SENSENET

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IO3 – SEOs' Managers and Human Resources Learning Programme on D&I manual

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SENSENET

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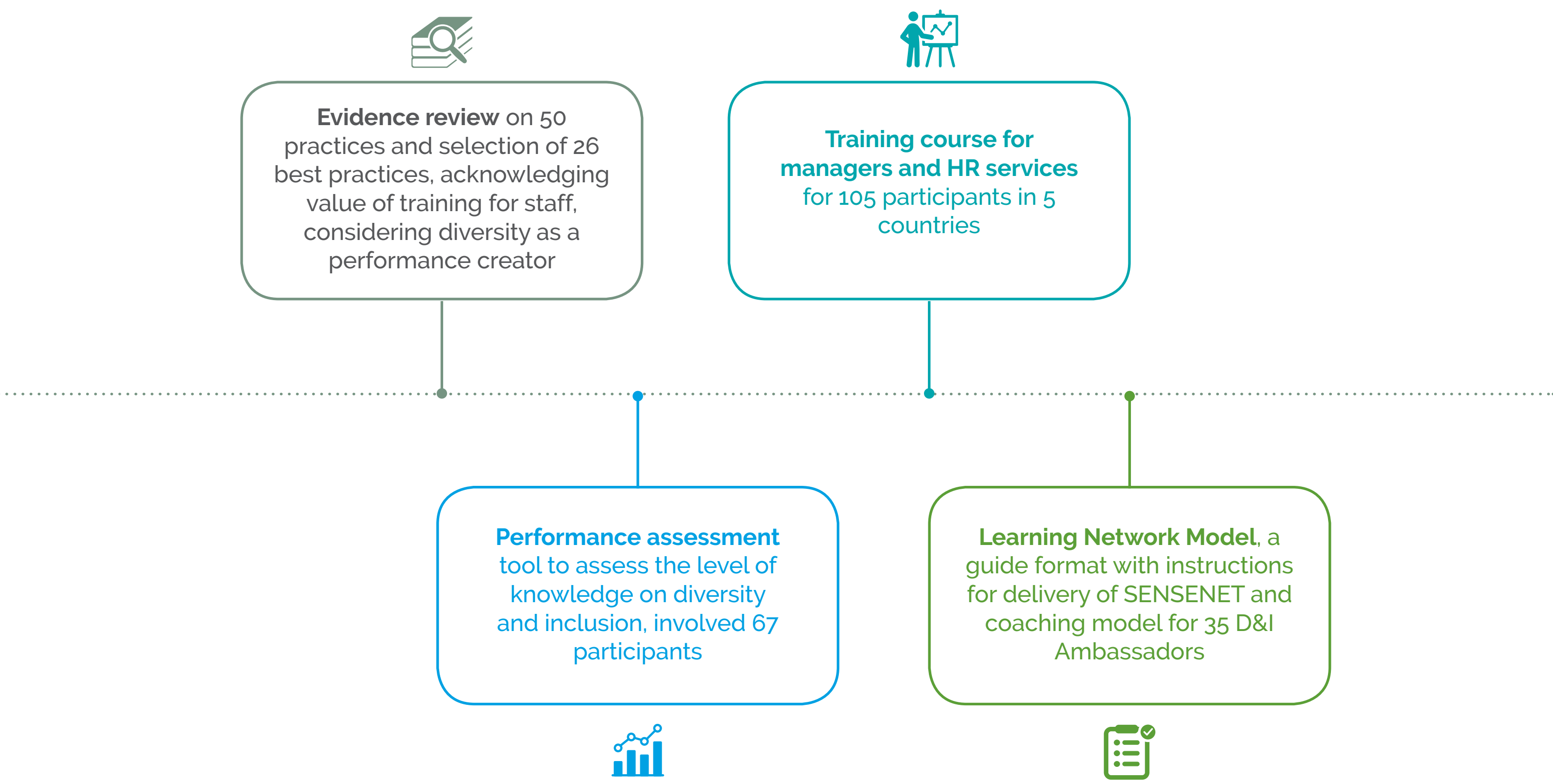
About SENSENET

The SENSENET project aims to increase the skills of managers and human resources staff from Social Economy Enterprises and Organizations (SEOs) in diversity and performance management. The expected outcomes of SENSENET are an increased:

- Awareness on diversity and its benefits;
- Capacity to assess SEOs' managers and HR learning needs;
- Capacity to deliver training courses, fostering diversity in the recruitment and management procedures of SEOs;
- Sustainability and performance focused on improved relationships with other employees.

The results expected to drive the above-mentioned outcomes are 4 Intellectual Outputs, developed and implemented throughout the project lifetime:

Figure 1. RESULTS OF SENSENET (2017-2020)



The SENSENET Learning Programme

SENSENET consortium believes that the direct involvement of managers and HR brings benefits for SEOs, creating trust and collaborative relationships; indirectly, this training process supports SEOs' productivity and employment stability.

