

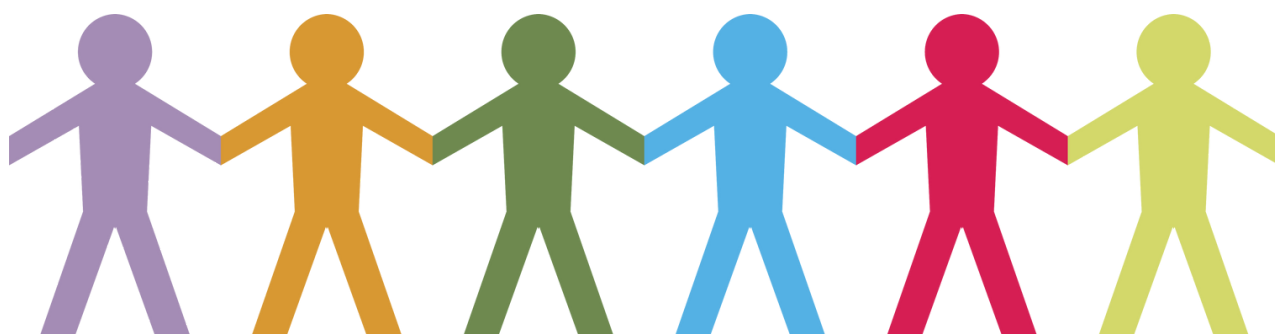
SCENARIO

MODULE 6

Managing corporate social responsibility

Diversity and inclusion in the workplace

16 hour scenario



This project has been funded with support from the European Union.
This publication reflects solely the views of the author and the European Union is not responsible for any use of the information contained therein.

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



MID-LEVEL MANAGER IN ESG – ROLES AND RESPONSIBILITIES

The Environmental, Social and Governance (ESG) mid-level manager will be responsible for developing and overseeing environmental, social, and corporate governance policies and procedures including diversity and inclusion regulations in the workplace. Knowledge of diversity and inclusion, and how to create policies based on this to be able to implement them within and across the organisation.

Recognise conflict within a diverse team to be able to respond effectively. Provide expertise on key issues related to the ESG assessment, as well as diversity and inclusion, in the design, preparation, implementation and supervision of strategies, taking into consideration best industry practices and standards.

Roles and responsibilities

- Familiarisation with the recommendation reports of the company (annual reports)
- Coordinating the environment and social initiatives, and the compliance to law and regulatory requirements of the workplace
- Developing, implementing, and monitoring a corporate-mid-level of management, which will be implemented in all business areas.
- Reporting to the high-level management committee.
- Coordinating and working with the HR teams and business leaders across the organisation
- Ensure ESG implementation and compliance.

Regulatory Role

- Monitor the effectiveness of implementation the appropriate CSR and ESG policies, processes and procedures to provide updates in line with changes in laws, regulations and corporate directives.
- Review corporate activities and ensure compliance with CSR and ESG policies, management plans and procedures.
- Provide guidance and advice to teams on the requirements of identifying and implementing local CSR and ESG related laws and regulations and monitor the compliance.
- Support the higher management in driving the education, communication, training, and implementation of the CSR and ESG policies, management plans and procedures across the company in all operational areas, including its associated business activities, sub-contractors and supply chains, where relevant.

Environmental, Health and Safety Role

- Support the higher management in developing and implementing proper management system for improving the overall ESG performance of the company.
- Develop and steward a robust suite of CSR and ESG policies, management plans and procedures related management system in line with European standards and guidelines.
- Implement and monitor the CSR and ESG management system, plans and safe work procedures.
- Coordinate implementation of the site, warehouse, laboratory and office ESG plan in accordance with company CSR policies.

- Provide safety practices and policy training related to ESG.
- Develop, implement, monitor and review the corporate ESG response plan.
- Ensure that the ESG response plans are developed, documented, implemented, and tested.
- Takes part in analysis of statistics and suggests improvement plans and reports.
- Conducts ESG Audits.
- Analyse ESG data and records from European Union member states to ensure high quality of implementation of the ESG management system.

