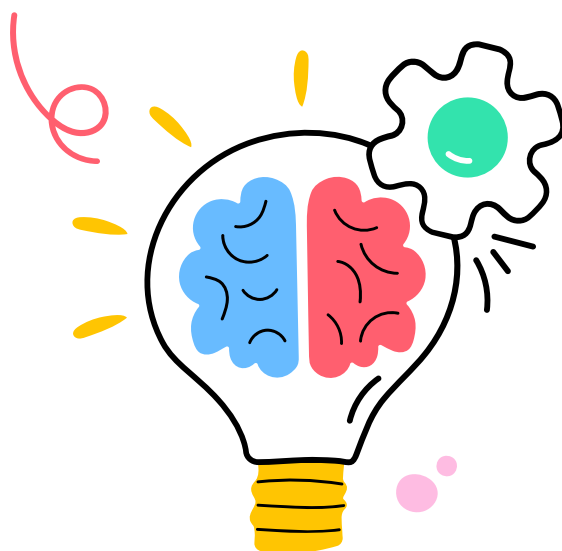


SCENARIO

MODULE 6

Strategies for managing a diverse team, taking into account the soft and hard skills of employees

6 hour scenario



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Project: Academy of sustainable development - ESG management KA220-VET - Cooperation partnerships in the vocational education and training sector



WHO IS THIS PROGRAMME FOR?

This programme is for:

Managers or employees who want to develop their knowledge of the corporate sustainability and ESG agenda and how businesses need to respond to European Union regulations. This could include newly appointed members of a sustainability team or those from other functions who have a role to play in implementing their company's sustainability strategy.

This programme is not aimed at those working in financial services who need to understand sustainable finance, ESG investing and related topics such as the Sustainable Finance Disclosure Regulation (SFDR). People seeking training on these topics should seek out a specialist sustainable finance course.

TRAINING PROGRAMME TITLED “STRATEGIES FOR MANAGING A DIVERSE TEAM, TAKING INTO ACCOUNT THE SOFT AND HARD SKILLS OF EMPLOYEES”:

- Analysis of the impact of ESG activities on employee engagement and organisational culture.
- ESG communication and reporting to investors and stakeholders.
- Practical ESG management tools and models.
- Business ethics and corporate social responsibility. It should be emphasised, it is also a good idea to include in the educational material, an example of the specific industry in which the company operates and tested.
- Takes part in analysis of best practice and suggest improvement plans.

Target groups

GROUPS depending on level of experience and responsibilities:

- High-level executive training - aimed at those in the most senior positions in the organisation, such as directors, CEOs or board members. Training topics may include more advanced topics such as sustainability strategy, ESG investments, integration of sustainability into business models, etc.
- Middle management training - aimed at people in managerial positions such as team leaders, managers, department heads. Training topics may include more practical issues such as implementation of departmental sustainability strategies, ESG risk management, ESG data analysis, reporting, etc

MODULE 6: MANAGING CORPORATE SOCIAL RESPONSIBILITY WITH DIVERSITY AND INCLUSION IN THE WORKPLACE

STRATEGIES FOR MANAGING A DIVERSE TEAM, TAKING INTO ACCOUNT THE SOFT AND HARD SKILLS OF EMPLOYEES

Important: This is a pilot workshop created based on the 16 hour main scenario of Module 6. It has been shortened to 6 hours as a form of testing the workshop and gaining an insight into the participants needs and evaluation.

Description: This training focuses on issues related to the identification, analysis and management of social responsibility in the workplace in accordance with the CSRD and ESG directives based on taking into account differences and diversity in the workplace and social inclusion (Diversity and Inclusion). Participants will get knowledge of tools and techniques used to assess the level of implementation and evaluation of legal provisions functioning in the workplace.

Training objective: The aim of the workshop is to acquire participants' knowledge and skills related to the identification, analysis and management of social responsibility in the workplace in accordance with the CSRD directive and ESG based on taking into account differences and diversity in the workplace and social inclusion (diversity and inclusion). Participants will also learn how to implement effective multicultural team management strategies in relation to various hard and soft competences of their teams. Participants will analyse their own soft and hard skills. Participants will carry out case studies to apply their knowledge on soft and hard skills as well as management competence of diverse teams.

