

We value diversity and we recognise that different people bring different perspectives, ideas, knowledge, and culture, and that this difference brings great strength.

Alongside the text, another consideration is the imagery you use when you advertise the vacancy – make sure it will appeal to a wide range of candidates, including images of people who reflect the diversity you are aiming to achieve.

You should also ensure that any information you make available is in a format that works well with a screen reader.

Positive action vs positive discrimination

In the UK, positive discrimination i.e. giving preferential treatment to someone due to a protected characteristic rather than their suitability for a role, is not legal.

However, positive action is legal. This means that you can encourage job applications from under-represented groups, for example by placing your job adverts where they are more likely to be seen by that group. Also, if you have two equally suited candidates for a vacancy, you can legally select the candidate who is under-represented, as long as you can justify your action, e.g. with evidence from equality monitoring data (Kings College London, 2021).

This is also covered in section 159 of the Equality Act, 2010. You can find the link in [Further Reading](#).

Artificial intelligence in the recruitment process (AI)

Large employers are increasingly using AI during the recruitment process, but as Rouse (2021) explains, this can also have inbuilt biases that limit inclusivity. For example,

- *Facial recognition software* can't always pick up on skin tone, gender, expression or body language, which can have a negative effect on scoring.
- AI applications that use *word association* elements can create results that are gender biased.
- Number of years of work experience generally aligns with age, so programming AI hiring software to weigh this metric to measure skill can prevent entire demographics from even being considered.
- Enunciation, body language, and facial expressions are all potential characteristics that are scored by AI hiring software. A wide variety of disabilities can impact on how

a person presents during a phone or video interview, which could exclude them from the selection process.

Solving these issues can be as simple as altering a line of code, so coding engineers need to be focused on inclusivity too. Another way to monitor the software is to periodically use it to score a candidate and then carefully analyse the score for any signs of bias.

Using apprenticeships to target diverse talent

Apprentices can be employed at different levels, from school leavers and university graduates to people looking for a career change. They can be a useful way to invite greater diversity into your team.

Software company Datactics – recruiting apprentices

Datactics have found that apprenticeships are a ‘great way to find people who are at different stages of life, or may be from different socio-economic backgrounds, and would like the opportunity to gain a qualification alongside employment.’

At a recent roundtable, sponsored by the Open University and the HRDIRECTOR (HRD) publication (HRD, 2020), a range of employers explored diversity in apprenticeships. They agreed that apprenticeships were a good way to hire individuals from different backgrounds, but that more work was needed to promote them effectively. For example, many people ‘don’t realise the broad spectrum of opportunities that apprenticeships now cover’ and they are often seen as a ‘second rate progression track’. One delegate felt that apprenticeships are ‘invisible, intangible to most sections of those communities that we’re trying to reach through diversity’. Despite this challenge, examples were given of apprenticeships attracting more mature applicants, those with disabilities, individuals from lower socioeconomic backgrounds, and more ethnically diverse talent. To read the report in full, find the link in [References](#).

Depending on the size of your organisation, your HR department may offer training on inclusive recruitment processes – so this is worth checking.

Next, you’ll look at the job application process itself.

2.1 Applications, interviews and assessment centres

Many different aspects of recruitment can influence the diversity and inclusivity of your organisation. You’ll look briefly at some of the key features in this section.



Applications

If your application process involves a CV, then the applicant can obviously choose what they tell you and how they share it. However, if you use an application form, you’ll need to ensure the use of inclusive language in your questions.

Think about whether the questions you are asking are all necessary. Are they all inclusive? For example, do you really need to know the gender of the applicant? If you do, asking for their preferred pronoun can be a positive, inclusive gesture.

Many graduate recruiters have traditionally focused on specific degree level requirements, e.g. a 2.1 or above, but some employers have now removed that expectation, testing skills and strengths in more inclusive ways to enable access to a wider range of candidates.

If you want to view a basic example of an application form, ACAS provides a simple template [here](#).

Shortlisting

Norman (no date) offers two useful pieces of advice for making this process fair:

- Have at least two people shortlisting in a formal meeting setting so they can actively challenge any assumptions made by the other.
- Assess the applications after the personal information has been removed by an individual who is not involved in the process. This will ensure that you remove any unconscious bias against diverse applicants.

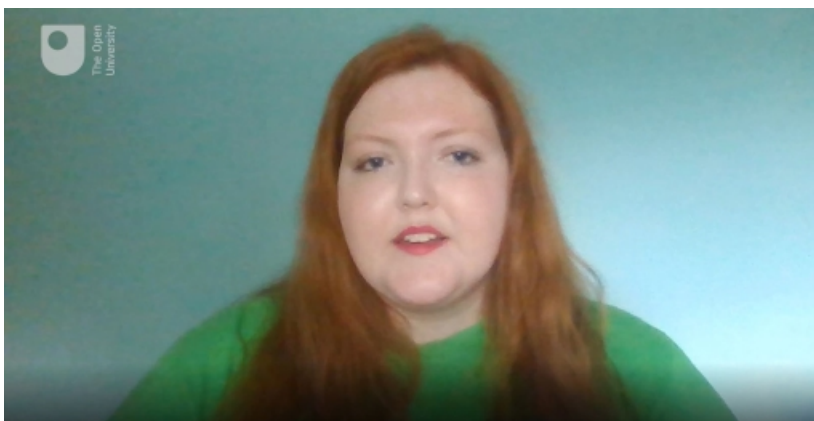
This is often known as anonymised recruitment.

In addition to this, a diverse panel of shortlisters would be ideal, to avoid similar people choosing individuals with the same backgrounds as them.

It is also possible to purchase software, which aims to make the recruitment process more inclusive. Here is Sophie Washington, one of the employers we interviewed, discussing a new tool that her organisation is trialling.

Video content is not available in this format.

Video 3: Sophie on recruitment software



2.2 Interviews and assessment centres

Traditionally, employers have seen the interview as an opportunity to assess whether a candidate will fit well within their organisation. But in this short film, Asif Sadiq explains that rather than looking for 'cultural fit' among your interviewees, you should be looking for 'cultural add'.

Video content is not available in this format.

Video 4: Diversity in recruitments



Interviews

Another way to look at this is through the lens of unconscious bias. You learned about unconscious bias in Week 4, now watch this short video from Liz Kingston, who talks about the three most common unconscious biases that can affect us when we are interviewing.

View at: [youtube:UDJ5-hfkF4Y](https://www.youtube.com/watch?v=UDJ5-hfkF4Y)



Video 5: How to Overcome Unconscious Bias When Interviewing & Hiring

Preparation is key to conducting a fair and inclusive interview – including creating an appropriate panel of diverse interviewers, ensuring you ask each candidate the same questions and developing a shared scoring system.

Law firm, Clifford Chance conducts what it calls ‘CV blind’ interviews, which means that the interviewers know nothing about the candidate before they enter the interview space.

To further signal your commitment to diversity and inclusion, you might choose to ask a question about it during the interviews you conduct. Indeed (2021) makes the following suggestions:

- What does diversity, equality and inclusion mean to you?
- How do you approach understanding co-workers from different backgrounds?
- How will you promote diversity, equality and inclusion among those co-workers who report to you?

A focus on strengths-based interview questions is a good way to assess future potential rather than previous experience. This more inclusive approach doesn't discriminate

against those who may not have been able to access relevant work experience, for example due to caring responsibilities or issues of social inequality. Swain (2021) provides examples of strengths-based interview questions, including:

- What energises you?
- Do you most like starting tasks or finishing them?
- Describe a successful day. What made it successful?
- What do you enjoy doing the least?
- What tasks are always left on your to-do list?
- Have you ever done something differently the second time around?

Rinderknecht (2021) describes the benefits of sharing interview questions with candidates before the interview. These include:

- Creating a level playing field.
- Reducing a candidate's stress.
- Helping the candidate understand what you are looking for.
- Generating more thoughtful answers.

This approach can benefit a wide variety of candidates in different ways. For example, it gives neurodiverse candidates time to prepare and the opportunity to present their thoughts in an ordered way; where English isn't a candidate's first language, it gives them the chance to plan and articulate what they want to say; introverts who find it difficult to 'sell' themselves will have time to present their answers in a more authentic way.

Interviewers report that the conversation flows more, making it easier to have meaningful conversations about a candidate's experience and strengths.

Due to the nature of its work, British intelligence agency GCHQ (Izundu, 2020) recruits a large number of neurodivergent individuals. As a result, it has significant experience of appropriate support mechanisms during the recruitment process and beyond.

For example, during recruitment, they have implemented the following adjustments:

- allowing candidates to take notes and mind maps into interview
- providing extra time to compensate for slower processing speed
- not asking multiple questions at the same time
- using a whiteboard or flipchart to 'car park' questions to return to later.

Video interviews

While video interviews were already in existence, the pandemic has certainly increased their prevalence, with many organisations now choosing to use them.

Ewuru (no date) has the following advice to ensure that the process is as inclusive as possible:

- Keep your applicants informed – let them know in advance it will be a video interview, and advise them on how to ensure their tech set-up is suitable (you don't want them to drop out because their technology isn't at a high enough spec)

- Make sure you provide a plan B just in case the technology goes wrong – for example, the opportunity to continue the interview by phone
- Make your candidate feel comfortable – reassure them that their performance won't be jeopardised if there is some form of external disruption; if internet bandwidth is a challenge, suggest that after initial introductions cameras could be turned off and then on again at the end of the interview to round up
- Let the candidate know they can stop the interview and ask questions if something seems wrong with the technology.

Reasonable adjustments to interviews

A candidate with a disability can ask for changes to job interviews and associated tests to ensure that they are not disadvantaged.

One way to encourage this would be to ask about it in your interview invitation correspondence. Creative Diversity Network suggests the following approach,

'Do you require any adjustments because of a disability?', followed by an offer to answer any questions the applicant has about the interview process to help them work out if they need to ask you for anything. This is also an opportunity to be clear about whether the interview will take place in a building with level access and if a hearing loop is available. Giving the candidate a sense that this won't be a problem for you reinforces the inclusivity of your working environment.

Many employers include a question about adjustments on the application form, but Creative Diversity Network (no date) recommends that you don't do this, as it will be better to keep this information separate to the application in order to avoid any suggestion of discrimination later on.

Activity 4 Learning from the experience of others

 Allow about 15 minutes for this activity.

Watch this video case study from Marshall E-learning Consultancy. In it, some staff within a university are shortlisting candidates for interview.

Video content is not available in this format.

Video 6: How to Get Inclusive Recruitment and Selection Right



What can you take away from this film? Is there anything you could introduce into your own processes and procedures?

.....

Comment

Taking a more structured approach with a scoring system and a diverse panel of assessors, will enhance the fairness of the process. The scoring system also allows assessors to pause and recognise their own potential biases when they arise.

Assessment centres

Assessment centres are often used in graduate recruitment or for management roles. An assessment centre is a collection of tests and activities designed to simulate the working environment and to test a candidate's abilities and potential.

Common activities include group discussions, in-tray exercises, presentations and case studies.

There are many ways in which some of the activities might not be seen as inclusive. For example, an individual with autism may find a group discussion difficult. Equal Engineers (2020) suggest a couple of ways to support this:

- offer those with autism spectrum disorder (ASD) the chance to write their ideas down during the group session and to submit them at the end
- ask for every individual's ideas one by one during the exercise.

These could be useful tactics for any group discussion, supporting candidates who have a more introverted preference and who may be feeling overwhelmed by the process.

Some employers have taken away the timed element from the assessment activities, or removed group exercises altogether. Others have introduced support prior to the assessment centre for under-represented candidates.