Risk Management Role

- Work with various business in the region to identify ESG related risks.
- Develop the appropriate strategies to address the ESG risks and their potential impacts.
- Carry out ESG risk assessments through the support of higher-level management.
- Prepare, organise, and maintain inspection records and investigates complaints and suspected violations of CSR and ESG regulation.
- Monitor follow-up actions in cases where violations were found, and reviews compliance monitoring reports.

Qualifications and experience required in Ireland

- Mid-level candidate with at least 3 years of corporate experience.
- Bachelor's degree and above, with professional qualifications in ESG, or related European Union Standards.
- Related work experience at multi-national company or experience in Environment, Social, or Governance management.
- Working knowledge in ESG for example carbon footprint reduction or ESG auditing techniques etc.
- Experience implementing and evaluating programs, issuing recommendations etc. based on CSR and ESG.

Competences

- Efficient in the use of word, PowerPoint, excel.
- Good training & communication skills
- Fluency in the English language
- Independent, reliable, and flexible.
- Good networking skills to liaise with other businesses, management, and employees
- Knowledgeable of the ESG sector
- Operations ESG background would be beneficial, including Non-Financial Report preparation

Compensation

- Competitive
- Negotiable, as per prior experience of candidate

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 “SUSTAINABLE DEVELOPMENT - ESG MANAGEMENT”
A FRAMEWORK HAS BEEN DEVELOPED FOR A TRAINING PROGRAMME ENTITLED
“SUSTAINABLE DEVELOPMENT - ESG MANAGEMENT”:


- Introduction to sustainable development and ESG management.
- Analysis of the risks and opportunities associated with sustainable development and ESG management.
- Sustainable business strategy and its impact on financial performance.
- Managing sustainable supply chains.
- Analysis of the impact of ESG activities on employee engagement and organisational culture.
- ESG communication and reporting to investors and stakeholders.
- Innovations related to sustainable development and ESG management.
- Practical ESG management tools and models.
- Sustainable investing and financing.
- 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 statistics and suggests improvement plans and reports.


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

 **Description:** This module 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 module 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 competencies of their teams.

Programme content:

- What is diversity and inclusion in the workplace?
- CSRD and ESG directives focusing on the social aspect of organisations (corporate social responsibility).
- 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?
- European Union legislation on the nine characteristics of diversity (nine characteristics). Standards for effective diversity policies in the workplace, based on CSRD and ESG directives.
- 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 study
- Practical exercises

Learning outcomes:

- To understand why ESG is at the top of the global agenda and its relevance to diversity and inclusion policies in the workplace.
- 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

WORKING METHODS

- lecture combined with multimedia presentation
- workshop method - individual work, work in small teams.
- case study
- simulations, including business simulations
- brainstorming
- decision tree
- discussion
- demonstration with explanation

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
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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
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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
---	---	---	---	---

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

Managing corporate social responsibility with diversity and inclusion in the workplace

MODULE 6

Duration: 16 teaching hours in total, split into seven 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:

- Issues related to the identification, analysis, and management of social responsibility in the workplace in accordance with the CSRD and ESG directives
- 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 module 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: What is diversity and inclusion in the workplace? What are the benefits of diverse teams?

(2 hours)

Learning objectives include:

- Learn how to address diversity and inclusion issues in the workplace.
- Understanding behavioural differences between people in the context of diversity.
- Understanding what diversity and inclusion is in the workplace and what it entails to effectively promote and implement inclusion.
- Understand why ESG is at the top of the global agenda and what it means for diversity and inclusion policies in the workplace.
- Gain knowledge about corporate diversity and inclusion strategies in the workplace.

2.1 PowerPoint slides 1-20 (30 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 Work card 1 (10 minutes)

Hand out a printed copy of the work card. This is designed to be an independent task at first, with the second half of the time allocated to sharing ideas in pairs or groups, filling in the mind map with things participants did not consider themselves.

2.3 Work card 4 (15 minutes)

Hand out a printed copy of the work card. This is designed to be an independent task. Participants should be encouraged to come back to this at the end of the workshop to see if they have changed their viewpoint or upgraded their knowledge.