Programme content:

- What is diversity and inclusion in the workplace?
- Promoting and supporting diversity in the workplace as an important aspect of good people management practices.
- The benefits of a diverse workforce and diverse teams.
- How to create a welcoming workplace?
- Strategies for managing a diverse team, taking into account soft and hard skills of employees.
- Inclusion strategies with consideration of anti-discrimination legislation in the workplace.

Teaching methods:

- Lecture
- Group discussion
- Brainstorming
- Workshop
- Presentations
- Case studies
- Practical exercises

Learning outcomes:

- To gain an understanding of the key concepts of diversity and inclusion in the workplace.
- To learn about the tools used by organisations as a form of counter action to human rights abuses and discrimination in the workplace.
- To gain knowledge of corporate diversity and inclusion strategies in the workplace.
- To learn how to implement strategies in line with the Sustainable Development Goals.
- To become familiar with reporting standards, frameworks, certifications, directives, regulations, laws and ESG assessments that are commonly used in the workplace.
- Understand what diversity and inclusion is in the workplace and what it entails to effectively promote and implement inclusion.
- Understanding the behavioural differences between people in the context of diversity. Manager competences in the context of supporting diverse teams.
- To learn how to deal with conflict in a diverse workplace.
- To learn about self-development and self-improvement of interpersonal and intrapersonal soft skills. Managing conflict in a diverse team.
- To learn how to address diversity and inclusion issues in the workplace. Learn how to address diversity and inclusion issues in the workplace.

INFORMATION FOR TEACHERS

FORMS OF ACTIVITIES

- lectures
- exercises
- workshops
- seminars
- debates

TEACHING RESOURCES AND MATERIALS

- computer/laptop/smartphone
- multimedia projector
- printer
- interactive whiteboard
- web portals
- e-learning platform
- digital cameras and camcorders
- flipchart
- photographs and display boards
- multimedia presentations
- films and TV programmes
- podcasts
- textbooks and scientific and popular science publications
- tests, quizzes and questionnaires in traditional or digital form

EVALUATION TEST

1. Inclusion in the workplace is:

- a) Where people's differences are valued and used to enable everyone to thrive at work
- b) Where people's differences are not valued and not used to enable everyone to thrive at work
- c) Where people's differences are problematic for management

2. Diversity in the workplace:

- a) is only recognising difference
- b) is acknowledging the benefit of having a range of perspectives in diverse environment
- c) is, that we all have multiple, overlapping identities that impact on our experience

3. What are the distinct grounds covered by discrimination law?

- a) gender, family status, age, disability, race
- b) colour/nationality/ethnic or national origin
- c) gender, civil status, family status, sexual orientation, religion, age, disability, race (including colour/nationality/ethnic or national origin) and membership of the Traveller community

4. Differences:

- a) include visible and non-visible factors, for instance, personal characteristics such as background, culture, personality, work-style, accent, and language.
- b) include visible factors such as race, skin colour, ethnic or national origin
- c) include non-visible factors such as age, sexual orientation, religion, disability

5. Discrimination at the workplace can:

- a) Impact an individual's wellbeing, performance at work and intention to stay, adversely affect employment opportunities and result in failure to recognise skills-based abilities, potential and experience.
- b) Result in significant legal costs, compensation and settlements paid to avoid defending expensive discrimination claims.
- c) All of the above

Ex-ante survey - made available for participants to complete before the training

Name:

**Please indicate your answers to the following questions on a scale of 1 to 5, where:
1 - means very poor, 2 – poor, 3 – average, 4 high, 5 – very high.**

1. How would you rate your level of satisfaction in joining the training?

1	2	3	4	5
---	---	---	---	---

2. How would you rate the usefulness of the topics covered in the diversity and inclusion in the workplace training?

1	2	3	4	5
---	---	---	---	---

3. How do you assess your knowledge and understanding of:

a/ the definition of diversity?