Social work charity, Frontline (Bright Network, no date)

After pinpointing ethnicity and gender as demographic groups to concentrate on, Frontline have worked to attract more BAME and male candidates onto their programme and into social work.

Data showed that BAME candidates were less likely to succeed in assessment centres and so Frontline worked with Rare Recruitment to provide coaching for candidates prior to attending. Additionally, they provided their own coaching for under-represented groups, encouraging candidates to reflect on their experiences and how they might demonstrate their skills in the selection process.

This has resulted in a 20% improvement of BAME candidate performance at the assessment centre stage.

Once you've recruited someone to a post, the next crucial stage in successfully communicating your diversity and inclusion agenda is effective onboarding, and you'll look at that in the next section.

3 Onboarding

Onboarding is a term used by HR professionals to describe the processes involved in welcoming and introducing a new hire to your organisation. Another word that is commonly used for this is induction.



The general consensus is that onboarding, or induction, should take at least three months, although there is a view that continuing it for the employee's first year can increase retention.

Martin (2021) outlines a number of useful statistics in support of a strong onboarding programme, based on a wide range of relevant research, including:

- Having a great onboarding programme increases staff retention by 82%.
- A one-on-one with a manager is a crucial part of onboarding for 72% of employees.
- Employees who have poor onboarding experience are two times more likely to look for a new job soon.

So there's little doubt that it's important, both for staff satisfaction and retention, but also to communicate clearly what your commitments and expectations are around diversity and inclusion.

Gittens-Ottley (no date) describes ten ways to build an inclusive onboarding experience:

1. Let new hires know that inclusion matters – share any resources and explain how your organisation approaches diversity and inclusion.
2. Paint the big picture – share your team's current strategy and provide an organisational chart so they can see where they fit in; talk about the practical ways in which the team works together, e.g. systems used.
3. Prepare your team – make sure they are clear on the new person's responsibilities and set the expectation that inclusivity is everyone's responsibility.
4. Help them speak your language – provide a glossary of terms.
5. Contextualise their experience – consider using a buddy system to show them the ropes; set up a series of one-to-one meetings with key people who can welcome and integrate them across the organisation.
6. Time it right – i.e. avoid holiday periods or bringing them in just before their manager goes on leave.
7. Give space for settling in – recognise that not everyone takes in information the same way.
8. Add a personal touch.
9. Celebrate small wins.
10. Get feedback.

Arranging an informal meeting with your new hire will allow you to get to know them better and ask them:

- about their background and culture
- how they like to be referred to and what is important for them
- about their disability and any reasonable adjustments you can put in place
- what they are happy for you to share with the wider team
- for their first impressions and perspectives on how you could change/improve things.

This is also an opportunity for you to share:

- how they can contribute to the decision making process
- what opportunities for development will be available to them
- any diversity and inclusion training data.

Activity 5 Compare and contrast

 Allow about 15 minutes for this activity.

Spend a few minutes reflecting on the induction or onboarding experiences that you have had through your career.

- What worked particularly well?
- What went badly or left you feeling uninformed?
- Did they include any activities or information relating to diversity and inclusion?

Now consider any onboarding activities you have been involved with in support of someone else. What did they involve and what messages did you try to get across?

Comment

Referring back to Gittens-Ottley's list, did your own experiences include any of the examples of inclusivity that are recommended?

Have you seen any of those ideas reflected in subsequent inductions for new staff within your organisation?

Perhaps you could look at your organisation's induction materials and consider whether anything needs to change.

ACAS (no date) provides a useful induction template that is free to download and use. It includes ideas for the first day, first week, first month etc. Find the link in

[References](#).

4 Career progression

So far this week, you've focused on the beginning of someone's career within your organisation, but career progression also plays an important part in maintaining their commitment and focus.

In this short film, Asif Sadiq explains the role of equity throughout the recruitment process and beyond – creating a level playing field for people from all backgrounds to succeed.

Video content is not available in this format.

Video 7: Equity



Ensuring that all opportunities for progression and development are made transparent and inclusive, is another important step.

Transparent career paths

Coffman et al (2021) describe three steps an organisation can take to establish a culture of transparency in this context:

- create strong career paths, determining the required skills and competencies to reach various roles or career stages
- identify available training and professional development resources for employees to gain those skills
- clearly and consistently communicate that information to employees so they can make informed decisions and pursue growth opportunities at the company.

Once everyone knows, or can easily find out, what their options are, careful monitoring of the diversity characteristics of those who apply for and obtain the various opportunities should be undertaken.

If the results of that monitoring demonstrate an issue with inclusion, there are a number of initiatives an employer might consider.

Career mentoring and sponsorship

Mentoring is a more familiar concept for most of us, described by Omadeke (2021) as 'a relationship between someone sharing knowledge and providing guidance (the mentor) and someone learning from that person's experience and example (the mentee).'

Sponsorship can be thought of as a more active process, in which the sponsor advocates for the sponsee in situations where they are not in the room, e.g. with senior leaders or decision makers.

Watch this short video from Everywoman Ltd., explaining the importance of sponsorship to those who are under-represented.

View at: [youtube:jKKFvM4pUK8](https://www.youtube.com/watch?v=jKKFvM4pUK8)



Video 8: The importance of mentors and sponsors | Sarah Churchman

If you're interested in finding out more, Bain and Company have some advice about developing a sponsorship and mentoring programme:

View at: [youtube:rJtzwBp0-Vo](https://www.youtube.com/watch?v=rJtzwBp0-Vo)



Video 9: Developing a Sponsorship and Mentoring Program

Development programmes

In her article on diversity, equity and inclusion 'game changers', Corrales (2021) shares several examples of employer initiatives that are making opportunities more accessible for under-represented groups. These include programmes focusing on:

- Women in leadership
- Autism at work
- Youth employment
- Flexibility and work life balance
- Targeted groups, e.g. migrants and refugees, or ex-military.

In several cases, an external organisation has been brought in to provide the structure for specialised training, coaching, networking etc.

The BBC, working with EW group (no date)

Under pressure over its lack of diverse ethnic representation at senior levels, the BBC worked with equality, diversity and inclusion consultancy, EW Group to develop training for a group of Black, Asian and minority ethnic mentees and their in-house, career development mentors.

After training, which included elements of skill development, knowledge sharing, profile raising and awareness building, all participants left with a practical toolkit to support them in being the best possible mentor or mentee.

After just three months, 38% of the first cohort had achieved recognised career development moves. The training is continuing with new mentors and mentees.

4.1 Imposter syndrome

One of things that mentorship, sponsorship or development programmes can help to combat is imposter syndrome, i.e. 'the belief that you are less capable than those around you, that your success is the result of luck or other external factors and that you will be discovered as a fraudster' (Kandola, no date).



Unsurprisingly, this feeling can be greater in individuals who are from a different demographic to the norm in a particular working environment.

Tulshyan & Burey (2021) ask that we 'stop calling natural, human tendencies of self-doubt, hesitation, and lack of confidence imposter syndrome' and instead question the culture in the workplace. They suggest a series of actions that employers can take to end it in their organisations, creating work cultures where all are welcome. These include:

- *Pivot the language employees use to describe themselves* – have honest conversations about what it takes to 'win'; share your own experiences of imposter syndrome; think about the values, ideologies and practices that create it in your organisation.
- *Be honest about the impact of bias* – managers cannot be considered effective if they can only manage employees who are like them, and all managers must help to filter out and address biased decision making and communication to their employees.
- *Be data driven and rigorous* – measure employee sentiment through anonymous feedback surveys throughout the year, including questions about how much an employee feels they can contribute, grow and learn, as well as the barriers to those things; make current and past demographic data publicly available, including measures on pay equity.
- *Set up accountability mechanisms for change* – such as evaluating all employees on how their work performance advances diversity specific company goals; mandating a minimum threshold for year-round participation in awareness-building activities;

implementing performance improvement plans with associated consequences for employees struggling to meet inclusion expectations.

While the focus of their article is on the experiences of women of colour, and they talk specifically about sponsoring and mentoring, and reducing biases against this group, there are valuable lessons here in the wider diversity context.

Activity 6 Have you ever felt like an imposter?

 Allow about 10 minutes for this activity.

Spend a few minutes reflecting on whether you've ever felt like an imposter? How did you feel? Why did you feel like that? Did the feeling wear off quickly? What helped you to overcome it?

.....

Comment

Common characteristics of imposter syndrome include self-doubt, disconnection from team members, perfectionism, low self-esteem and fear of failure (Martins, 2021). But there are ways to overcome it, including:

- Focusing on the facts
- Sharing how you're feeling
- Reframing your thoughts
- Celebrating what you do well.

By being transparent about opportunities for career progression, and providing appropriate support for those who are under-represented, we can ensure a more sustained approach to diversity and inclusion.

5 This week's quiz

Now that you've completed Week 6, you can take a short quiz to help you to reflect on what you've learned.

Open the quiz in a new tab or window, then come back here when you've finished.

[Week 6 practice quiz](#)

6 Summary

This week, you have explored diversity and inclusion in the context of recruitment processes, from employer branding to onboarding. You've also looked briefly at career progression and its importance in building an inclusive workplace.

You should now be able to:

- understand the importance of inclusive business branding
- describe useful tactics and techniques to support diversity during the recruitment process
- recognise the value of promoting inclusivity during onboarding/induction and beyond.

Next week, you'll review examples of good diversity and inclusion practice, learning about culture change, communication and maintaining momentum.

You can now go to [Week 7](#).

Week 7: Examples of good practice

Introduction

Last week you looked at aspects of the recruitment process, starting with your brand and moving through to onboarding new employees. You also considered how to support the career progression of a diverse workforce.

This week, you'll continue to look at examples of good practice, to inspire and motivate your own ideas and plans.

In this week's video, our employers enthusiastically describe the benefits of learning from other organisations and individuals.

Video content is not available in this format.

Video 1: Introduction to Week 7



By the end of this week you will be able to:

- describe examples of good diversity and inclusion practice
- reflect on the actions of others in your sector and beyond
- identify opportunities to apply their ideas within your organisation.

You'll start by exploring good practice focused on culture change.

1 Changing the culture

There are many different ways to influence change in the inclusion culture within an organisation, and in this section you'll see a range of examples from various employers. It may be reassuring to first hear Asif Sadiq explaining that this doesn't necessarily require significant financial investment!

Video content is not available in this format.

Video 2: Investment in DEI



Training sessions and diversity initiatives

Many employers offer training to their workforce on topics such as unconscious bias or other aspects of diversity. The following example highlights a successful approach:

US based marketing services firm Ansira (Fister Gale, 2020)

A key takeaway is the trainer's approach, which is interactive and story-driven. He describes the sessions as 'more of a conversation than a lecture'. He deliberately doesn't dictate what learners should do or say, explaining 'you never want to accuse, you have to let people do their own self-analysis.'

An example of this is using 'I couldn't help but notice...' when responding to biased behaviour. In the article, the trainer shares the example of a female CEO who was asked at a CEO conference who her husband was. By saying '*I couldn't help but notice* you assumed I'm a spouse and not a CEO. Why did you make that assumption?' she forced the questioner to do his own self-analysis, rather than accusing him of bias and putting him on the defensive.

Depending on the focus of the training, it might be more appropriate to target key groups, rather than offering it to the whole workforce.

The **Local Government Association** (no date) offers a range of '**Weekender**' events and programmes to young councillors (under 40), women and councillors from Black, Asian and minority ethnic backgrounds. These events provide participants with opportunities to build support networks and develop personal, political and leadership skills, providing a bridge to more senior leadership positions.

They also provide an Equality, Diversity and Inclusion E-Learning module for councillors, which explores how councillors can act as effective community leaders to build social inclusion. In addition, the module looks at how non compliance with the Equality Act 2010 can lead to issues around discrimination, harassment and victimisation for councillors in their roles.