2.4 Group discussion (30 minutes)

Title the discussion the same as work card 4 - Benefits and challenges of promoting and integrating diversity and inclusion in the workplace. Make sure participants can all see each other, preferably place them in a circle. Ask the following questions:

- Who reaps the benefits of promoting diversity and inclusion in the workplace?
- Who feels the impact of challenges of promoting diversity and inclusion in the workplace?
- What are some examples you have written about in work card 4?
- Where have you seen the promotion of diversity and inclusion before? – If participants struggle to provide examples, ask them where they think it should be promoted.
- When should an organisation integrate diversity and inclusion in the workplace?

2.5 Summary (5 minutes)

Summarise each bullet point from the learning objectives. Ask the participants if they need any further clarification and answer any questions they may have. Urge participants to store their notes or work cards as part of their portfolio.

3. Part 2: CSRD and ESG directives focusing on the social aspect of the organisation (corporate social responsibility) (2 hours)

Learning objectives include:

- Become familiar with the reporting standards, frameworks, certifications, directives, regulations, laws and ESG assessments that are commonly used in the workplace.
- Understand why ESG is at the top of the global agenda and what it means for diversity and inclusion policies in the workplace.
- Gain knowledge about corporate diversity and inclusion strategies in the workplace.

3.1 Podcast 1 (25 minutes)

Play the podcast on diversity and inclusion regulation. Aim to have printed or digital copies with you so participants who are visual learners can read along with the speech. At the end of the podcast, ask the participants which regulations they have and have not been aware of, as well as what they found most surprising.

3.2 Podcast Reflection (15 minutes)

Continue to engage in discussions about the podcast, asking participants to further share their thoughts and listen to others' interpretations to deepen understanding. Ask the participants to consider how the podcast content applies to your life, work, or interests. Think about actionable steps or changes you might make based on the podcast's insights. If needed, re-listen to certain sections to grasp details or concepts more thoroughly or to reaffirm your understanding or read out sections from the transcript.

3.3 Work card 5 (15 minutes)

Hand out a printed copy of the work card. This is designed to be an independent task. Participants should be encouraged to come back to this at the end of the workshop to see if they have changed their viewpoint or upgraded their knowledge. Refer to the PowerPoint if participants seem stuck. Encourage them to use bullet points or key words if necessary.

3.4 PowerPoint slides 21-26 and 69-75 (20 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.

3.5 Summary (5 minutes)

Summarise each bullet point from the learning objectives. Ask the participants if they need any further clarification and answer any questions they may have. Urge participants to store their notes or work cards as part of their portfolio.

4. Part 3: Promoting and supporting diversity in the workplace as an important aspect of good people management practices. (2 hours)

Learning objectives include:

- Learning how to deal with conflict in a diverse workplace
- Manager's competences in the context of supporting diverse teams.
- Learning how to implement strategies in accordance with the Sustainable Development Goals.
- Gain knowledge about corporate diversity and inclusion strategies in the workplace.
- Getting to know the tools used by organisations as a form of counteracting human rights violations and discrimination in the workplace.

4.1 PowerPoint slides 27-34 and 67-68 (25 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.

4.2 Work card 10 (20 minutes)

Hand out a printed copy of the work card. This is designed to be an independent task at first, with the second half of the time allocated to sharing ideas in pairs or groups, filling in the lines with things participants did not consider themselves. This should be done in small groups of 3-4 participants.

4.3 Group Discussion (40 minutes)

Title the discussion the same as the Part 3 workshop – good people management practices. Make sure participants can all see each other, preferably place them in a circle. Ask the following questions:

- Who is a manager? How many managers do they know?
- What is a manager? What does their job entail? Are there different types of managers?
- What do you think is one good example of management practice?
- Should a manager always be responsible for the behaviour of their employees? Why / why not?
- Is it the manager's responsibility to promote and support diversity in the workplace? Are they the only ones responsible?
- If you could give your manager one piece of information you have learnt on this workshop so far what would it be?

4.4 Summary (5 minutes)

Summarise each bullet point from the learning objectives. Ask the participants if they need any further clarification and answer any questions they may have. Urge participants to store their notes or work cards as part of their portfolio.