1	2	3	4	5
---	---	---	---	---

b/ the definition of inclusion?

1	2	3	4	5
---	---	---	---	---

c/ the term Environmental Social Governance (ESG)?

1	2	3	4	5
---	---	---	---	---

d/ the terms soft and hard skills?

1	2	3	4	5
---	---	---	---	---

e/ the anti-discrimination laws in the EU?

1	2	3	4	5
---	---	---	---	---

4. How do you assess your knowledge and understanding of:

a/ the social area of ESG?

1	2	3	4	5
---	---	---	---	---

b/ the social area of CSR?

1	2	3	4	5
---	---	---	---	---

c/ the Sustainable Development Goals?

1	2	3	4	5
---	---	---	---	---

5. How do you assess your skills in:

a/ managing conflict in the workplace?

1	2	3	4	5
---	---	---	---	---

b/ implementing diversity and inclusion policies into the workplace?

1	2	3	4	5
---	---	---	---	---

c/ educating others in diversity and inclusion?

1	2	3	4	5
---	---	---	---	---

6. To what extent do you think participation in the training will influence:

a/ your knowledge and understanding of the concepts: CSR, ESG, diversity and inclusion, conflict, culture and social inclusion?

1	2	3	4	5
---	---	---	---	---

b/ your ability to explain the concepts: CSR, ESG, diversity and inclusion, conflict, culture and social inclusion yourself?

1	2	3	4	5
---	---	---	---	---

c/ willingness to expand competence in the training topics?

1	2	3	4	5
---	---	---	---	---

7. How do you assess your opportunities and aptitude for CSR and ESG and anti-discrimination in the workplace?

1	2	3	4	5
---	---	---	---	---

8. To what extent will your participation in the project influence your self-assessment of your knowledge, skills and attitudes towards the subject matter of the training?

1	2	3	4	5
---	---	---	---	---

Scoring scale:

1. 18-36 - negative score, participant must review all materials,
2. 37-54 - unsatisfactory score, the learner must return to the elements identified in the assessment,
3. 55-72 - good score - the course material can serve as a refresher and a source of inspiration,
4. 73-90 - very high score

Ex-postsurvey - made available for participants to complete after the training

Name:

Please indicate your answers to the following questions on a scale of 1 to 5, where:

1 - means very poor, 2 – poor, 3 – average, 4 high, 5 – very high.

1. How would you rate your level of satisfaction in joining the training?

1	2	3	4	5
---	---	---	---	---

2. How would you rate the usefulness of the topics covered in the diversity and inclusion in the workplace training?

1	2	3	4	5
---	---	---	---	---

3. How do you assess your knowledge and understanding of:

a/ the definition of diversity?

1	2	3	4	5
---	---	---	---	---

b/ the definition of inclusion

1	2	3	4	5
---	---	---	---	---

c/ the term Environmental Social Governance (ESG)?

1	2	3	4	5
---	---	---	---	---

d/ the terms soft and hard skills?

1	2	3	4	5
---	---	---	---	---

e/ the anti-discrimination laws in the EU?

1	2	3	4	5
---	---	---	---	---

4. How do you assess your knowledge and understanding of:

a/ the social area of ESG?

1	2	3	4	5
---	---	---	---	---

b/ the social area of CSR?

1	2	3	4	5
---	---	---	---	---

c/ the Sustainable Development Goals?

1	2	3	4	5
---	---	---	---	---

5. How do you assess your skills in:

a/ managing conflict in the workplace?

1	2	3	4	5
---	---	---	---	---

b/ implementing diversity and inclusion policies into the workplace?

1	2	3	4	5
---	---	---	---	---

c/ educating others in diversity and inclusion?

1	2	3	4	5
---	---	---	---	---



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6. To what extent do you think participation in the training will influence:

a/ your knowledge and understanding of the concepts: CSR, ESG, diversity and inclusion, conflict, culture and social inclusion?