Reverse mentoring

Mentoring can provide a useful conduit for conversations and communication, and reverse mentoring offers the opportunity for a junior team member to mentor a senior colleague. In the context of diversity and inclusion, this allows them to share their experience of diversity and discrimination with someone who can use this learning to make a difference. This type of activity also contributes to changing the culture.

Clifford Chance – reverse mentoring with clients (2020)

Senior manager Kalela Mwenya shares her experience of reverse mentoring on the topic of ethnicity:

‘For me, it is the opportunity for mutual learning that makes reverse mentoring so worthwhile [...] I also believe that being paired with someone outside the firm helps to provide a healthy comparison in terms of what other organisations are doing, forcing me to be more objective in my thinking.’

‘We both offer important discussion points, which has triggered uncomfortable feelings, but that’s okay, as this is how we broaden perspectives.’

‘I truly believe these conversations are drawing us closer to our clients, with many positives resulting from the desire to work together to make progress.’

Compass Group UK & Ireland (Molloy, 2022)

Taking the lead from their employees, in 2021 Compass launched a 6-month, pilot reverse mentoring scheme as a key strand of its diversity and inclusion strategy. Participants were given as much information as possible at the beginning of the pilot, including a welcome overview, Q&A launch calls with both groups and ‘connection calls’ in their pairs with the Diversity and Inclusion Manager. This approach was well received.

Due to COVID it was launched as a digital scheme, but several individuals have chosen to move to face-to-face meetings, and the pairs have developed ‘genuine, open relationships’. Insights gained will be fed into an overall strategy and a second scheme is in the pipeline.

Diversity ambassadors

Although HR staff are often key drivers of diversity and inclusion initiatives, in order to create a sense of shared responsibility, it can be useful to give different roles across the organisation an opportunity to champion key initiatives:

Heineken's inclusion & diversity ambassadors (Thorre, 2019)

Inclusion and diversity (I&D) ambassadors work with local teams to respond to local opportunities and issues around the world. For example:

- In Poland, the focus has been on the differences and similarities between different generations in the workplace.
- Heineken France organised LGBTQ+ workshops and awareness building activities.
- In Serbia, they focused on Orthodox and Catholic specificities around the calendar and holidays.
- Heineken Italy launched a digital life-based training program to support careers and personal parenting challenges, improving parental leave management and transforming parenting skills into powerful capabilities.

Activity 1 Training ideas

 Allow about 10 minutes for this activity.

Spend a few minutes reflecting on these examples and consider if there are any ideas you'd like to develop. Make notes in the box below.

Provide your answer...

Comment

Learning from the ideas and actions of others can be inspirational! It might not be practical for your organisation to directly replicate their activity, but a version of it or another activity that captures its intention could work well.

2 Inclusion networks

Also known as diversity networks, affinity groups or employee resource groups, these are groups that aim to 'inform, support and advance employees with similar social identities' (Dennissen et al, 2018).



Some organisations develop networks for their LGBTQ+ employees; Black, Asian and minority ethnic employees; or disabled employees. Networks may also be created to focus on issues relating to staff with caring responsibilities or employees who are homeworking.

The popular consensus is that they provide a support network that can help to advance an individual's career, building community and creating safe spaces for employees to meet and discuss inequality issues.

Professional service firm EY (no date), describes the contributions made by its 'employee networks' as follows:

- Raising awareness of the diversity of our people and promoting a culture of inclusive leadership. Educating the business by raising awareness of the issues facing some of our under-represented groups.
- Attracting diverse new talent by contributing to the firm's position as an employer of choice.
- Providing members with personal development opportunities and creating a sense of affinity with the firm. Creating opportunities to connect with colleagues across all our service lines and in different geographical locations, providing wider personal networks.
- Connecting to the market by providing opportunities to engage with our clients and potential clients.
- Challenging the business to ensure that inclusive practices are 'business as usual'.

Watch this short video to hear how a variety of people benefit from their membership of the Chartered Society of Physiotherapy's networks.

View at: [youtube:85nrQY-0b1c](https://www.youtube.com/watch?v=85nrQY-0b1c)



Video 3: Why I joined the CSP's diversity networks

Dennissen et al (2018) looked closely at five diversity networks to explore whether they are always as effective as organisations suggest. Their work confirms that at an organisational level, networks are able to change norms, policies and practices in order to make them more inclusive – drawing management attention to inequalities.

However, on an individual level, their research found that diversity networks can make people more 'individually responsible for their careers', meaning that the 'organisational barriers that impede upward mobility remain invisible'.

At a group level, community building is valued, but 'there is a fear of stigmatisation and disadvantage when they are perceived as exclusive communities', which can negatively impact on the group's willingness to challenge inequality.

It's important to be aware of the potential downsides so that you can consider them honestly and openly with those involved before they have the opportunity to arise.

Activity 2 What could a diversity network offer your organisation?

 Allow about 15 minutes for this activity.

Spend a few minutes thinking about how a diversity network might benefit your organisation. What aspect of diversity do you think is the biggest issue for you at the moment? What could a network achieve? Should the membership include allies from across the organisation?

If you already have one (or more) – what benefits do they provide at an organisational level? How might you explore whether Dennissen's findings are reflected in your own networks?

Comment

While diversity networks can undoubtedly add value and create a sense of community, there is a risk that they can lead to resentment, particularly from those who do not feel represented. They don't necessarily address the intersectionality of diversity either.

Before launching this type of initiative, it is important to consult widely to gain a perspective from your workforce.

This successful example of the use of diversity networks comes from a well-known sports club.

Manchester United Football Club (Robert Walters, 2020)

Alongside their [#alldifferent](#) campaign, Manchester United launched several employee inclusion networks across a number of different workstreams. Their aim was to provide employees with 'the platform and opportunity to drive forward the club's work across varied areas of diversity and inclusion. With the support of at least one Executive Sponsor, members are empowered to provide critical advice and guidance on business initiatives, as well as insights into policies, processes and initiatives.'

So far, outcomes have included the development of a 'Supporting disability in the workplace policy', the launch of a Mental Health and Wellbeing Network and the initiation of the club's first LGBTQ+ supporters group.

This one is from a financial services firm.

Financial services firm, Northern Trust's 'Business Resource Councils' (Robert Walters, no date)

These affinity groups actively support workplace inclusion. They are employee initiated, governed and led and membership is open to any partner who shares an affinity for the mission of the group. Each council also has an executive sponsor. Activities include:

- designing and developing professional development opportunities for the population which they represent
- assisting in attracting diverse talent and supporting the diversification of the wider industry
- providing diverse insights to the business.

While setting up these networks may be a deliberate part of your action plan, maintaining the flexibility to recognise an emerging need and respond to it is also important.

Management consultancy firm, Capco (2020)

Nisaa tells her story about forming a new affinity group:

'Coming to work after hearing that yet another tragedy has befallen the Black community takes its toll on you emotionally. It is hard to carry on as if everything is fine. I began to feel that my work life did not reflect enough my desire for community building and advocacy.'

Capco needed a new network specifically for community building and advocacy for its Black employees, a network to advocate for diversity and to support each other professionally. With the support of Capco's senior leadership, we formed the Black@Capco Affinity group. Black@Capco aims to create a space and network for Black employees to connect, engage, collaborate, and build professional and personal connections. Our mission is to partner with HR to recruit diverse talent, raise the rate of retention and improve advancement opportunities for Black

employees. We have hosted a series of events, everything from virtual Jeopardy sessions to a training session on unconscious bias. To date, our events have been really well received and appreciated.'

If your organisation is too small to set up its own diversity networks, your relevant professional body might offer a similar opportunity.

The UK's library and information association (CILIP, no date)

CILIP has established three diversity networks providing support and a platform for workers from diverse backgrounds, and their allies. These are the BAME Network (for professionals from Black, Asian and Minority Ethnic backgrounds), LGBTQ+ Network and Disability Network. Membership is free and open to both members and non-members.

Each network provides a forum for colleagues to share knowledge, experiences and information, support each other and network.

3 Communication

Communicating messages of inclusion throughout your organisation, and sharing the impact of your actions, is an important way to let the workforce know that this is a serious, on-going commitment.

Asif Sadiq explains why your communications should always be authentic and honest.

Video content is not available in this format.

Video 4: Being authentic



There are numerous ways in which effective communication can benefit your organisation's progress with diversity and inclusion. This example from ASDA has a focus on uncomfortable conversations and microaggressions.

Communicating messages at ASDA (MBS Group 2021)

After the Black Lives Matter protests, senior staff at Asda held listening groups to encourage the uncomfortable conversations that there had been uncertainty around in the past, 'moving away from a policy of "we don't condone" towards the more powerful and actionable stance of "we reject".' They also launched an Instagram campaign for Black History Month in which staff shared simple tips on how to avoid microaggressions, 'things as simple as what to do when you see an unfamiliar first name on a name badge.'

Some organisations prefer to supplement their activities with more visual messages, such as RS Components 'Bringing our true selves to work' film:

View at: [youtube:9TZSdTKDE1g](https://www.youtube.com/watch?v=9TZSdTKDE1g)



Video 5: Bringing our true selves to work

and Accenture's #inclusionStartsWithI video:

View at: [youtube:2g88Ju6nkcg](https://www.youtube.com/watch?v=2g88Ju6nkcg)



Video 6: Accenture Inclusion & The Power of Diversity

Other organisations focus on creating written materials for use by themselves and clients in taking the agenda forward.

Arts Council England – culture change toolkit (EW Group no date)

In partnership with EW Group, Arts Council England has created a good practice guide to diversity, culture change and people management, available online to support organisations across the sector.

Consultation involved staff from a wide variety of music, theatre and visual arts organisations, and the resulting guide is supported by a set of case studies 'reflecting real-life, sector-specific examples of good practice', alongside downloadable templates, checklists and other top tips.

If this sounds relevant to you, see [Further Reading](#) for the link.

Activity 3 How does communication work in your organisation?

 Allow about 15 minutes for this activity.

Take some time to reflect on the current methods of communication used in your business (or one you know well). Are they effective? Do you ever receive messages, whether verbal or visual, about diversity and inclusion? If you do – are they heard? Do you feel informed and included? Make notes in the box below.

Thinking about some of the communication tools and activities briefly discussed in this section – could any of those ideas make an effective addition to your current efforts?

Provide your answer...

Comment

Communication plays a key role in inclusion, whether that involves creating safe spaces for people to share their own experiences, encouraging difficult conversations, or keeping everyone up-to-date with progress. The more diversity and inclusion can become part of the conversation, the more it will feel like a normal part of day to day working life.

Policies

Another way to communicate diversity and inclusion messages is to ensure they run through your organisational policies and procedures. EW Group suggest 10 policies that your organisation should consider, in order to effectively address diversity and inclusion (Wilson, no date). These are:

1. Diversity & Inclusion Policy
2. Recruitment & Selection Policy
3. Flexible Working Policy
4. Work-Life Policy
5. Code of Conduct
6. Dignity at Work / Bullying, Harassment & Discrimination Policy
7. Disability & Reasonable Adjustments Policy
8. Trans-inclusion Policy
9. Whistleblowing Policy
10. Mental Health, Wellbeing & Menopause Policy

Other organisations have chosen to formulate policy on specific discrimination characteristics, for example:

The Creative Equity Toolkit, run by Diversity Arts Australia and the British Council, offers numerous links to relevant resources in its section on developing an anti-racism policy. Although there is an arts sector bias, examples of action plans and anti-racism initiatives should be useful to all. See [Further Reading](#) for the link.