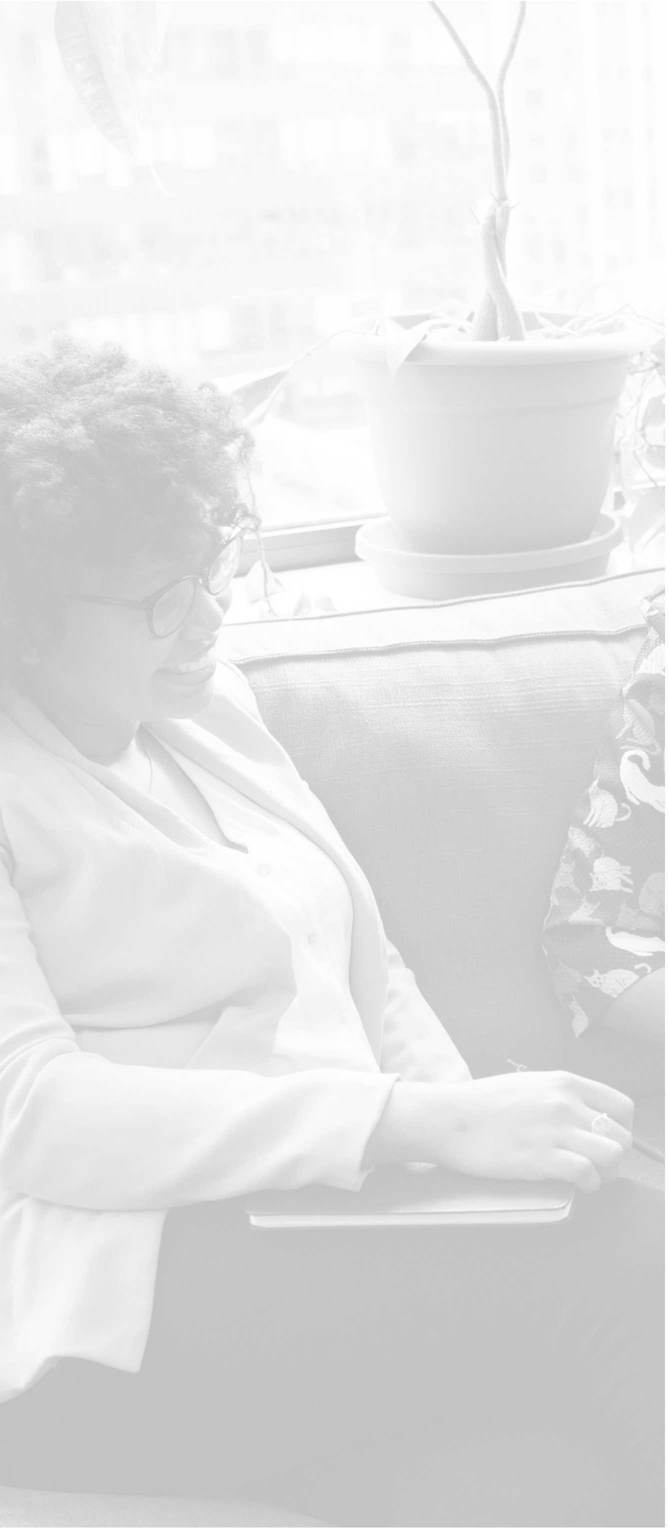
The *SEOs' Managers and Human Resources Learning Programme* (from now on, called SENSENET) aim to provide SEOs' managers and human resources with the required skills to implement diversity in their recruitment and management processes. This Learning Programme is composed by the training standards guidelines, the course curriculum and the learning units with set of learning materials, that were developed by all partners in collaboration and tested in pilot courses delivered between January and February 2020[1], to a total of 105 participants.

The SENSENET pilot training courses were delivered in 5 countries[2], working on subjects such as the business case and policies for diversity and inclusion, inclusive leadership, among others. The development of the Learning Programme was achieved through:

1	Definition of learning units, linked with the dimensions of the Performance Assessment Tool.
2	Creation of the course curriculum with contents, learning outcomes and methods.
3	Creation of learning materials for each topic to be addressed, including presentations and quizzes to be delivered online and activities and group dynamics.
4	Internal validation of the produced materials (Alpha phase)
5	Translation of all materials created in all 5 languages.
6	Dissemination and scouting of participants via partners' networks, social media and other available channels.
7	Delivery of pilots in 5 countries, considering a reflection process (Beta phase).
8	Reporting on descriptive information of each partner pilot, with 1 compiled report.

[1] For more information about the pilot courses delivered, please check IO3 Compiled Report, available on the SENSENET website.

[2] English, French, Danish, Italian, Portuguese and Romanian.



The process of delivering pilots (as mentioned on step 7) covered four tasks required by participants to adopt a full and comprehensive approach to foster the implementation of Diversity and Inclusion in their organizations (see Figure 2).

Figure 2. Reflection process for pilot delivery

Participants complete the Performance Assessment Tool

Participants perform all tasks online (presentations and quizzes)

Participants actively engage in face-to-face group work

Participants evaluate the course contents and activities

The purpose of this Learning Programme manual is to compile the knowledge obtained during the piloting phase, so that whoever uses the Learning Programme can develop the SENSENET training course in their organization and in countries in which the materials are translated . This manual is essential to disseminate the results of the SENSENET project and to promote its sustainability and adaptability over time.

The SENSENET Training Course: replication tips & tricks

Replication is the process of reproducing the same stages and activities to achieve the comparable results with the original event. Some conditions are deemed necessary to ensure the replication is successful, such as the clear and organised information, the availability of people who are qualified to replicate, the data evidence of the efficacy of the original process, the provision of continuous assessment measures, among others.

There are 3 steps to follow for the replication process of SENSENET training:

Each step includes activities and tools to use, which can be found within SENSENET project. Some information was not covered in terms of specific instruments, but partners came across with common agreements, for instance regarding the profile of trainers or the how to plan each session.

Follow each section ahead for each step to find out the specific activities within each one. At Annex 1 you may find a complete checklist that covers the full process and supports the replication of SENSENET Learning Programme.

Training contents

1. Training contents

The first stage of the replication process begins by asking: What is the profile of the participants in the training course? What are the training needs of the participants? How to select the most suitable learning materials? How to define and create assessment measures? The answers to these questions allow the process to be sequential and respond in the best way to the people to whom the programme is intended.

D&I issues are an increasing priority among social economy organizations, thus it is expected that participants in SENSENET Learning Programme are entitled to make changes in their organization regarding the processes of recruitment, development and retention of staff, so that the contents learned in the course can be applied in their work context.

Participants' Profile

The training implementation must be directly linked with the profile of professionals interested in the take-up of SENSENET course. A well-identifiable 'market' need for SENSENET programme is crucial to draw the appropriate replication strategy, both to participants themselves and their organisational context. Getting to know the profile of participants in terms of their background and training needs ensures that the contents selected are appropriate and meet participants' expectations.

During SENSENET project, the pilot courses involved mostly managers, human resources services and professionals responsible for managing social services, with responsibilities in some or in total of recruitment processes (even not totally in HR management):

105 participants
Managers or directors of social economy organisations
Recruiters
Social workers with responsibilities in recruitment
Advisors
Other roles

One important outcome of piloting was that participants shall have a direct link and associated job role and responsibilities to effective implement D&I activities after completion of the training.

Training needs

Within SENSENET project, the intellectual output 2, the Performance Assessment Tool offers the adequate instrument to assess the level of knowledge of participants about Diversity and Inclusion (D&I), not only in terms of theoretical concepts but also concerning the effective implementation of actions in participants' organisations. The participants' profile in terms of their learning needs is an important activity of SENSENET.