1	2	3	4	5
---	---	---	---	---

b/ your ability to explain the concepts: CSR, ESG, diversity and inclusion, conflict, culture and social inclusion yourself?

1	2	3	4	5
---	---	---	---	---

c/ willingness to expand competence in the training topics?

1	2	3	4	5
---	---	---	---	---

7. How do you assess your opportunities and aptitude for CSR and ESG and anti-discrimination in the workplace?

1	2	3	4	5
---	---	---	---	---

8. To what extent will your participation in the project influence your self-assessment of your knowledge, skills and attitudes towards the subject matter of the training?

1	2	3	4	5
---	---	---	---	---

Scoring scale:

1. 18-36 - negative score, participant must review all materials,
2. 37-54 - unsatisfactory score, the learner must return to the elements identified in the assessment,
3. 55-72 - good score - the course material can serve as a refresher and a source of inspiration,
4. 73-90 - very high score

Strategies for managing a diverse team, taking into account the soft and hard skills of employees

MODULE 6

Duration: 6 teaching hours in total, split into four lesson workshops

Materials needed:

- Screen and projector
- Laptop
- Flip chart or A2/A3 paper
- Coloured pens/markers
- Printer

1. Welcoming and introduction (1 hour)

1.1 Introduction of the leader and welcoming of participants on arrival (10 minutes)

Make an introduction using the following questions. You might want to include a welcome message and put them on a board or display them on the screen.

- Name, educational background, and professional experience
- Interests and areas of expertise
- Signposting of the venue e.g., toilets, bins, emergency exits/fire alarms

1.2 Agenda (5 minutes)

For the benefit of all attendees, print off or display the agenda. Indicate whether or not the schedule is flexible, as well as when and how the breaks will be used. Find out if there are any queries from the attendees.

1.3 Introduction to the programme (5 minutes)

This includes an overview of every module that will be covered. Include the main learning objectives and what the participants will learn. Ask if anyone has any questions. In order to inspire participants and emphasise your expectations, pay attention to both your verbal and nonverbal cues (intonation, sentence length, actions, gestures) when introducing the programme.

Highlight the specific module aims to the group:

- Participants will gain knowledge about tools and techniques used to assess the level of implementation and evaluation of legal regulations applicable in the workplace.
- The aim of the workshop is to acquire participants' knowledge and skills related to the identification, analysis, and management of social responsibility in the workplace in accordance with the CSRD and ESG directives
- Participants will also learn how to implement effective multicultural team management strategies in relation to various hard and soft competencies of their teams.

1.4 Group rules (10 minutes)

You may distribute sticky notes and markers to participants and ask them to write down their first thoughts on group rules. Make sure you specify that group rules should be in the format 'We do...' rather than 'We do not...' to create a positive mindset within the group. Give the participants two-three minutes, have them gather the sticky notes, read them out loud, and then write or post them somewhere visible to everybody, for example on the main flipchart or board. Discuss the ideas with the participants and add further examples of the rules. Summarise the rules at the conclusion and make reference to them as needed throughout the session. Keep the rules visible throughout the workshop.

1.5 Icebreaker (20 minutes)

Icebreakers are important as people can learn to know one another and feel at ease around one another, especially if people do not know each other. It also helps you as the workshop leader to create an open, trusting atmosphere. **Examples include:**

Two Truths and a Lie: Without disclosing which is which, each participant offers three claims about themselves: two truths and one lie. The next task for the group is to determine which of the statements is false. This can be done in a big group.

Picture Sharing: Participants pick one photo from their phone that they would like to talk about with others. It can be a family photo, pet, achievement, sporting event, concert, outdoor adventure – anything that they feel represents something significant, explaining why they chose to share this image.

1.6 Verification of expectations (10 minutes)

Complete the pre-evaluation form found at the end of this document which includes pre-reflection in relation to the workshop. The form might display certain topics of interest that the participants need to learn more about, queries, or misunderstandings to be cleared up, and confirmation of group members' present levels of expertise. Thank the participants.