Indiana University (no date) in the US also focuses on anti-racism, suggesting that you ask yourself the following questions when reviewing policies through an anti-racist lens:

- Is the policy still necessary in light of its stated purpose and goals and is it free of bias or preferences?
- Would the document function better as a set of procedures or guidelines?
- Does the policy clearly and effectively communicate our values, including those related to diversity, equity, and inclusion, as the general purpose for the policy?
- Does the policy function well as written, or should it be revised (e.g., by drafting it more clearly and intently) to improve its aim towards becoming an antiracist organisation?
- Is the policy current?
- Does it align with best practices in the area?
- Is the policy being followed in practice fairly, equitably, and consistently per case and in each cycle, or is there a need to address and improve policy, procedures, and practical implementation?

While this list is specifically focused on anti-racism, there are several points here that could be applied in different contexts.

For more ideas about reviewing and creating policies, see [Further Reading](#).

4 Maintaining the momentum

An organisational push to introduce new initiatives can create momentum and enthusiasm, but what can you do to maintain that momentum when the initial impetus wears off?



Internal communication

Whether you have a dedicated department or not, internal communication plays a significant role in keeping inclusion in the minds of all your employees and demonstrating your continued commitment as an organisation.

Norton (2020) has created a series of short videos explaining the importance of internal comms (IC) in promoting the diversity agenda. You can find them in Norton's blog post, listed in the References section, but the one highlighted here includes some really useful tips about planning a calendar of messages throughout the year.

Video content is not available in this format.

Video 7: Planning a calendar



Here is an example of an interesting campaign idea:

Johnson & Johnson's 'You Belong' campaign (Lee, 2019)

It became clear that despite offering initiatives celebrating various diverse groups, 'these principally catered to employees who were already assured with their identities'. Creating the 'You Belong' campaign, encouraging staff to bring their 'whole selves' to work, allowed the company to empower less confident employees to feel more comfortable being themselves in the workplace.

'[You Belong](#)' has a dedicated website which reviews the impact of the campaign annually, sharing data and stories. Lee offers this advice:

‘take a look at your workforce and determine which groups of people could feel underrepresented and undervalued. Be genuine and show them that you cherish them, whether that be through developing policies that support them or launching internal campaigns that celebrate them. Internal communications are hugely valuable here, and we’ve found that our ‘You Belong’ campaign has been immeasurably effective.’

While you might not have the resources to create a dedicated newsletter or website, there’s no reason why you can’t communicate diversity and inclusion topics elsewhere, for example in your regular all staff emails or in a designated section of a more general staff newsletter.

Employee surveys

Regular feedback from employees plays a crucial role in keeping you up-to-date with diversity and inclusion in your organisation.

Often this involves measuring engagement through a staff survey. If you don’t already have inclusion related statements for staff to respond to, adding the following would allow you to explore their feelings (Maltese, 2020):

- My opinions seem to count at work (a positive response tells you ‘*I feel heard*’)
- The people I work with treat each other with respect (tells you ‘*I feel respected*’)
- If I contribute to the organisation’s success, I know I will be recognised (tells you ‘*I feel valued*’).

The data you collect can help you measure the impact of what you are currently doing, but can also help you to plan what to do next.

An important part of the survey process is encouraging as many staff members as possible to complete it. This might involve clarifying the importance of collecting diversity data and how it can impact on your approach to inclusion.

Lloyds Banking Group (McGregor-Smith review, no date)

Lloyds Banking Group launched regular communication campaigns, sponsored by senior leadership, to encourage colleagues to complete all personal details (including ethnicity, disability, sexual orientation) on their HR system. They linked the request to complete personal data with their Group purpose of Helping Britain Prosper through better representing the customers and communities they serve. This gave colleagues a positive reason to share their information.

The communication campaign was supported by equipping leadership and line managers with a guidance pack, including FAQs, to help them explain to colleagues the positive benefits of having accurate data around the diversity of the workforce. Since the launch of the communications campaign, they saw a 4% increase in completion of ethnic origin data, equating to over 3,000 colleagues voluntarily updating their details.

Another approach, undertaken more frequently than the larger staff survey, is the ‘pulse survey’ – designed to quickly collect employee opinion about key workplace issues, i.e. to measure the workforce’s pulse.

Stange (2020) explains that a pulse survey should be short, simple, flexible and targeted, and can help you to increase transparency, build trust, improve culture and collect real time feedback to measure impact and inform your decision making – ideal in the diversity and inclusion context.

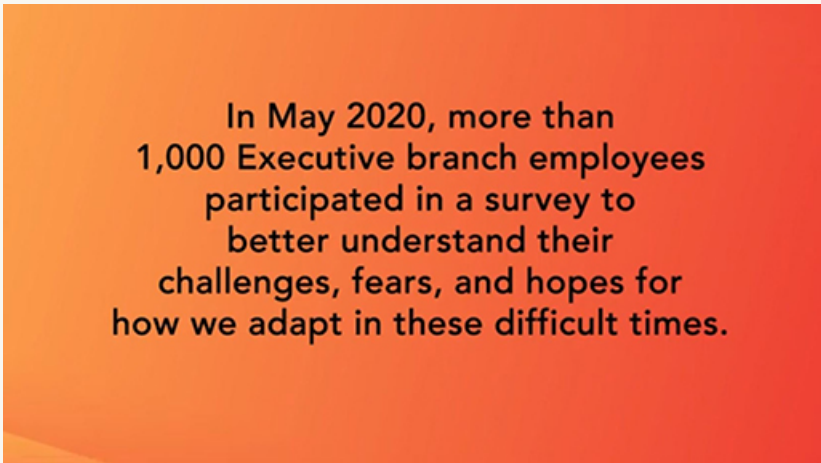
A crucial part of the feedback loop is providing information on the actions you've taken following survey findings.

King County employees

King County is a US county in Washington State. Following a pulse survey of employees across the county, with a focus on the pandemic and remote working, it created this short film to highlight its findings and actions:

Video content is not available in this format.

Video 8: King County Pulse Survey Results (Please note this video has no spoken audio.)



In May 2020, more than
1,000 Executive branch employees
participated in a survey to
better understand their
challenges, fears, and hopes for
how we adapt in these difficult times.

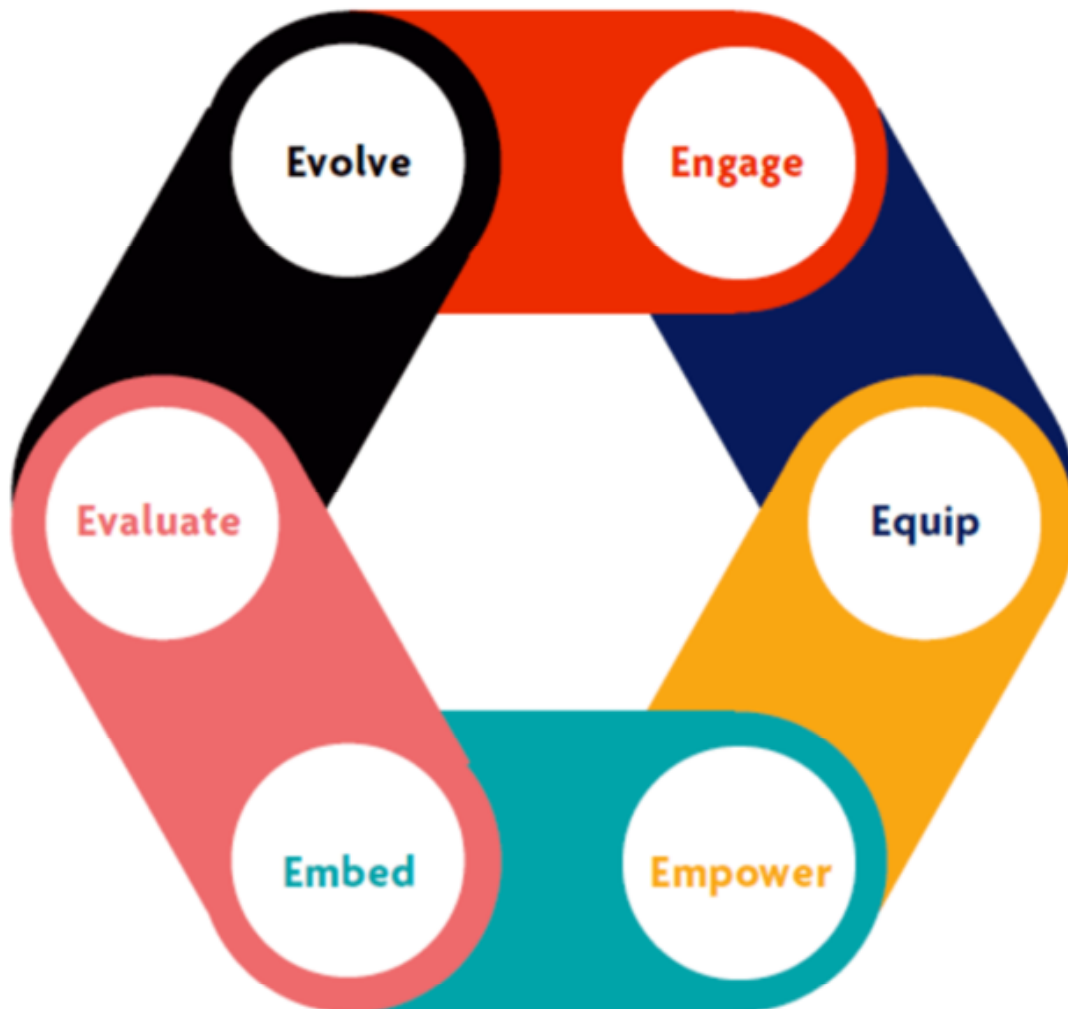
Standards, frameworks and accreditation

Connecting and collaborating with organisations that are able to provide support and advice on specific areas of diversity can also help to maintain activity levels. As many of these organisations operate as consultancies, in most cases there will be a fee for their feedback and expertise.

One high profile organisation operating across all sectors is Stonewall, which runs two indices to help you assess your progress on LGBT inclusion in the workplace – one UK based, and the other global.

Other organisations are sector specific, recognising and responding to a particular issue. For example, in the HE and research sector, the Athena Swan Charter is a framework that encourages and recognises commitment to advancing gender equality. Organisations can apply for institutional and departmental Athena Swan awards recognising their gender equality efforts.

!Warning! Calibri not supported The Inclusive Employers Standard is an evidence-based workplace accreditation tool for inclusion and diversity. Participants answer 35 questions that cover all the protected characteristics and wider themes, and responses are used to measure inclusion and diversity and to assess where you are on your journey.



The questions are divided across [six pillars of inclusion](#) that measure all areas of inclusion and diversity activity.

The Calico Group (Inclusive Companies, 2020)

The Calico Group are a group of innovative charities and business working together to make social rather than financial profit. Working towards the Inclusive Employers Standard, they jumped a significant 20 places to rank 5th in the Inclusive Top 50 UK Employers List 2020/21. Some of the actions that supported this improvement include:

- making their diversity and inclusion strategy easily accessible on their intranet
- setting up 'This is me' diversity networks across the organisation to celebrate and champion diversity through lived experience
- delivering diversity and inclusion refresher training three times per year

- measuring inclusion across the whole Group through monthly key performance indicators
- identifying that their employees were aging and subsequently introducing an innovative and unconventional recruitment campaign via WhatsApp to attract younger applicants
- tailoring their wellbeing offer to their older workforce, e.g. through retirement planning and menopause workshops.

Another useful organisation to be aware of is Business in the Community, which works with its members 'to continually improve their responsible business practice, leveraging the collective impact for the benefit of communities.' The cost of membership depends on the size and turnover of your organisation and the level of service you want access to.