Learning units and activities

The SENSENET course curriculum composes of 6 learning units (modules) to be delivered using face-to-face and online activities. The complete version of this course curriculum can be consulted in Annex 2. These are the 6 learning units:

D&I Business Case

D&I Policies and Plans

Attract People

Develop People

Retain People

Team management

The learning materials created cover different type of materials considering their purpose, ranging from presentations, exercises/ group activities or documents for further reading. In Annex 3, one may find the description of all learning units and the activities foreseen. Any organization implementing SENSENET training course can adapt the activities and order of activities to make it appropriate for their target groups and needs. The contents that are made available online are more theoretical concepts and documents that participants may be interested in analysing, while group activities are suitable for face-to-face sessions.

Assessment measures

The assessment measures are a crucial step to check whether the process implemented reached the target goals and participants achieved the learning outcomes. Organisations are free to consider internal tools and instruments already in place, but SENSENET project provides some recommendations on how to consider the evaluation of the training course.

As a first insight, the training evaluation shall plan the impact assessment, meaning a way to identify changes in the knowledge of participants and predictably, in the way they manage D&I in their organizations. SENSENET project offers the opportunity to use the Performance Assessment Tool to make this comparison before and after training, considering the post-assessment as the impact assessment (follow-up).

The assessment measures designed for SENSENET are:

1

Ex-Ante

Performance Assessment Tool:

- Assess the competences and knowledge about diversity and inclusion.

2

On-Going

Learning Log:

- Initial situation
- What I have learned
- What actions I will develop with what I learned
- Quizzes

3

Ex-post

Satisfaction Assessment on:

- Organisation;
- Online Platform
- Training experience
- Modules
- Trainers

4

Impact

Assessment on:

- Resubmit the assessment tool 3 to 6 months after the training to measure the impact.
- Impact survey on changes

The impact assessment might include additional feedback from participants in terms of quantitative and qualitative data, considering understanding the D&I and its benefits, changes occurred, or the skills and competences acquired. At Annex 4, you may find templates for the Learning Log, Satisfaction Survey and Impact Survey.

Training Organisation

2. Training Organisation

Having an inclusive environment in the organisation supports creativity and innovation, improves workplace conditions with positive effects on the employees' performance, motivation and health, increases organisational performances and, more generally, it helps organisations to be more sustainable in their actions and more competitive on the market. There is the need of Social Economy Organisations to access effective tools to support their growth and development, as usually managers and human resources services are left out from post-qualification training and they lack knowledge on how to be more socially inclusive and responsible in their recruitment processes and management.

In this sense, the organisation of a training course to address the topic of Diversity and Inclusion needs to be handle with care and attention. Several issues need to be reflected and planned: who can implement this (type of providers)? How long should it last (duration)? How can be approached (full extent or single unit)? Or what format works best? and what VET recommendations should be attained?

The experience carried out by SENSENET piloting identified the key aspects on training organisation:

Type of providers

The SENSENET training course can be delivered by:

- Private and public organizations working in the training field (taking in to account the national context and legislation);
- If in partnership with training providers:
  - *Organizations advocating for Diversity and Inclusion programmes and initiatives;*
  - *Umbrella organisations for social economy.*

Those are key organisations which can mainstream the SENSENET training and spread it through different social economy organisations and thus, enhancing diversity and inclusion in the workplace.

Duration

Regarding training duration:

- Keep in mind the availability of potential participants;
- how prepared they are for online training through specific platforms;
- Check if the training hours match with what professionals are used to or if there is a special policy that assure, they will invest time.

Approach

The SENSENET pilot experiences were very different in terms of training duration, especially due to different levels of maturity in terms of D&I, but also considering availability of participants. From that, it is important to remark that the programme can be deliver in several ways, such as:

Type	How
Full Training Package	Contents and activities created it is important to have face-to-face sessions and activities, and online capsules, like the Portuguese experience, covering full 36 hours.
Mixed	Provide the online contents and deliver a session to apply those contents received as the Romanian piloting.
Online	Deliver the online contents, as a more theoretical approach.
Sensitization sessions	Conducting short awareness sessions for D&I matters. The subjects discussed in the modules are presented in a succinct way.
Conference	Academic or institutional space where the added value of a training program is presented.
Learning Units	Work in specific learning units, specially targeting awareness about D&I, it is important to use short workshops such as Danish, French and Italian experiences.

The SENSENET course curriculum tested and validated (see Annex 2) envisages 36 hours of duration, including face-to-face sessions and online contact with materials.

Format

The SENSENET Training course offers a range of learning materials that can be organised and tailored into different learning formats. This training can be carried out in three formats:

- **Face to Face:** classical training sessions, dedicating specific time for the presentation of all the concepts and activities. **Benefit:** increased group interaction. **Risk:** time consuming.
- **E-Learning:** online access to documents, papers, information about D&I and quizzes. **Benefit:** at learners' own pace. **Risk:** reduced impact on changes.
- **B-Learning:** mixing online and face-to-face activities to make out the most of the two approaches. **Benefit:** increased group interaction while effectiveness of time. **Risk:** less consolidation of theory.

While allowing for tailoring to the different learning formats or approaches, it is advised that the SENSENET Training course brings added benefits of using B-learning to capture the experiences of participating SEOs and increase their engagement.

VET Considerations

Following Vocational education and training (VET) recommendations at EU level, it is important that providers pay special attention to the existing legislation in their country regarding training standards and develop the course accordingly. It is advisable that a certification system is applied to attest those participants that duly complete the training and achieve its objectives.

As a training provider, if participants are from other EU countries, there might be the need to issue an Europass Mobility certificate. You can check more about this at: https://europass.cedefop.europa.eu/documents/european-skills-passport/europass-mobility.

Trainers

3. Trainers

One key aspect in the replication of SENSENET training course is the selection of the adequate trainer to implement the training contents and activities. The provider can have the administrative capacity to organise the training, but the allocation of skilled trainer(s) is crucial. One additional issue to think about is the involvement of 1 trainer or more, either working as a team or either by inviting some specific persons to share the experience as a case study. There are three key questions to consider: What should be the trainer's skills and experience? What are session plans and how to apply them? and How to use of online platforms (e-tutoring)?