5. Part 4: How to create a friendly workplace? (2 hours)

Learning objectives include:

- Learn how to address diversity and inclusion issues in the workplace.
- Learning how to deal with conflict in a diverse workplace
- Learning how to self-development and self-improvement of interpersonal and intrapersonal soft skills. Conflict management in a diverse team.
- Understanding behavioural differences between people in the context of diversity.
- Understanding what diversity and inclusion is in the workplace and what it entails to effectively promote and implement inclusion.
- Gain knowledge about corporate diversity and inclusion strategies in the workplace.
- Getting to know the tools used by organisations as a form of counteracting human rights violations and discrimination in the workplace.

5.1 PowerPoint slides 35-36 (5 minutes)

Read out the 'How to create a friendly workplace' slides. Effective delivery combines clear communication and small comments relating to the text on the slide. Leave time for questions from the participants.

5.2 'The Big House' Activity (40 minutes)

Take out a big A3 / A2 / Flipchart paper and put it in the centre or front – you can do this activity as one group or 2 or 3 smaller groups. Draw a square and split it into four sections. Then, draw a triangle roof on top. This is the Big House. Title each 'room' as 'Offices', 'Meeting Space', 'Work chat' and 'Work training'. In the 'roof', ask the participants to write down any issues, problems, or challenges which make a place unfriendly, or difficult to work in. Then, in each of the rooms write down the ways these can be challenged, improved, or addressed in each of the divisions. You can change the room titles if necessary.

5.3 Work card 6 (15 minutes)

Talk the participants through the work card. This is a paired activity. Participants should quickly brainstorm ideas and fill out the work card, writing down ideas that first come to mind.

5.4 Case study 4 (30 minutes)

Read the case study out to the group and provide printed copies for the participants to write on or annotate. Give the participants 10 minutes of quiet reflection time and the chance to write down the answers to the questions. The remaining 10 minutes should be used to openly answer the questions and share ideas within the group.

5.5 Summary (5 minutes)

Summarise each bullet point from the learning objectives. Ask the participants if they need any further clarification and answer any questions they may have. Urge participants to store their notes or work cards as part of their portfolio.

6. Part 5: European Union regulations on nine characteristics. Standards for an effective diversity policy in the workplace, based on the CSRD and ESG directives. (2 hours)

Learning objectives include:

- Become familiar with the reporting standards, frameworks, certifications, directives, regulations, laws and ESG assessments that are commonly used in the workplace.
- Learning how to implement strategies in accordance with the Sustainable Development Goals.
- Getting to know the tools used by organisations as a form of counteracting human rights violations and discrimination in the workplace.

6.1 Podcast 3 (20 minutes)

Play the podcast on the nine protected characteristics. Aim to have printed or digital copies with you so participants who are visual learners can read along with the speech. At the end of the podcast, ask the participants which characteristics they have and have not been aware of, as well as what they found most surprising.

6.2 Case Study 2 (20 minutes)

Read the case study out to the group and provide printed copies for the participants to write on or annotate. Give the participants 10 minutes of quiet reflection time and the chance to write down the answers to the questions. The remaining 10 minutes should be used to openly answer the questions and share ideas within the group.

6.3 Work card 2 (45 minutes)

Hand out a printed copy of the work card. This is designed to be an independent task. Encourage them to use bullet points or key words if necessary.

Before starting, explain the ADDIE method to the group (20 minutes):

A framework for instructional design called the ADDIE model is employed in the creation of educational materials and training courses. In this case, we will use it to make a brief diversity and inclusion policy for the organisation of the participant/s. If their organisation already has one in place, create one for the team or a fictional workplace.

The ADDIE model stands for:

- **Analysis:** This first stage entails information collection, goal setting and need assessment. It seeks to clarify the issue.
- **Design:** This include formulating goals, picking appropriate strategies, developing evaluations, and summarising the policy's overarching plan.
- **Development:** After the design process is finished, the proper policy is made during the development stage. This covers creating main points of the policy, key themes and subsections, or consequences.
- **Implementation:** Delivering the policy to the target audience is the focus of this phase. How could the participants implement this into the organisation?
- **Evaluation:** The last stage determines how successful the policy can be. It include getting employee input, implanting best practice, determine the challenges of policy implementation, as well as what further research is needed, analysing the policy's overall effectiveness.

Once the participants understand what the ADDIE model is and how they can use it, task them to spend five minutes on each letter (25 minutes) on the work card to create their own policy template.