There are some resources you can access without being a member, such as their downloadable toolkit (BITC, 2020), offering guidance on diversity and inclusion strategy and policy. Find the link in [References](#).

Activity 4 Who could your organisation connect with?

 Allow about 10 minutes for this activity.

Consider a current diversity related weakness within your workplace and, using your preferred search engine – make a list of the external organisations that might provide support and advice on that issue.

Or you might choose to explore the costs and benefits of membership of Inclusive Employers or Business in the Community.

Comment

It can also be useful to talk with contacts/peers within other organisations to explore what steps they have taken.

There are a wide number of consultancies and charitable organisations who can provide support, ranging from delivering training courses to helping you review your policies and procedures.

5 This week's quiz

Now that you've completed Week 7, you can take a short quiz to help you to reflect on what you've learned.

Open the quiz in a new tab or window, then come back here when you've finished.

[Week 7 practice quiz](#)

6 Summary

This week you've explored lots of ideas that could support your own organisation's diversity and inclusion journey. Or if you're not currently working for an organisation, you might choose to apply your learning to the processes of another business that you know well.

You started by looking at culture change, and finished the week with a focus on maintaining momentum, through ideas such as internal communications and pulse surveys.

You should now be able to:

- describe examples of good diversity practice
- reflect on the actions of others in your sector and beyond
- identify opportunities to apply their ideas within your organisation.

Next week, you'll bring all of your learning together and start to plan some next steps. You'll explore useful resources and consider some future diversity themes.

You can now go to [Week 8](#).

Week 8: Next steps

Introduction

Welcome to the last week of this course! By now you should be feeling better informed about diversity and discrimination in a workplace context and be full of ideas about how to take things forward within your chosen organisation!

This week, you'll bring all of your learning together and start to plan your next steps.

In this final introductory video, the employers share the importance of keeping the conversation going with all the staff in your organisation and being transparent about progress.

Video content is not available in this format.

Video 1: Introduction to Week 8



By the end of this week you will be able to:

- reflect on how you can make a difference as an individual
- describe organisational actions that will promote diversity in the workplace
- access useful resources to maintain your awareness of diversity issues in the future.

You'll start by focusing on your personal responsibilities.

1 Making a difference as an individual

Throughout the course, you've learned about how individual actions, whether conscious or unconscious, can make a difference to diverse groups.



In Activity 1, you'll look back at some of the activities you've already completed in order to raise your personal awareness and consider where you need to focus on making a change.

Activity 1 Reflecting on your personal learning



Allow about 20 minutes for this activity.

Here's a list of the activities you've already completed on your personal journey:

- [Week 1, Activity 1 – Exploring acquired diversity](#)
- [Week 1, Activity 2 – Exploring respect](#)
- [Week 1, Activity 4 – Diversity and inclusion benefits everyone](#)
- [Week 2, Activity 1 – Which type of discrimination?](#)
- [Week 2, Activity 2 – Exploring neurodiversity](#)
- [Week 2, Activity 3 – Black Lives Matter](#)
- [Week 2, Activity 4 – The Bechdel Test](#)
- [Week 3, Activity 1 – Which generation are you?](#)
- [Week 3, Activity 3 – Reflecting on assumptions](#)
- [Week 3, Activity 4 – Enhancing your own social capital](#)
- [Week 4, Activity 1 – Your own Unconscious biases](#)
- [Week 4, Activity 2 – Examples of microaggressions](#)
- [Week 4, Activity 3 – Time to reflect](#)
- [Week 5, Activity 1 – What skills do you need to support this agenda?](#)
- [Week 5, Activity 3 – Reflecting on the resilience video](#)
- [Week 5, Activity 4 – What is your motivation?](#)
- [Week 6, Activity 5 – Compare and contrast](#)
- [Week 6, Activity 6 – Have you ever felt like an imposter?](#)

Reflecting on those activities, which were the most challenging? Where do you need to do the most work to improve? For example, you might need to enhance your awareness of your own unconscious biases, or focus on how you could be a better ally.

Comment

Self-awareness and self-education play an important role in facilitating our personal diversity and inclusion journeys and the impact we can choose to have in our workplaces.

As has hopefully come across clearly throughout the course, we **all** have biases and privileges, and we shouldn't be afraid of admitting that. The key is to acknowledge them, try to understand them and make an effort to stop them from influencing the way we interact with people who are different from us.

An important theme running throughout this course, and something that we can all work on at a personal level, is allyship, and you'll explore that in more detail next.

1.1 Allyship

Allyship is essential in creating inclusion in the workplace. Watch this short film, to hear a useful introduction.

Video content is not available in this format.

Video 2: 5 Tips For Being An Ally



Becoming a good ally is not a quick change, and it requires a consistent approach. Atcheson (2021) describes allyship as:

- a lifelong process of building relationships based on trust, consistency, and accountability with marginalised individuals and/or groups of people
- not self-defined—work and efforts must be recognised by those you are seeking to ally with
- an opportunity to grow and learn about ourselves, whilst building confidence in others.

On a personal level, there are many ways you can become a better ally. In their article, Melaku et al (2020) focus on gender and race related advice for white men in the US, but

they 'believe it can be used by members of any privileged group who want to create inclusive organisations':

- **Educate yourself** – take the time to read, listen, watch and deepen understanding. Recognise that members of an underrepresented group won't all have the same experiences.
- **Own your privilege** – acknowledge the advantages, opportunities and resources you have automatically been given, while others have been overtly or subtly denied them.
- **Accept feedback** – establish trust with, and seek feedback from, people from marginalised groups. Be thoughtful and sincere, using responses such as 'I recognise I have work to do', or 'how can I make this right?'
- **Become a confidant** – let people know they can confide in you and make yourself available. Listen generously and try to empathise with and validate their experiences.
- **Bring diversity to the table** – invite colleagues from marginalised groups to meetings. Ask them specific questions, encourage them to lead the meeting or to represent you at an event.
- **See something, say something** – monitor your workplace for inappropriate comments and behaviour, and be clear and decisive in shutting them down. Frame any confrontation as a learning or growth opportunity for the person and the team.
- **Sponsor marginalised co-workers** – get to know their strengths and weaknesses, help them to develop and put their names forward whenever new projects, stretch opportunities or promotions are discussed. Introduce them to key players in your own professional networks.
- **Insist on diverse candidates** – strengthen your own recruitment processes (using some of the ideas you learned from Week 6).
- **Build a community of allies** – look for like-minded people within your organisation and boost your impact by forming groups interested in fighting inequality.

You may find it useful to watch this short video from Lean In, which categorises allyship actions into three groups – individual, interpersonal and structural.

View at: [youtube:f3f_pHYo2rM](https://www.youtube.com/watch?v=f3f_pHYo2rM)



Video 3: Allyship in Practice

Examples of allyship

Some employers take this so seriously that they have entire programmes dedicated to the theme.

Microsoft's Allyship Programme (Ray, 2020)

The goal is to give all Microsoft employees the language they need to discuss different viewpoints and difficult issues in a way that offers empathy and inclusion to all, merging advocacy with the concept of the 'growth mindset'.

The programme consists of 10 segments, including online classes, video scenarios and facilitated sessions focused on building skills and practicing behaviours. It teaches that 'there's no limit to who can benefit from a focus on greater inclusion – everyone has an opportunity to be an ally, and everyone needs allyship in some form'. People are encouraged to learn, grow, make mistakes and get better.

Others use their own sector specialism, in this case – making compelling films, to promote allyship to all their employees.

Netflix allyship culture

View at: [youtube:TOW6HfOkams](https://www.youtube.com/watch?v=TOW6HfOkams)



Video 4: Netflix Culture Allyship

Activity 2 Exploring allyship

 Allow about 20 minutes for this activity.

Part 1: Now you have a clearer understanding of what allyship is, spend some time thinking about ways you could use your own privilege and power to change the experience of marginalised groups. Make notes in the box below.

Provide your answer...

Comment

Depending on your own position within your organisation, you can demonstrate your allyship in different ways. For example:

- perhaps you've identified a colleague from an underrepresented group who you think has a useful perspective to share but who never gets invited to the meetings you go to. Chatting to them to find out their ideas would allow you to represent their views, or better still, arrange for them to attend the next meeting to speak for themselves
- maybe your department will be recruiting soon, but you've realised that some of the processes are open to unconscious bias. Asking to be involved in (or to lead) a diversity and inclusion led review of those processes would be a strong step towards change.

Part 2: Imagine you have witnessed the following microaggression and think about how you might respond to it.

A new person starts in your office. Their name is Atinuke and when they are introduced, you hear a colleague say 'That's difficult to pronounce, do you mind if I call you Ati?'

Comment

A new person will often say 'No, that's fine!' and keep their frustration hidden, not wanting to make an issue.

In a recent poll by Race Equality Matters (Race Equality Matters website, no date), 73% of respondents from more than 100 organisations said they had their names mispronounced. They said it made them feel 'not valued or important', 'disrespected' and 'that they didn't belong'. 88% of respondents thought a phonetic name spelling campaign would help tackle race inequality.

So Race Equality Matters started the 'My name is' campaign, introducing a digital tool to help people share their real names by translating them phonetically. They hope that organisations will standardise these phonetic spellings in email signatures and throughout their businesses.

Watch this short video in which Inein explains why this idea matters and can make a difference.

View at: [youtube:eCQ5HPo3wc8](https://www.youtube.com/watch?v=eCQ5HPo3wc8)



Video 5: Black History Month - My name is

If you want to try it out for yourself – visit <https://mynameis.raceequalitymatters.com/>

You can find a useful list of possible ways to respond to microaggressions here:

[Responding to Microaggressions and bias](#)

Now that you have identified some areas that you'd like to improve on, you'll look at setting relevant goals and breaking down the actions you need to take in order to achieve them.

2 Setting SMART goals



When you are setting yourself goals, it is important to make sure they are SMART. That means:

S = Specific – is your goal specific and clear?

M = Measurable – how will you measure your success?

A = Achievable/attainable – is your goal attainable, do you have the ability to achieve it?

R = Realistic – is your goal realistic in your context? Will it fit with other priorities in your life?

T = Timely/time bound – make sure you give yourself a deadline for achieving your goal.

This [Goal Setting tool](#) takes you through the SMART process and helps you to write down and plan your goals.

Here is another way of breaking down each goal.

Table 1 Scenario A

Goal	To enhance my awareness of my own unconscious biases
Current status: a. Experience b. Knowledge c. Skills	a. I have unconscious biases b. I am now more aware of what they are (see Activity 1, Week 4) c. I am able to reflect on my previous actions, but need to develop my reflective thinking further.
Development/training/knowledge needed to reach my goal	I need to practice reflecting on past opinions/actions
Action plan	<ul style="list-style-type: none">• Purchase a notebook to use for making reflective notes• Set aside a regular time for reflecting on past decisions, interactions etc. where I may have displayed unconscious bias• Identify opportunities to mix with people from outside my usual circle• Look for some relevant training on unconscious bias

Outcome <i>(to be completed after a designated time period relevant to the complexity of the actions)</i>	I've now spent some time reflecting on past experiences/decisions etc. in my notebook, and I'm starting to identify times when I've displayed my unconscious biases. I've enrolled on an unconscious bias training course in January. I've joined a working group looking at supporting disability in my workplace and have started to build connections with members of the group who have disabilities.
Evaluation	I have started to look at my working environment and the things I say to colleagues in a different way, and I want to share my learning with my team.
Next step	To investigate ways in which I can raise awareness of unconscious bias with my colleagues, particularly relating to our recruitment processes.