In any case, as a core requisite, trainers must be people with experience in the subject of Social Economy, Performance Management and/ or Diversity and Inclusion, with experience in training. Certification in andragogy and experience in adult education varies in each country, so a formal recognition is not mandatory, but it is advisable that providers are able to confirm the capacity to manage groups, facilitate online contents or support the learning process.

Trainer's skills and experience

The SENSENET pilot trainers were the project partners' staff members who were working on the development and implementation of the project. Their profile in terms of education and experience is schematised below:

Education	Experience
Economics	Workers in D&I affairs
Entrepreneurship	Anti-discrimination professionals
Human Resources	Trainers
Social Sciences (diverse fields)	Social Entrepreneurs
Andragogy and pedagogy	

It is important that trainers can provide at the same time both knowledge on performance management in social economy and Diversity and Inclusion practices. If one cannot find a relevant trainer, the best option will be to create a team of trainers to deliver the training together. ***This solution can also be used if not all trainers have a specific certificate (procedure in some countries) for training.***

Session plans: preparation of each meeting

The session plan provides a structured way in which trainers can organise and prepare each learning unit, by selecting and displaying each learning activity sequentially. It gives an overview of the activities to perform and supports trainers in ensuring timing is respected whilst covering all the necessary topics and contents. For each session, a session plan can be created that considers:

1. **Name of the training course**
2. **Learning unit and number of sessions:** It is possible that each learning unit has more than one session, so that information has to be clearly outlined.
3. **Format:** describe whether the session plan is for an online or face-to-face session.
4. **Duration:** the total time of the session to be able to define the timing of each activity.
5. **Objectives:** which specific course objectives will be achieved with this session.
6. **Learning outcomes:** results gained after the session.
7. **Training methods:** methodology applied (e.g. demonstrative, interrogative, active).
8. **Topics covered:** contents to be addressed in the session.
9. **Activities:** description of each activity to carry out in the session, be it theoretical or practical activities.
10. **Resources:** for each activity, what materials are necessary (e.g. computer, projector, pens, paperboards, post-its).
11. **Evaluation methods:** what type of assessment is foreseen.

Using Online Platforms

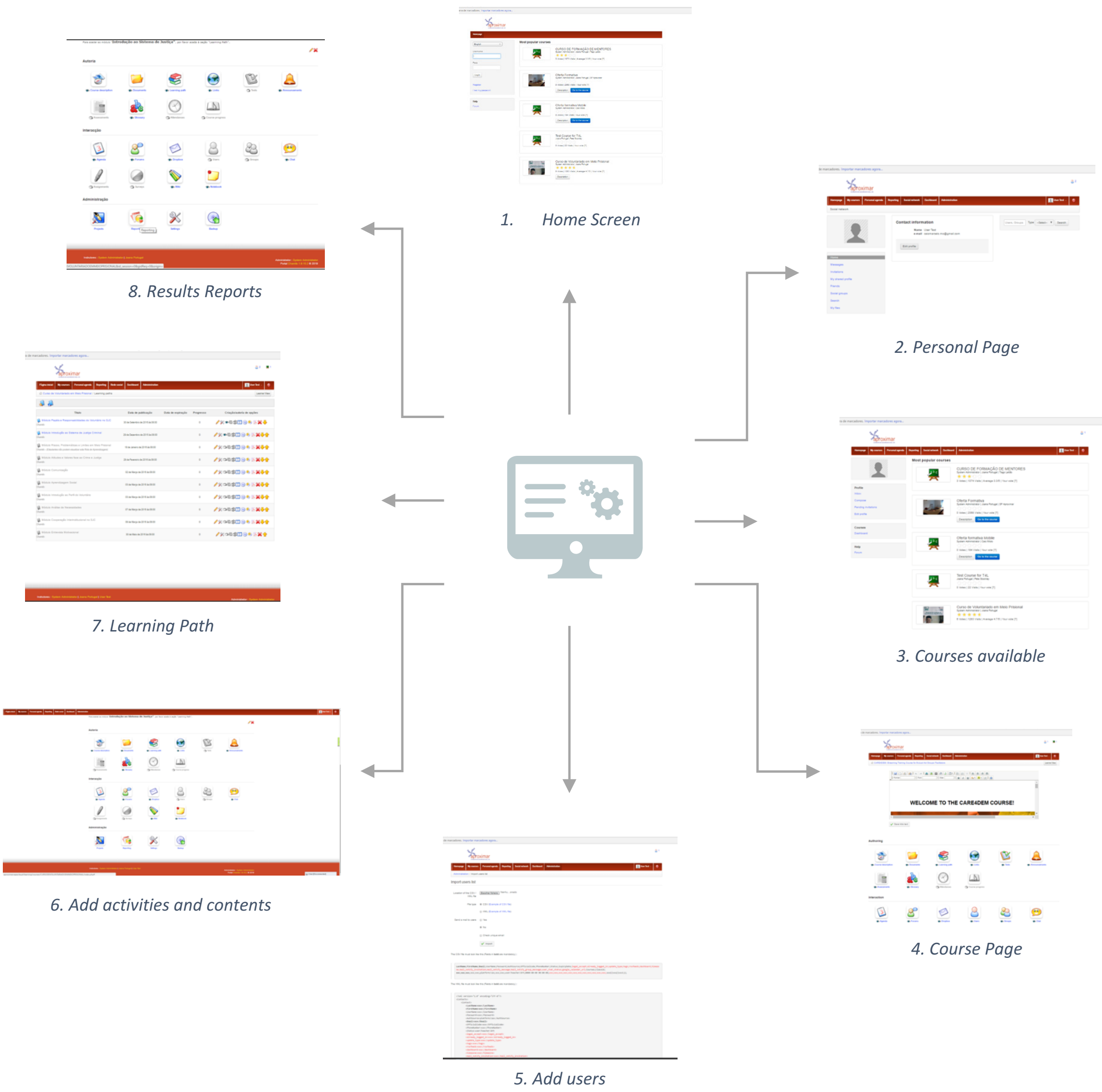
Online platforms can be used to create a more interactive course, but also can be only a repository of information. Providers of SENSENET training must decide the type of use they intend to give to the training online platform. Being for repository, the online platforms offer little interaction and lower engagement levels from participants, but they are the 'library' space to collect and download materials from training. If a more interactive option is chosen, then trainers shall master its use and take the most advantages of online training.