2. Part 1: Soft and hard skills

(1 hour)

2.1 PowerPoint slides 1-20 and 27-41 (15 minutes)

Present the following slides in a lecture format, structuring the content to engage and inform the participants. Effective delivery combines clear communication and small comments relating to the text on the slide. Leave time for questions from the participants.

2.2 Quiz trade Quiz activity

Step 1 (10 minutes):

Present the list to the participants. Ask them to rate themselves on a scale of 1-10, where 1 is low ability and 10 is high ability, being prepared to give a reason for their answer. Ask an open question to the group on who would like to share their answer, you as the workshop leader picking five people with different words, further prompting them, on if they would like to improve this soft skill and move further up to scale. You may also use work card 9 to aid the participants and allow for a worded rating, rather than a numerical, collecting qualitative answers.

Communication	Teamwork	Adaptability	Networking	Resilience
Problem-solving	Leadership	Creativity	Negotiation	Cultural Awareness
Time management	Emotional Intelligence	Conflict Resolution	Decision Making	Mentoring
Critical Thinking	Stress Management	Empathy	Active Listening	Attention to detail

Step 2 (15 minutes):

Now, ask the participants if they would feel comfortable giving definitions of each of those soft skills. Often, we rate our skills without actually understanding what they entail, which affects how we perceive our abilities. Split participants up into two sides of the room, giving each 10 words to research and define.

Step 3 (10 minutes):

After the elapsed time, each group must share their definitions. This should be done quickly, as discussion will come in the next step.

Step 4 (10 minutes):

After all key soft skills are defined, ask the participants to rate themselves again on a scale of 1-10. When everyone has finished, ask the group the following questions:

- Have their ratings changed? How so?
- Is there anything you learned about the definitions which you did not consider beforehand?

3. Part 2: Hard skills mind map (1 hour)

Read out and display the following definition of hard skills by the Eurasian Research Institute:

“Hard skills refer to the specific technical knowledge and abilities required for a particular job or industry that an individual acquires through formal education, training, or experience, such as proficiency in computer programming or proficiency in a foreign language. These skills are easily measurable and quantifiable, for example data analysis or project management.”

Split the participants into groups of 4-6 people. Give out large sheets of paper and markers, instructing participants to draw a mind map bubble. Have half of the groups create a mind map on “Hard skills in ESG” and the other half “Hard skills in Diversity and Inclusion”.

Using the definition, ask the participants to give examples of hard skills relating to the topics above in the mind map, setting a 20-minute timer. Walk around the groups, asking prompt open and closed ended questions to facilitate discussion.

- After the time is up, ask the participants to share what they have come up with.
- Observe and name any similarities or differences and prompt the participants to do the same.
- Highlight how diversity and inclusion is part of ESG, and how having hard skills in one area can easily transfer to the other.

4. Part 3: Case study 2

(1 hour)

Hand out a copy of the case study and questions, read out the case study as a group, then ask the participants to work through the worksheet independently, in silence, for the first 10 minutes.

After the time is up, split the participants into pairs or groups of three to compare their answers and points of view.

- At the end, ask each pair / group to share their answers, providing feedback and prompting questions.
- Ask other participants their opinion and if they agree or disagree with the recommendations.
- Pay particular attention to the final question, of how they would handle a similar situation in their organisation.

5. Part 4: Case study 3

(1 hour)

Hand out a copy of the case study and questions, read out the case study as a group, then ask the participants to work through the worksheet independently, in silence, for the first 10 minutes.

After the time is up, split the participants into pairs or groups of three (different to the previous case study) to compare their answers and points of view.

- At the end, ask each pair / group to share their answers, providing feedback and prompting questions.
- Ask other participants their opinion and if they agree or disagree with the recommendations.
- Pay particular attention to the final question, of how they would handle a similar situation in their organisation.

6. Conclusion (1 hour)

- An overview of the key topics and strategies covered throughout the workshop.
- Emphasising the key findings and suggestions for diversity and inclusion.
- Understanding what soft and hard skills is and how they relate to diversity and inclusion.
- Analysis of participant feedback and the training's effectiveness.