Table 2 Scenario B

Goal	To build my personal skills to give me the confidence to call out discrimination when I see/hear it.
Current status: a. Experience b. Knowledge c. Skills	<p>a. I have often observed microaggressions in the past, but haven't had the confidence to question them publicly</p> <p>b. I feel better informed about what a microaggression is and how it can make the recipient feel</p> <p>c. I have the communication skills required to make an articulate comment, but don't always feel resilient enough to say something.</p>
Development/training/knowledge needed to reach my goal	I need to build my resilience and practice my allyship
Action plan	<ul style="list-style-type: none"> • Research ways to build my personal resilience and put them into practice • Talk to my colleagues and find out how I can be a better ally to them • Find out what support my employer currently has in place to encourage staff to identify and tackle microaggressions • Look for a training course focused on how to have difficult conversations.

Outcome <i>(to be completed after a designated time period relevant to the complexity of the actions)</i>	My employer hasn't considered support for staff in tackling microaggressions, so I'm working with a member of the HR team to explore that in more detail. I'm building a more trusting relationship with two colleagues and supporting them with the micro-aggressions they are regularly exposed to.
Evaluation	I am making small steps to improve, and will continue to do so. I have suggested to my employer that we have Diversity Champions in our office.
Next step	Create a resource with my HR colleague to build awareness about microaggressions in the workplace.

These examples are of relatively short term goals that will move you forward incrementally, which is an approach that can work well with this type of personal development. Of course, this same process can also be used to consider medium or longer term goals.

Activity 3 Achieving your goals

 Allow about 30 minutes for this activity.

Now it's your turn! Use the template below to set goals and plan your next steps. For this activity, start with some short term goals.

If you have an alternative format you'd prefer to use, please do. You could also use the [Goal Setting tool](#) to make sure your goals are SMART.

Table 3 Setting goals

Goal 1	<input type="text" value="Provide your answer..."/>
Current status: a) Experience b) Knowledge c) Skills	<input type="text" value="Provide your answer..."/>
Development/training/knowledge needed to reach my goal	<input type="text" value="Provide your answer..."/>
Action plan	<input type="text" value="Provide your answer..."/>
Outcome	<input type="text" value="Provide your answer..."/>

Evaluation	<i>Provide your answer...</i>
Next step (include dates)	<i>Provide your answer...</i>
Goal 2	<i>Provide your answer...</i>
Current status: a) Experience b) Knowledge c) Skills	<i>Provide your answer...</i>
Development/training/knowledge needed to reach my goal	<i>Provide your answer...</i>
Action plan	<i>Provide your answer...</i>
Outcome	<i>Provide your answer...</i>
Evaluation	<i>Provide your answer...</i>
Next step (include dates)	<i>Provide your answer...</i>
Goal 3	<i>Provide your answer...</i>
Current status: a) Experience b) Knowledge c) Skills	<i>Provide your answer...</i>
Development/training/knowledge needed to reach my goal	<i>Provide your answer...</i>
Action plan	<i>Provide your answer...</i>
Outcome	<i>Provide your answer...</i>

Evaluation

Provide your answer...

Next step (include dates)

Provide your answer...

Comment

If you have identified more than one goal, prioritise your plans. Are they sequential or can you do them all at once? Make sure you don't take on too much – if you don't achieve all your goals within the allotted time, this can be a negative experience.

You should now have a set of SMART, short-term, personal goals, and an action plan for achieving them.

In the next section, you'll look at goals for your organisation.

3 Making a difference as an organisation

In many of the activities in this course, you've spent time thinking about your own organisation, or one that you are familiar with, and reflecting on how the diversity agenda might be improved.



While this is a process that ultimately needs to be done in collaboration with colleagues, the thinking that you've been doing over the last seven weeks should enable you to raise issues with your leaders from a point of careful consideration.

Activity 4 Reflecting on your organisational learning



Allow about 20 minutes for this activity.

Here's a list of the activities you've already completed on your organisational journey:

- [Week 1, Activity 3 – Indirect discrimination](#)
- [Week 1, Activity 5 – Organisation values](#)
- [Week 1, Activity 6 – Researching the benefits](#)
- [Week 3, Activity 2 – A high profile case](#)
- [Week 3, Activity 5 – Enhancing the social capital of others](#)
- [Week 3, Activity 6 – Recognising intersectionality](#)
- [Week 4, Activity 4 – Perceptions of diversity training](#)
- [Week 4, Activity 5 – Reflecting on the impact](#)
- [Week 5, Activity 2 – Communicating with colleagues](#)
- [Week 5, Activity 5 – Researching diversity statements](#)
- [Week 5, Activity 6 – Choose a tool](#)
- [Week 5, Activity 7 – Identifying an action](#)
- [Week 6, Activity 1 – Social media research](#)
- [Week 6, Activity 2 – Who do you need to target?](#)
- [Week 6, Activity 3 – What is wrong?](#)
- [Week 6, Activity 4 – Learning from the experience of others](#)
- [Week 7, Activity 1 – Training ideas](#)
- [Week 7, Activity 2 – What could a diversity network offer your organisation?](#)
- [Week 7, Activity 3 – How does communication work in your organisation?](#)
- [Week 7, Activity 4 – Who could your organisation connect with?](#)

Reflecting on those activities, what feels like a priority for your organisation? Depending on where things stand within the diversity and inclusion agenda, it could be raising your organisation's profile externally with key target groups, or starting at the beginning to develop a diversity statement.

Comment

When you've chosen what goal(s) you'd like to set your organisation, you need to work on an action plan, focusing on what your personal role in that might be. Think about who you will need to collaborate with in order to make progress. Remember to choose something that you can make into a SMART goal.

There may be many things that you want to take forward within your organisation, but breaking this down into a manageable process will make them easier to achieve. In the next section, you'll revisit the goal setting process to identify what you can do to stimulate progress.

3.1 Your role in achieving organisational goals

Unless you are the CEO of your organisation, it is unlikely that you will be able to make significant progress with your chosen goals alone. Even then, collaborating with colleagues is a much more effective way to engage them in taking the agenda forward. So in this section, you'll focus on what you can personally contribute to each goal you've chosen.



Here's an example of how you might break down your goal:

Table 4 Goals

Goal	Write an organisational diversity statement
Current status	We don't have a diversity statement
What can I contribute?	In this course, I've researched what other organisations have done (see Week 5, Activity 5), and considered best practice, so can share some useful examples and ideas.
What skills/knowledge/experience are needed?	<ul style="list-style-type: none">• Knowledge of existing vision, strategy and policy within the organisation• Senior management representation• Understanding of the current diversity agenda both internally and externally

Who do I need to collaborate with?	<ul style="list-style-type: none"> • Colleagues with responsibility for organisational strategy and policy • Senior management (may be the same people) • Diversity groups within the organisation and potentially external experts • Colleagues with responsibility for branding and external messages
Who should I approach first?	Identify the department or individual who owns this agenda within my organisation and have a preliminary conversation with them.
What actions need to be taken?	<ul style="list-style-type: none"> • Set up a working group, ensuring that the membership represents diversity from across the organisation • Share knowledge about best practice • Write a diversity statement that aligns with the overall vision/strategy of the organisation • Consult widely with stakeholders both internal and external • Finalise the statement
Next steps	<ul style="list-style-type: none"> • Create an action plan to support the statement and its ambitions • Agree the actions with appropriate owners and create a time frame for progress • Publicise the statement and utilise in branding etc.

Activity 5 Making progress

 Allow about 30 minutes for this activity.

Using the template outlined above, work through the progress you'd like to make towards one of your chosen goals. If you find it useful, repeat the process for other goals you have in mind.

Table 5 Setting organisational goals

Goal	<input type="text"/>
Current status	<input type="text"/>
What can I contribute?	<input type="text"/>
What skills/ knowledge/ experience are needed?	<input type="text"/>

Who do I
need to
collaborate
with?

Who should
I approach
first?

What
actions
need to be
taken?

Next steps

.....
Comment

You may find it useful to work through this table with a colleague, for example, sharing ideas about who you need to collaborate with, who you should approach first and what actions need to be taken.

If you are the owner of this agenda, then the advice about strategic planning for diversity in Week 5 will be particularly relevant, and your first step might be to create a diversity strategy or to update an existing one.

4 Keeping up to date

The diversity agenda is constantly changing, with new terminology and new perspectives developing at a fast pace. While this course aims to cover both the basics and some of the emerging issues, there will always be new aspects to discover and build your awareness of.



So where can you look for up to date content and advice?

- [Inclusion and Diversity](#): The Chartered Institute of Personnel and Development (CIPD) has a very useful resource aimed at those with an interest in human resources and people development. They offer a wide range of reports, guides, factsheets and podcasts to support your diversity development.
- For more practical support, [The Advisory, Conciliation and Arbitration Service](#) (ACAS) works with employers and employees to improve workplace relationships, providing advice, policy templates and training as well as useful news updates.
- The UK's [Equality and Human Rights Commission](#) offers advice and guidance to individuals and organisations on a wide range of diversity related topics.
- [Pearn Kandola](#) is a business-psychology consultancy that provides access to useful podcasts, blogs and other free resources relating to diversity and inclusion.
- [Diversity Q](#) supports organisations setting and enacting their diversity and inclusion strategies. Their website provides access to numerous blog posts covering best practice and providing insight.
- [Equality, diversity and inclusion resources](#): Wellbeing training and consultancy provider In Equilibrium, offers a useful selection of resources and blog articles.

There are also many businesses that offer membership or consultancy to organisations looking for support with their diversity agenda. These range from small consultancies to specialist recruitment agencies and professional bodies.

Examples include:

- [EW Group](#) – an equality, diversity and inclusion consultancy that works to address unconscious bias and build inclusive leadership across businesses.
- [Goss Consultancy Ltd](#) – working with organisations to ensure they are as diverse, accessible and inclusive as possible in the way they employ people, develop policies and deliver services.
- [Inclusive Employers](#) – offers a membership organisation for employers looking to build inclusive workplaces, and provides expertise on workplace inclusion.
- [Business in the Community](#) – an organisation providing expertise to measure and improve your impact in responsible business.
- [Delta Alpha Psi](#) – an organisation that uses the science of psychology to help leaders get the best out of diversity in their organisations.

Some are more specialised in their focus:

- [Rare Recruitment](#) – working to make the elite professions, e.g. law, more diverse.
- [Exceptional Individuals](#) – providing consulting, recruitment and employment support to employers and individuals with dyslexia, dyspraxia, ADHD and autism.
- [Diversifying Group](#) – diversity and inclusion recruitment and consultancy firm.

Activity 6 Finding resources

 Allow about 15 minutes for this activity.

Use your preferred search engine to look for resources or organisations that could support you in a particular initiative that you're interested in developing. For example, helping to recruit from a particular target group or support with policy templates.

Make a shortlist of at least three websites you aim to revisit regularly over the next few months.

If any of the organisations listed here sound interesting, spend your time researching them and the advice or services they offer.

Comment

While there are a number of organisations that offer a more general set of resources, there will also be many that focus more specifically on needs such as yours. This might be an activity to repeat as you progress through your diversity agenda – identifying different resources and organisations to suit your needs at each stage.

Remember – this is not an agenda you have to move forward alone, there is a lot of support available.

4.1 Maintaining the dialogue

Another important element of staying up to date is maintaining the dialogue and momentum within your organisation, and encouraging your staff to continue to share their experiences with you. 'Diversity and inclusion' is not something that you can 'do' and tick off – it is an ongoing commitment, and continuing discussions and conversations play an important part in that.