When using online platforms, trainers need to ensure a flow on the information covered by online and face-to-face activities/ sessions. One way to get this is to fix small time to access less contents online and short face-to-face sessions dedicated to each learning unit, despite this will expand the duration in length (for example, lasting for several weeks). This flow is also achieved by trainers bearing in mind certain guidelines, such as:

- Dedicate a portion of face-to-face meetings to review the concepts introduced online to avoid passing over items needed;
- Introduce the review/correction of quizzes either by using online interactivity such as forums or at face to face, it is important that quizzes are analysed, and any doubts are solved.

As an example, SENSENET partners used a Learning Management System (LMS) from partner Aproximar (Aproximar Capacita). The use of this LMS allows to have multiple users, access to static contents (documents, presentations), forums to run conversations on relevant topics, or to issue reports on attendance or visualisation. The features of this LMS are compiled in Figure 3.

Figure 3. Features of Online Platform used (Aproximar Capacita)



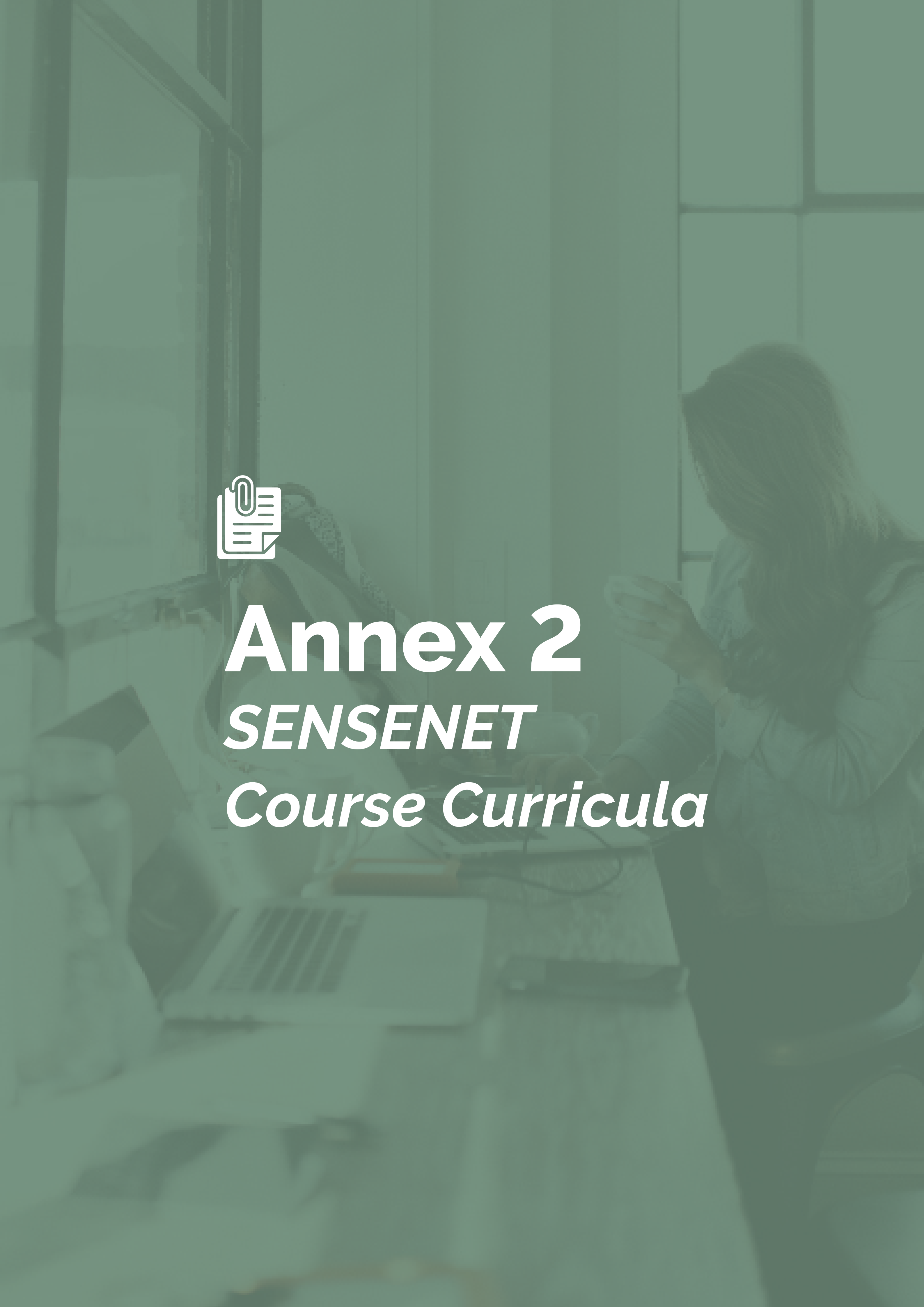
(1) "home screen" to log in and (2) Personal Page with the trainee agenda and how to change personal data and password. Each organizer was capable of change (3) course' descriptions, (4) add users, (5) create content-activities and quiz to easily deliver the online contents to the participants. In the end of the pilot course, trainers could (7) extract reports about the completion of modules and activities, send messages to participants and exchange ideas and debate.

Annex 1

Check-List for Replication

Areas	Steps	Activities	✔
Training Contents	1.Define Participants Profile	Define the characteristics of the participants (experience and need).	☐
Training Contents	1.Define Participants Profile	Prepare marketing actions targeting the profile defined	☐
Training Contents	2. Training Needs	Deliver the Performance Assessment Tool to people interested in diagnosing their needs regarding D&I	☐
Training Contents	2. Training Needs	Analyze the position of respondents (paying special attention to the professional roles of participants, it is important that they are people who have the autonomy to implement D&I plans)	☐
Training Contents	3. Learning units and activities	Analyze training modules' plans and learning materials to determine what you must adjust to fit trainers needs and to create their learning path.	☐
Training Contents	3. Learning units and activities	Select appropriate activities to complete online and in-class sessions, and the necessary changes to presentations (bear in mind minimum requirements)	☐
Training Contents	4. Assessment configuration	Promote the online performance assessment tool	☐
Training Contents	4. Assessment configuration	Send the tool to group of participants that will receive training to run initial assessment	☐
Training Contents	4. Assessment configuration	Analyze knowledge, skills, attitudes awareness and highlight results of skills that have lower scores in the performance assessment tool	☐
Training Contents	4. Assessment configuration	Deliver a learning log that place the initial situation, what have learned and what actions will be developed for each participant.	☐
Training Contents	4. Assessment configuration	Creation and application of a quiz for each module.	☐
Training Contents	4. Assessment configuration	Application of a satisfaction assessment questionnaire in the end of the training (assess organization, online platform, training modules and experience and trainers)	☐
Training Contents	4. Assessment configuration	Deliver 3 or 6 months after the training an impact survey which assess the understanding od D&I and its benefits, addressing needs, changes occurred, attractiveness of tools and approach and improvement of skills and competences.	☐