6.1 Final mind map (20 minutes)

1. Using A3 / A2 / flipchart paper, write down 'Strategies for managing a diverse team, taking into account the soft and hard skills of employees' in the middle and draw a cloud around it
2. Pass around a marker or pen and have each participant write down two new things they have learnt in the workshop.
3. Each participant must write down a different sentence/ key word/ drawing – cannot be repeated. Participants may draw a line out and expand on the idea of another participant.

6.2 Reflection (20 minutes)

Hand out the post-reflection form found at the end of this scenario, encouraging participants to fill it out. Highlight that this is a good time to note down anything they would like to learn more about after they leave the workshop.

6.3 Goodbye and refreshments (20 minutes)

Provide refreshments such a tea, coffee, water or juice and biscuits, giving the participants space for networking or chat. This is important so that participants leave with a positive idea of the workshop and can discuss any topics covered with each other when it is fresh in their mind.

Thank the participants for their attendance.

ANNEX

LESSON PLAN - TEMPLATE

1. Target group:.....
2. Training module:
3. Training topic:
4. Delivery time:
5. Main objective:

Is included in the course programme and refers to the preparation of participants to perform specific functions, carry out specific tasks, provide professional development in a specific area.

6. Operational objectives:

a. Memorisation of knowledge (participant knows):

.....

b. Understanding of knowledge (participant understands):

.....

c. Applying knowledge (participant can,/knows):

.....

d. Attitude formation (participant is ready for/is oriented towards/is aware of):

.....

Specific objectives are included in the programme of the individual training modules and describe the achievements of the participants after the training. They indicate the benefits for the participants; they should build in the participants a vision of themselves. They define who the participants will be, what they will gain, how they will change, what they will be able to do.

7. Working methods:

The selection of methods should be based on the following principles: the participants should learn by doing, the methods should be attractive for the participants and adequate to their level of knowledge and skills, the selection of methods depends on the content they are to implement. Examples of working methods: case study, situational method, simulation games, decision tree, lecture, discussion, description, multimedia presentation, individual exercises, group workshops, brainstorming.

8. Teaching resources and training materials:

Teaching resources are all kinds of objects used during classes to enhance the training process and help achieve the best possible learning outcomes. Examples of teaching resources: computer/laptop/smartphone, overhead projector, interactive whiteboard, digital camera, digital camera, flipchart, charts; audios, digital media including presentations, videos, podcasts, digital quizzes. Training materials can be in electronic or traditional (printed) form.

9. A description of the training course including the duration of each stage:

The planning of the activities should be based on a course syllabus, including a set of objectives, the thematic scope of the activities and a list of learning outcomes concerning the knowledge, skills and attitudes that the participant should have at the end of a specific stage of the training. You should plan your work with participants in such a way as to enable each of them to actively participate in the training.

a. preliminary stage [stating the topic, objective and planned activities]

.....
duration:

b. main stage [in the case of lecture activities: stating the contents of the activity, defining the difficulties in acquiring knowledge, formulating problems, giving issues for discussion; in the case of workshop activities: discussing the rules of performing exercises, demonstration with explanation, trial performance of tasks by participants under the supervision of the tutor, observation of performance of implementing exercises; assessment of mastering knowledge and skills].....

duration:

c. final stage [summing up the course, systematising, repetition and consolidation of the acquired knowledge and skills, in the case of exercises set to be performed during the course - comparison of the obtained results with the aim and plan of the course, if necessary a task to be performed individually].

.....
duration:

10. Evaluation:

Evaluation of the effects of the conducted training: to what extent the set goals were achieved; the degree of knowledge and skills acquisition of the participants; what is the usefulness of the training for the participants; what is the level of satisfaction of the participation in the training; what are the needs and expectations of the participants for the future. Choice of evaluation form: self-evaluation (self-assessment), ex-ante evaluation, ex-post evaluation. Evaluation tools: questionnaires, knowledge tests, observation of acquired skills, simulation, interview, evaluation of organisational effectiveness increase