In Week 4, you considered the fear of saying something wrong and the fear of conflict or difference. Inevitably, the dialogue will sometimes be uncomfortable, so Coach Diversity Institute (no date) suggests ten strategies for holding difficult conversations about diversity:

1. *Set the stage* – let people know about the discussion ahead of time and be clear about its purpose and what you hope to achieve.
2. *Establish discussion guidelines* – e.g. listen without interrupting, give everyone an opportunity to speak, don't criticise one another but challenge harmful ideas, allow questions without judgement.
3. *Make the conversation a brainstorming session* – prepare questions to get the conversation started in a warm and welcoming way so participants feel safe to discuss and share.
4. *Expect different viewpoints and encourage humility* – there's a high probability that at least one person will react defensively. Open the conversation up by reassuring employees this is a safe space to express vulnerability and curiosity.
5. *Listen more than you speak* – encourage participants to pause before responding and really consider if they understand someone's meaning or feelings before making assumptions or reacting defensively.
6. *Encourage a lot of questions* – questions are a critical part of the process, ask them on behalf of the group but encourage participants to ask questions as well.
7. *Check your privilege* – ask participants to consider how the advantages they've had in life might contribute to their opinions and actions, or how it has kept them from understanding or experiencing the struggles of others.
8. *Don't shame or humiliate* – be prepared to shut down shame and humiliation. These conversations may get heated, but the anger or upset is likely directed at injustices in the world in general, rather than someone in particular.
9. *Address hesitancy in the conversation* – try to discover why it's difficult to discuss. The odds are good that someone else feels the same way and is too afraid to speak up. These open interactions help people see their similarities with one another.
10. *Remind everyone of the common goal* – everyone is working toward equality, understanding, empathy, and to end discrimination, so focus your attention on the mutual gain.

Another way to maintain the diversity and inclusion dialogue is to ensure that your diverse new hires don't descend into groupthink once they are embedded within your organisation.

Groupthink

If your organisation expects or encourages employees to conform to a certain set of values and beliefs, diverse voices will get lost amongst the more prevalent ones and even though they don't think the same, they won't feel empowered to say anything different.

Janis (1971) uses the term groupthink to refer to 'the mode of thinking that persons engage with when *concurrence-seeking* becomes so dominant in a cohesive ingroup that it tends to override realistic appraisal of alternative courses of action.'

Lau (2022) describes four symptoms of groupthink:

- Trying to evade conflict within the group wherever possible
- Having a know-it-all attitude and a lack of critical thinking, demonstrating biases and stereotyping
- Lack of psychological safety (if you feel psychologically safe, you know you won't be reprimanded or punished for expressing a concern or making a mistake)
- Overly rigid thinking that doesn't take intuition into consideration.

Lean Impact (no date) suggests useful strategies to combat groupthink:

1. **Recruit a diverse team**

2. **Organise your space** – while collaborative spaces can be useful for team building, creating spaces where people can go to be alone communicates that your organisation also values independent thought.
3. **Make time for independent evaluation** – not everyone enjoys brainstorming in meetings. Communicating challenges in advance, and encouraging everyone to develop an idea, will both give staff time to think about an issue, and make it clear that you value each of their ideas.
4. **Encourage personal and professional development to avoid groupthink** – if everyone reads the same articles, attends the same conferences, and experiences the same interactions and outcomes, how will your organisation maintain diversity of thought?
5. **Celebrate diverse perspectives** – encourage constructive debate by always asking 'why' when someone proposed something new. Highlight where an individual's contribution made a difference to a strategy or piece of work.

In her article about groupthink, Lau (2022) refers to psychological safety, which involves creating an environment where individuals can be their authentic selves. While the concept often focuses on high performing teams, it can also be very relevant from the perspective of inclusivity.

Watch this short video from Berkeley Lab's Chief Diversity Officer talking about psychological safety.

Video content is not available in this format.

Video 6: Berkeley Lab's Chief Diversity Officer Talks About Psychological Safety



In the final section this week, you'll look to the future and explore some of the diversity and inclusion themes that experts think are likely to grow in profile and importance.

5 Diversity themes for the future

Much of the dialogue about the future for diversity and inclusion focuses on more openness around organisational diversity data. This will, in part, be stimulated by a greater demand from potential employees who will prioritise the commitment to diversity of the organisations they are applying to.



Ellsworth et al (2021) describe three future steps towards a more inclusive workplace:

1. Make diversity a priority – evidence shows it's good for business.
2. Challenge biases to increase equity – the push toward an equitable playing field in the organisation should begin even before candidates join. Challenge assumptions about the knowledge, skills, attributes, and experiences required to succeed.
3. Improve inclusivity – are the right communities and supporting mechanisms in place? Are managers having open conversations about what it takes to succeed, providing good feedback consistently, and being good sponsors?

In a report for the CIPD, Green et al (no date, pp20-24) focus their research on people professionals and looking towards 2030, advising the following actions:

- *Ensure people teams have the resources to drive diversity and inclusion (D&I)* – with the resources to lead conversations on D&I, evaluate and adapt people management practices to be more inclusive, and support managers to lead inclusively.
- *Be curious and continually update knowledge on D&I* – equipped with up-to-date knowledge and understanding of evolving social constructs, and taking an evidence-based approach to forecasting demographic shifts, people professionals will need to feel confident to champion diversity and to challenge and shape people practices accordingly.
- *Look outwards to understand the systemic barriers to D&I* – people professionals will need to challenge existing and emerging biases that may develop as globalisation impacts businesses and our workforce demographics.

Here, Asif Sadiq talks about the multiple layers of people's identities and the role that technology might play in diversity and inclusion.

Video content is not available in this format.

Video 7: Diversity – looking ahead



Boston Consulting Group (2022) also put the focus on intersectionality as a growing theme for the future, suggesting that companies must diversify from broad categories such as Black, LGBTQ or female, and instead:

- consider the vast range of identities that their employees embrace
- take a more holistic view of the solutions and initiatives offered to effect diversity and organisational change
- ground all these efforts in the unique context of their individual organisation and workforce.

The final word goes to global organisational consulting firm Korn Ferry, from their report 'Future of Work Trends in 2022: The new era of humanity' (no author, 2022). In it they predict that power will shift from 'me' to 'we', and encourage organisations to 'address the issues of "invisible people and unheard voices" to unlock the true power and potential of all.

6 This week's quiz

It's now time to take the Week 8 compulsory badge quiz. It's similar to previous quizzes, but this time, like Week 4, instead of answering five questions there will be 15.

Open the quiz in a new tab or window, then come back here when you've finished.

[Week 8 compulsory badge quiz](#)

Remember, this quiz counts towards your badge. If you're not successful the first time, you can attempt the quiz again in 24 hours.

7 Summary

This week, you've considered your next steps and explored some of the useful resources available to keep you up to date as you continue your diversity journey. You've also looked briefly at some of the potential trends for the future.

You should now be able to:

- reflect on how you can make a difference as an individual
- describe organisational actions that will promote diversity in your workplace
- access useful resources to maintain your awareness of diversity issues in the future.

Now watch a final video from Asif Sadiq, where he shares his advice and experience to help you take this forward.

Video content is not available in this format.

Video 8: It takes everyone to make a difference



Congratulations! You have now come to the end of the course. Don't forget that to finish the course and get your badge you will need to complete this week's quiz.

Tell us what you think

Now you've come to the end of the course, we would appreciate a few minutes of your time to complete this short [end-of-course survey](#) (you may have already completed this survey at the end of Week 4). We'd like to find out a bit about your experience of studying the course and what you plan to do next. We will use this information to provide better online experiences for all our learners and to share our findings with others. Participation will be completely confidential and we will not pass on your details to others.

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Further reading

Week 1

Throughout the course there will be references to content from the Chartered Institute of Personnel and Development, or CIPD. They have a useful page dedicated to [Inclusion and Diversity](#), providing an overview of their viewpoint alongside links to relevant reports, guides and podcasts.

Another useful collection of resources can be found on training and consultancy organisation in Equilibrium's page on [Equality, Diversity and Inclusion resources](#).

How does racism manifest itself in schools and workplaces? Explore the policies that discriminate against Black and Minority Ethnic communities in this immersive film interactive: [Good hair: perceptions of racism](#).

[Race and Ethnicity Hub](#): this award-winning hub offers fresh perspectives on race, racism and ethnicity through free courses, articles, interactives and audio/visual materials.

If you prefer listening: **The Diversity Trust podcast** – focuses on a wide range of diversity and inclusion issues from allyship to gender identity [The Diversity Trust podcast](#)

Week 2

Equality act:

Equality act guidance from the Equality and Human Rights Commission:

<https://www.equalityhumanrights.com/en/advice-and-guidance/equality-act-guidance>

Disability:

GOV.UK guidance on the Access to Work scheme: <https://www.gov.uk/access-to-work>

#PartofMe Podcast – guests share their experiences of how they manage their disability in the workplace <https://celebratingdisability.co.uk/part-of-me-podcast/>

Neurodiversity:

Document covering reasonable adjustments an individual may need when transitioning from university to the workplace. Broken down into individual challenges, e.g. reading and writing, spoken communication, etc.

https://www.agcas.org.uk/write/MediaUploads/Resources/Disability%20TG/Reasonable_Adjustments_-_Neurodiversity.pdf

Toolkit providing information and advice that can be used to help make workplaces more inclusive for neurodivergent workers:

https://www.base-uk.org/sites/default/files/knowledgebase/neurodiversity_workplace_-_toolkit.pdf

[ACAS podcast](#) – ‘Thinking differently about neurodiversity’

Race:

[Developing an anti-racism strategy](#) explores the six principles the CIPD recommends to help you create a racially inclusive workplace.

This independent review by Baroness McGregor-Smith considers the issues affecting black and minority ethnic (BME) groups in the workplace.

<https://www.gov.uk/government/publications/race-in-the-workplace-the-mcgregor-smith-review>

This Law Society guide provides a useful overview of terminology and language

<https://www.lawsociety.org.uk/en/topics/ethnic-minority-lawyers/a-guide-to-race-and-ethnicity-terminology-and-language>

How does racism manifest itself in schools and workplaces? Explore the policies that discriminate against Black and Minority Ethnic communities in this immersive film interactive: [Good hair: perceptions of racism](#).

[Race and Ethnicity Hub](#): this award-winning hub offers fresh perspectives on race, racism and ethnicity through free courses, articles, interactives and audio/visual materials.

Sex:

The CIPD provides a useful range of factsheets covering sex discrimination and employment

<https://www.cipd.co.uk/knowledge/fundamentals/emp-law/sex-discrimination/factsheet#-gref>

Protected characteristics not covered in this course:

Marriage and civil partnership

The Equality and Human Rights Commission provides a useful overview of marriage and civil partnership discrimination at work

<https://www.equalityhumanrights.com/en/advice-and-guidance/marriage-and-civil-partnership-discrimination>

Pregnancy and maternity

The Equality and Human Rights Commission provides a useful overview of pregnancy and maternity in the workplace

<https://www.equalityhumanrights.com/en/pregnancy-and-maternity-workplace>

Week3

Age:

[CIPD factsheet on Age and Employment](#)

Religion or belief:

[Solicitors Landau Law overview of Religion or Belief Discrimination](#)

[CIPD Factsheet on Religion, Belief and Employment](#)

[ACAS guidance - Religion or belief discrimination: key points for the workplace](#)

Gender reassignment:

[The HRC Foundation's Trans Toolkit for Employers](#)

The University of Warwick provides a useful Introduction to Key LGBTQIA+ Terms (relevant to both trans identity and sexual orientation)

[An Introduction to Key LGBTQIA+ Terms](#)

Sexual orientation:

An overview from Planned Parenthood explaining [sexual orientation](#) and its difference from gender identity.

Find out how to be a better LGBTQI+ ally with this [interactive activity](#) from the Open University's OpenLearn platform.