		Retake the performance assessment tool 3 or 6 months after the end of the training course.	☐
Training Organisation	5. Type of providers	Verify if the organisation that provide the training respond to the legal aspects for training.	☐
	6. Duration	Be clear about the real duration of the training (taking into account the online and face-to-face work).	☐
		Define a training timetable according to modules' plans and participants availabilities.	☐
	7. Approach	Choose the best approach and format for the target participants (define a training plan that presents the participants, methodology, format, modules, workload, learning outcomes and assessment)	☐
	8. Format	Analyze the benefit and risk of each format and adequate the format to the learners needs and availability.	☐
		Decide how to deliver online contents (online platform to be used).	☐
	9. VET Considerations	Follow Vocational education and training (VET) recommendations at EU level.	☐
		Follow country legal recommendations regarding vocational education and training (VET)	☐
Trainers	10. Trainers selection	Select place and trainers (assess the CV of trainers)	☐
		Consider to set a calendar for trainers to accompany learners or support and interaction	☐
	11. Requirements	Preparation of session plans for each meeting (face-to-face)	☐
		Understand how to use an online platform.	☐
		Follow the course curricula and programme defined.	☐
		Reporting the results and needs to improvement.	☐



Annex 2

SENSENET Course Curricula

Course Curriculum to Train Managers and Human Resources from Social Economy Organisations in D&I

Intended audience

- Managers and Human Resources' staff from Social Economy Organisations and Social Enterprises.
- Keywords and Glossary
- Diversity; Human Resources; Managers; Performance; Social Economy.
- Language of instruction
- English; Danish; French; Italian; Portuguese; and Romanian.

Course delivery

The training course will be an object-based learning, which means the delivery can be tailored to fit within a portfolio of learning materials, session plans and training activities to be used with flexibility according to countries' and training group needs. Therefore, training providers can easily configure training courses in terms of length/duration of face-to-face/online sessions or learning materials to be used, according to what learners already know or skills they already have.

Learners must attend online sessions before beginning face-to-face sessions:

- Online sessions will provide the theoretical knowledge on different aspects of performance and will take place via an e-learning platform;
- Face-to-face sessions will focus on clarification of theoretical knowledge, debates and sharing experiences, and mainly on practical exercises such as role-plays, group dynamics or group assignments.

Objectives

The purpose of this training course is to provide Social Economy Organisations' (SEOs) managers and human resources with the required skills to implement diversity in their performance processes, namely by fostering their employees' inclusion and employment retention.

The SENSENET project covers different priorities in an integrated way: to develop effective learning paths, by using digital era tools in order to foster inclusion of vulnerable people by preparing SEOs' managers and human resources to better get them on-board.

Learning outcomes

At the end of the training course, learners will be able to:

- Recognize different strategies to increase the sustainability and performance of Social Economy Organisations;
- Identify recruitment and management procedures which can be implemented to attract, welcome and retain vulnerable workers;
- Recognize the benefits of diversity in the workplace;
- Identify strategies to improve the relationships between SEOs' managers and human resources with other employees.

Course content

Learning Unit/ Module	Contents
I. D&i Business Case	• Why it is important to work on D&I? • Hints on how to change the organization boards and include diversity within them • Setting the mood: change management and the role of the leader
II. D&I Policies	• Mission, Vision and Values • Plans and Actions • Innovative programmes/ methodologies • Preparing the road: change management and the role of the leader
III. Attract People	• Recruitment procedures • Welcoming and on boarding processes • Change management and the role of the leader
IV. Develop People	• Career paths • Training • Work life balance • Change management and the role of the leader
V. Retain People	• Retention policies and methods • Change management and the role of the leader • leader
VI. Team Management	• Inclusive leadership • Internal communication • External communication • Change management and the role of the leader

Learning hours

The total amount of pedagogical contact is 36 hours, including online access to theory, class training/ practical sessions and final evaluation (impact is not considered).

The distribution of hours between online and face-to-face can be adapted according to the profile of learners (e.g. level of experience or professionalization). Here is a proposal of timetable:

Type of session / Modules / Contents	Hours		
	Face-to-face	Online	Total
I. D&i Business Case	3	1	4
II. D&I Policies	3	2	5
III. Attract People	6	2	8
IV. Develop People	6	3	9
V. Retain People	4	2	6
VI. Team Management	2	2	4
TRAINING SUB-TOTAL	**24**	**12**	**36**
COACHING SUPPORT[3]	16	8	24
TOTAL	40	20	60

Learning methods

The training course will use Information and Communication Technologies (ICT), gamification, formal and informal learning strategies, with a work-based orientation to promote learners' achievements.

Within the e-learning platform (ICT), learners will be able to locate learning materials such as presentations, research papers and other relevant publications. Learners can be asked to provide written assignments to assess their overall understanding of core concepts.

During face-to-face sessions, the relevant concepts will be supported by practical examples, and learners are encouraged to share their experiences. Discussion based on the practical examples will also take place using case studies, role-plays and other active techniques.

[3] The coaching support is an additional feature supported by the intellectual output 4, Coaching model; it was not mandatory during pilot courses.

Assessment method

The evaluation process is based on four activities that evaluate the whole process (online and face-to-face sessions):

- Self-assessment of competences (pre and post training), according to Performance Assessment Tool and their perception of skills acquired, performed before, immediately after training and 6 (six) months after training (impact) – based on Intellectual Output 2;
- Final evaluation regarding the completion of training assignments, punctuality and assiduity, personal relationships with colleagues, among others;
- Evaluation of the training course in the perspective of learners and trainer, regarding logistics, contents, administrative support and the overall b-learning process;
- Impact assessment to identify the benefits of the training course in learners' performance, not only based on their self-assessment of competences, but also taking in consideration what learners perceive as achievements derived from training.