6.4 Summary (5 minutes)

Summarise each bullet point from the learning objectives. Ask the participants if they need any further clarification and answer any questions they may have. Urge participants to store their notes or work cards as part of their portfolio.

7. Part 6: Strategies for managing a diverse team, taking into account the soft and hard skills of employees.

(2 hours)

Learning objectives include:

- Learning how to deal with conflict in a diverse workplace
- Learning how to self-development and self-improvement of interpersonal and intrapersonal soft skills. Conflict management in a diverse team.
- Manager's competences in the context of supporting diverse teams.
- Getting to know the tools used by organisations as a form of counteracting human rights violations and discrimination in the workplace.

7.1 PowerPoint slides 37-41 (10 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.

7.2 Podcast 2 (20 minutes)

Play the podcast on the workplace mediation. Aim to have printed or digital copies with you so participants who are visual learners can read along with the speech. At the end of the podcast, ask the participants if they have been aware of mediation prior to the podcast, if they can name any other types of mediation (family mediation, cross-border mediation, multicultural mediation, court-mandated mediation), one thing they have learnt, as well as what they found most surprising.

7.3 Paired workplace mediation activity (40 minutes)

Split the participants into pairs. For the first 20 minutes, task the participants to create and write down a potential scenario for another pair to solve and act out in relation to workplace mediation. Make sure participants clearly define the different sides, the problem, who is involved, and where the problem took place. Encourage them to be as creative as possible, stating that it does not just have to refer to disputes between colleagues, but past experiences, all aspects of ESG, as well as protected characteristics or friendly workplace themes.

After the 20 minutes, have pairs gift each other scenarios, while they now act out or come to a conclusion of how the problem could be resolved in the workplace. Share these ideas with the group.

77.4 Work card 3 (15 minutes)

Hand out a printed copy of the work card. This is designed to be an independent task. Encourage them to use bullet points or key words if necessary. Hand out coloured pens if available for participants to use a different colour for the inside and outside shape.

7.5 Summary (5 minutes)

Summarise each bullet point from the learning objectives. Ask the participants if they need any further clarification and answer any questions they may have. Urge participants to store their notes or work cards as part of their portfolio.

8. Part 7: Social inclusion strategies taking into account anti-discrimination laws in the workplace. (2 hours)

Learning objectives include:

- Manager's competences in the context of supporting diverse teams.
- Understand why ESG is at the top of the global agenda and what it means for diversity and inclusion policies in the workplace.
- Getting to know the tools used by organisations as a form of counteracting human rights violations and discrimination in the workplace.

8.1 PowerPoint slides 42-66 (20 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.

8.2 Work card 7 (15 minutes)

Hand out a printed copy of the work card. This is designed to be an independent task at first, with the second half of the time allocated to sharing ideas in pairs or groups, filling in the box with things participants did not consider themselves. This should be done in small groups of 3-4 participants.

8.3 Work card 8 (20 minutes)

Hand out a printed copy of the work card. This is designed to be an independent task. Refer to the PowerPoint if participants seem stuck. Encourage them to use bullet points or key words if necessary.

8.4 Human rights in the workplace activity (30 minutes)

There are all 30 human rights displayed on slide 44 of the PowerPoint. At your discretion, either ask participants to work individually or as pairs and give 1-2 human rights each.

Ask the participants to note down their answers following questions:

- How does your human right relate to the workplace?
- What are examples of when this human right is upheld in the workplace?
- What are examples of when this human right is broken in the workplace?
- What are examples of directives or policy which protect this human right specifically? If applicable.
- How could you uphold this human right in your workplace?

Share and discuss with the rest of the participants.

8.5 Summary (5 minutes)

Summarise each bullet point from the learning objectives. Ask the participants if they need any further clarification and answer any questions they may have. Urge participants to store their notes or work cards as part of their portfolio.

9. 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 ESG is and how it relates to diversity and inclusion.
- Analysis of participant feedback and the training's effectiveness.

9.1 Final mind map (20 minutes)

1. Using A3 / A2 / flipchart paper, write down 'Managing corporate social responsibility with diversity and inclusion in the workplace' 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.

9.2 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.

9.3 Goodbye and refreshments (20 minutes)

Provide refreshments such as 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