Intersectionality:

Detailed overview of theory and practice [Intersectionality Theory and Practice](#)

Social capital:

Social Capital Research provides a really useful Introduction to Social Capital, through a series of articles by Tristan Claridge. [Introduction to Social Capital](#)

Social capital and links to different characteristics

Gender:

Timberlake, S. (2005) Social capital and gender in the workplace, *Journal of Management Development*, 24(1): 34–44. Abstract available at

https://www.researchgate.net/publication/235290332_Social_Capital_and_Gender_in_the_Workplace

Collishon, M. & Eberl, A. (2021) Social capital as a partial explanation for gender wage gaps, *British Journal of Sociology* 72(3) 757–773. Available at

<https://onlinelibrary.wiley.com/doi/full/10.1111/1468-4446.12833>

Inequality:

Bolaños, N., Saucedo-Acosta, E. & Callejo Canal, D. (2020) Inequality, social capital, and varieties of capitalism in Latin America, *Economic Research-Ekonomska Istraživanja*, 34 (1): 1583-1602. Available at

<https://www.tandfonline.com/doi/full/10.1080/1331677X.2020.1844583>

Bullying:

Pihl, P., Albertsen, K., Hogh, A. & Andersen, L. (2017) Social capital and workplace bullying, *Work* 57(4): 535-545. Available at

https://www.researchgate.net/publication/318847198_Social_capital_and_workplace_bullying

Neurodiversity:

Edwards, A. (2021) Neurodiversity and Workplace Social Capital Effects on Employee Attitudes and Intentions, Walden Dissertations and Doctoral Studies Collection. Available at <https://scholarworks.waldenu.edu/cgi/viewcontent.cgi?article=11209&context=dissertations>

Week 4

Useful glossaries:

[Your A-Z Diversity & Inclusion Glossary](#), provided by Hive Learning

[The Work 180 Diversity Dictionary](#)

Unconscious bias

A list of resources and publications compiled by the University of St Andrews:

[Unconscious Bias: Resources & Publications](#)

If you prefer visual learning, the YouTube Reframe series contains some interesting content, including this short video on [bias](#).

Microaggressions

A useful PDF listing different ways of responding to microaggressions and bias:

[Responding to microaggressions and bias](#)

How does racism manifest itself in schools and workplaces? Explore the policies that discriminate against Black and Minority Ethnic communities in this immersive film interactive: [Good hair: perceptions of racism](#).

[Race and Ethnicity Hub](#): this award-winning hub offers fresh perspectives on race, racism and ethnicity through free courses, articles, interactives and audio/visual materials.

Week 5

Strategy writing

This [diversity and inclusion webinar from People Insight](#) provides a useful overview of the steps you could take.

Metrics and measurement

Survey Monkey provides useful advice on

[How to measure diversity and inclusion for a stronger workplace](#), including survey templates and explaining the methodology.

Benchmarks

[Global Diversity Equity and Inclusion Benchmarks guide](#)

If you want to explore the Global Diversity, Equity and Inclusion Benchmarks in more detail, d&i leaders presents three short videos: What is the GDEIB? How is the GDEIB used? How can the GDEIB be used for measurement? Find them at <https://dileaders.com/gdeib/>

Week 6

Kings College London's Institute of Psychiatry, Psychology and Neuroscience has produced a useful [inclusive recruitment toolkit](#).

Although Diverse Educators is an organisation focused on diversity in schools, their [Inclusive recruitment toolkit](#) provides links to many resources that will be relevant to all.

Prospects provides a useful [Overview of strengths-based interviews](#)

Section 159 of the Equality Act 2010 explains the legislation around positive action in recruitment and promotion: [Equality Act 2010 \(legislation.gov.uk\)](#)

If you prefer listening:

[Recruiting Future podcast](#) – showcases practitioners and thought leaders specialising in talent acquisition. There are currently 49 episodes with a diversity and inclusion theme.

Week 7

If you want to explore which companies are currently doing well with their diversity and inclusion work, Inclusive Companies produces a top 50 [2021/22 ranking](#). Look at the websites of the top 10, or organisations similar to your own, to see what they are doing/saying.

[The CIPD's guide to establishing diversity networks](#)

[The Creative Equity Toolkit](#) provides resources to support cultural diversity in the creative sector.

Arts Council England's [Culture Change toolkit](#)

Policies

As you have already seen, EW Group has created a useful list of the [10 policies your organisation needs, but they also offer](#) advice on [diversity policy review](#).

The Advisory, Conciliation and Arbitration Service (ACAS) provides a free to use [Equality, diversity and inclusion policy template](#).

Week 8

An interesting academic paper on [Envisioning the place and future of diversity and inclusion in organisations](#).

Consultancy firm Affinity have sponsored a white paper on [The future of diversity, equity and inclusion 2022](#). You must leave your details to access this free report.

[Race and Ethnicity Hub](#): this award-winning hub offers fresh perspectives on race, racism and ethnicity through free courses, articles, interactives and audio/visual materials.

How does racism manifest itself in schools and workplaces? Explore the policies that discriminate against Black and Minority Ethnic communities in this immersive film interactive: [Good hair: perceptions of racism](#).

If you prefer to watch/listen: [CBI @10am: The future of diversity and inclusion webinar](#)

Acknowledgements

This free course was written by Liz Smith, with contributions from Ayesha Peeran, Emma Laws, Julie Boak and Jennifer Adamson from The Open University Careers and Employability Services.

Critical review of the course was by Roberta Davies, EDI Learning and Development Officer and Khadija Patel, Partnerships Manager, The Open University.

With special thanks to Asif Sadiq, Craig Pembrington, Mark Ealing, Sophie Washington and Yusuf Nagdi for sharing their knowledge and experience of diversity and inclusion in the workplace.

Acknowledgements

Week 1

Course image: Prostock-Studio; Getty Images

1: Defining diversity and inclusion: photograph Prostock-Studio; Getty Images

1.1: Different diversity characteristics: photograph wildpixel; Getty Images

1.2: The importance of an inclusive workplace: photograph NanoStockk; Getty Images
3: Benefits of diversity and inclusion in the workplace: Jacob Ammentorp Lund; Getty Images
3.2: Diversity and social responsibility: metamorworks; Getty Images
Audio/Visual
Video 3: What Is the Equality Act?: courtesy of tes; <https://www.tes.com/>
Video 4: Why is Equality, Diversity and Inclusion (EDI) important in the workplace?
Courtesy iHASCO Limited
Video 6: Social Responsibility Tips All Businesses Need to Know: courtesy of Jotform
Video 7: Inclusion Drives Innovation at JPL: NASA Jet Propulsion Laboratory

Week 2

Course image: Prostock-Studio; Getty Images
1: Disability: SeventyFour; Getty Images
2.2: Enhancing your awareness: courtesy of Genius Within CIC
3.3: Enhancing your awareness: Vadym Pastukh; Getty Images
4: Sex: marchmeena29; Getty Images
Audio/Visual
Video 2: Disability and reasonable adjustment at work: courtesy of BeyondHR
Video 3: What is neurodiversity?: courtesy of Differing Minds CIC
Video 4: J.P. Morgan's Autism at work journey: courtesy of Narrowcast Media Group
Video 5: Diverted: courtesy of National Autistic Society
Video 6: This is What It's Really Like to Have ADHD: How to ADHD;
<https://www.youtube.com/watch?v=ji0hg1LduU8>
Video 7: Race, Ethnicity, Nationality and Jellybeans: courtesy of Eliana Pipes
Video 8: What is Race Discrimination?: courtesy of: Equality and Human Rights
Commission; <https://www.youtube.com/user/EqualityHumanRights>
Video 9: Centre On Dynamics of Ethnicity: The effects of racism at work: courtesy of:
Director of the Centre on the Dynamics of Ethnicity (CoDE): <https://www.ethnicity.ac.uk>;
<https://www.research.manchester.ac.uk/portal/bridget.byrne.html> The University of Manchester

Week 3

Course image: Prostock-Studio; Getty Images
1: Age: fizkes; Getty Images
2: Religion or belief: fizkes; Getty Images
3: Gender reassignment: MissTuni; Getty Images
4: Sexual orientation: Circle Creative Studio; Getty Images
5: Social capital and diversity: Kenishirotie; Getty Images
Audio/Visual
Video 3: What is intersectionality?: courtesy of Professor Peter Hopkins

Week 4

Course image: Prostock-Studio; Getty Images

- 1: Unconscious bias: designer491; Getty Images
- 2: Privilege: monstArrr_; Getty Images
- 3: Microaggressions: Motortion; Getty Images
- 5: Why diversity and inclusion initiatives fail: Kira-Yan; Getty Images
- 6: Diversity fatigue: Prostock-Studio; Getty Images
- 7: Other barriers: Nadiinko; Getty Images

Audio/Visual

Video 2: Unconscious Biases- Democratic Society UK© Demsoc

Video 4: Micro Aggressions - what you need to know: © Imperial College London

Video 6: How to get over your fear of talking about diversity: courtesy of BIE Executive and Aggie Mutuma, CEO of Mahogany Partners

Video 7: Emotional Intelligence: Conflict Avoidance and Why Diversity and Inclusion Keeps Failing: courtesy of Eyes Up Training Limited

Week 5

Course image: Prostock-Studio; Getty Images

- 1: Personal skills and behaviours: fizkes; Getty Images
- 1.1: Emotional intelligence: IvelinRadkov; Getty Images
- 1.2: Communication: BrAt_PiKaChU; Getty Images
- 1.3: Resilience: bazilfoto; Getty Images
- 2: Professional tools: EtiAmMos; Getty Images
- 2.1: Strategy setting tools: designer491; Getty Images
- 2.1: Diversity and inclusion maturity model PWC: 'Where are you on the D & I maturity curve?'; John Karren and Carolyn Lee;
<https://www.pwc.com/us/en/industries/industrial-products/library/diversity-inclusion-maturity-curve.html>
- 2.2: Metrics and data collection: _human; Getty Images
- 3: Writing the strategy: olm26250; Getty Images

Audio/Visual

Video 6: Resilience in the Workplace: courtesy of Hemsley Fraser Group

Week 6

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- 1: Your brand: OfirPeretz; Getty Images
- 1.1: Is your brand inclusive?: designer491; Getty Images
- 1.2: Where do you promote your brand?: VictorHuang; Getty Images
- 2: Diversity and inclusion in the recruitment process: fizkes; Getty Images
- 2.1: Applications, interviews and assessments: Jovanmandic; Getty Images
- 3: Onboarding: FTiare; Getty Images
- 4.1: Imposter syndrome: ajr_images; Getty Images

Audio/Visual

Video 6: How to get inclusive recruitment and selection right: courtesy of Marshall E-Learning Consultancy

Week 7

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2: Inclusion networks: iLexx; Getty Images

4: Maintaining the momentum: Rawpixel; Getty Images

4: 6 Pillars of inclusion: Inclusive Employers

Audio/Visual

Video 7: scarlettabbott A World of Difference: courtesy of scarlettabbott;

<https://scarlettabbott.co.uk/>

Video 8: King County Pulse Survey Results: © King County

Week 8

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1: Making a difference as an individual: Prostock-Studio; Getty Images

2: Setting SMART goals: IvelinRadkov; Getty Images

3: Making a difference as an organisation: gguy44; Getty Images

3.1: Your role in achieving organisational goals: npstockphoto; Getty Images

4: Keeping up to date: Sensay; Getty Images

4.1: Maintaining the dialogue: fizkes; Getty Images

5: Diversity themes for the future: smshoot; Getty Images

Video 2: Tips for being an ally: courtesy of Franchesca Ramsey

Video 6: Berkley Lab's Chief Diversity Officer talks about psychological safety: Berkeley Lab; A U.S. Department of Energy National Laboratory Managed by the University of California

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