At the end of the programme, the partner organization will provide a certificate. This training certificate will be issued according to each partners' national training standards.

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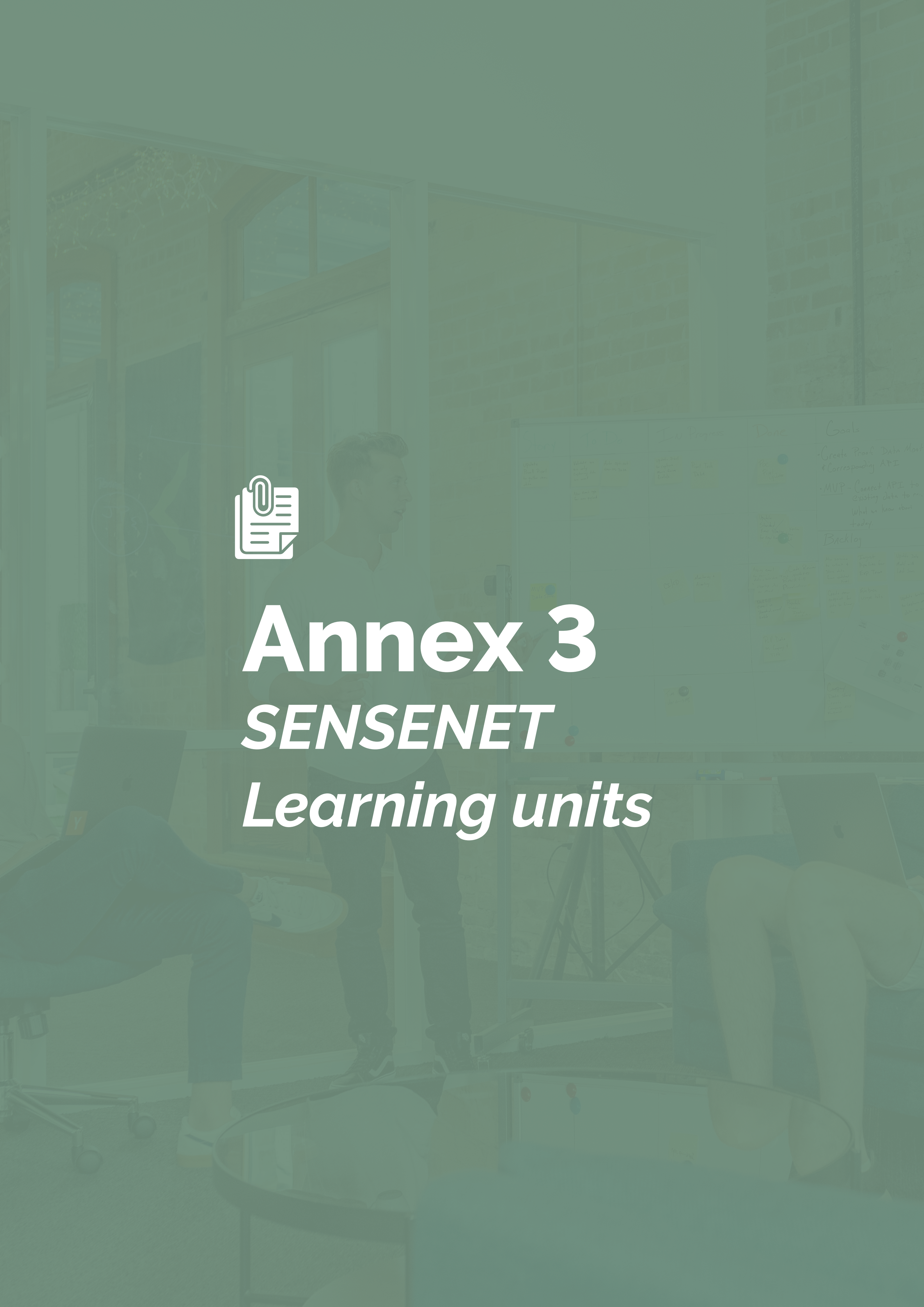
Code of conduct

It's requested that learners regularly attend sessions and arrive punctually. Class participation is desirable to enhance the achievement of learning outcomes.



Annex 3

SENSENET Learning units

	Presentations Power-point format to be delivered in both format: online and/or class sessions. Presentations must be short (taking no more than 15 to 20 minutes to read) and simple, using topics, diagrams and other dynamic techniques
	Group Activities Exercises for learners to consolidate knowledge acquired. It might be barnstorming or other tasks/activities to improve knowledge, skills or attitudes. It requires that learners give an answer (e.g. watch a video and comment his personal point of view) or perform an activity (e.g. role play, group dynamics).
	• Documents or videos • Relevant information for learners to read and keep, or to work on.

Learning Unit 1	Diversity and Inclusion Business Case	
Timing	**Total: 4 hours**	• Online: 1h • Face to Face: 3h
Reflect on diversity in the society today by defining jointly this concept	Defining Diversity	**Group Activity:** Brainstorm on the definition of Diversity (Iceberg exercise): • 1° Each participant must write down on post-its a few words relative to the concept of diversity in his mind. • 2° Include the notion of "Diversity Iceberg": the trainer, using the words related to diversity expressed by participants, might include them in the "diversity iceberg". For this, it is necessary to draw an "iceberg" on a paper board and divide, with participants, the post-its between above and below the "waterline of visibility". • 3° With the participants, the trainer tries to draw together a definition using the various words given.
Focus on the reactions, attitudes and behaviours that may result from the existence of these differences within a community/organisation.	Differences leading to Stereotypes & Discriminations	**Group Activity:** • Discussion about grounds of discrimination: • 1° What is discrimination? • 2° What are the existing grounds of discrimination?
Define inclusion and its impact on organisations performance.	Inclusion as an answer	**Document:** definition of inclusion + video ("Inclusion starts with I", Accenture)
Reflect on the arguments to convince its ecosystem of the benefits of diversity and inclusive practices	D&I Business Case Diversity &Inclusion Adopting a Diversity and Inclusion approach	**Presentation**
Make participants build their own business case. Indeed, to be effective, a business case must be tailored to one's organization context.	Build your business case	**Document:** Steps to build a business case
Have tips in order to involve all the employees of an organisation in the D&I process.	Engagement and consultation	**Document:** Ideas of actions to implement to ensure teams' involvement in the D&I process
Reflect on the inclusiveness of the boards / decision-makers of social economy organisations.	How to have a more diverse board	**Presentation**

Learning Unit 2	**D&I Policies and Plans**	
Timing	**Total: 4 hours**	• Online: 2h • Face to Face: 3h
Learning Outcomes	**Topics**	**Activities**
Defining D&I initiatives and instruments	Defining D&I Initiatives: D&I Policy; D&I Statement; D&I Plan; D&I Actions	**Presentation**
Understanding the different use and implementation of each D&I initiative and instrument presented	Inclusion as an answer	**Presentation**
Understanding which preliminary steps to be undertaken before drafting a D&I plan strategy	Introducing D&I initiatives in your organisation	**Presentation**
Understanding which costs and which benefits have to be kept into consideration when implementing a D&I plan	Costs & benefits of implementing a D&I strategy	**Presentation**
Understanding which indicators can be considered to monitor the implementation of the D&I plan and its improvements	How to measure the advancement of your D&I plan	**Presentation & Reflection:** "Think D&I in your organisation in 2 years from today'
Understanding how to assess strengths and weaknesses of the organisation to build an effective and efficient D&I plan	Analysing the organisation's strength and weaknesses	**Group Activity:** *D&I Plan* 1° Introduction of instruments (such as checklists) to help the participants identifying the main priorities areas for their action with the D&I plan. 2° participants will be divided in small groups to discuss together a list of sentences describing a fictional organisation. The groups will have to identify at least 2 strengths and 2 weaknesses. 3° The groups will discuss and confront in plenary the results emerged in each small group.
Understanding the steps and key elements for drafting a D&I plan Get familiar with drafting a D&I plan from the scratch	Drafting a D&I Plan	**Group Activity:** *Draft D&I* 1° participants will be divided in small groups (max. 3-4 pp) to draft a D&I plan on provided data from 3 fictional organisations; • if participants prefer, they can draft the plan directly on their own organisation. 2° The groups will present their draft D&I plan to the rest of the class and participants from other groups will be encouraged to give feedback and suggestions or to point out any criticality.

Learning Unit 3	Attract People	
Timing	**Total: 8 hours**	• Online: 2h • Face to Face: 6h
Learning Outcomes	**Topics**	**Activities**
Identify the stereotypes related to social economy;	Social Economy 1. Characterization of Social Economy 2. Stereotypes in Social Economy 3. Stereotypes about Social Economy Sector 4. Stereotypes about work in Social Economy 5. Stereotypes about Social Managers 6. Stereotypes about Volunteer work 7. How Social Economy Organisations (SEOs) can reverse negative stereotypes	**Presentation**
	Reverse stereotypes	**Group Activity:** *Reverse Stereotypes* 1º Divide participants into groups (3 to 4 people per group); 2ºEach group works on one of the different types of stereotypes: • The social economy sector • Work in this sector • Sector managers • Volunteer work 3º Each group must share ideas about the stereotypes found in each type (remember the theoretical contents), being able to add more. 4º They must identify effective strategies to reverse these stereotypes. 5º Share on the wall so that all participants can get different ideas to introduce in their contexts.
Acknowledge the importance of external communication for better attraction of people	Attract People 1. Social Economy needs people 2. Attract diverse candidates 3. Diverse talents on Social Economy Diverse workplace	**Presentation**
Recognize the need and value to attract diverse people;	Inclusive & Diverse recruitment & welcoming 1. Definition of recruitment 2. Diverse & Inclusive recruitment 3. Understand and work bias in recruitment 4. Welcoming & On boarding Process. *The role of managers*	**Presentation**

Learning Unit 3	Attract People	
Understand and replicate D&I recruitment processes	Recruitment	**Group Activity:** *Job advertisement* 1° In groups, trainees write a job offer for an organization. 2° Discuss some specific aspect of the job offers that organizations have and give some tips on language and transparency 3° Use online platforms, if necessary, to ensure that unconscious bias has not been used in the job offer.
	Unconscious bias	**Group Activity:** *Interview role-play* 1° 2 trainees simulate an interview, while the rest observe and take notes 2° repeat the experience in 2 different scenarios with different trainees. 3° In the end, observers share their opinions, the trainer writes down key ideas from the discussion.
		Group Activity: *Unconscious bias* 1° Each trainee writes on paper 5 words that represent him "positively". 2° The paper remains completely anonymous and everyone places the paper on the same wall. 3° Participants write on all sheets, except on their own, next to each "positive" word, a negative word, the negative equivalent that makes sense to them in relation to that word. 4° Discuss with participants: What do these negative "equivalents" mean to them? What do the others who wrote these negatives now associate with the person they know?
		Group Activity: *Control unconscious bias* 1° in group, the trainees identify practical measures and actions that they already do and that can still be done in their organizations - or in general in the social economy. 2° Sharing and discussion.

Learning Unit 4	Develop People	
Timing	**Total: 9 hours**	• Online: 3h • Face to Face: 6h
Learning Outcomes	**Topics**	**Activities**
Identify the stereotypes related to social economy	Advantages of a positive work environment for employee's growth and development	**Video:** *Introduction/definition of development people*
		Group Activity: *Benefits of a positive environment* 1º Ask to each participant list the main benefits of a positive work environment; 2º Discuss in group the main benefits refered.
To identify and apply different strategies to improve employee's performance by eliminating the negative factors	Introduction of PERMA model to improve employee's wellbeing and create a positive work atmosphere	**Group Activity:** *PERMA model* 1º Present the PERMA model developed by Martin Seligman as a tool that can be used inside the organisation by Managers or HR staff to identify measures to take to improve the employee's wellbeing. **The PERMA is an acronym that comes from:** ***Positive emotions:*** mental/self acceptance/autonomy ***Engagement:*** Work life balance/ Environmental ***Relationships:*** Social/Collective/ positive relations ***Meaning:*** Purpose ***Accomplishment:*** Personal Growth 2º Participants in groups have to fill the criteria presented with various initiatives which might take within their organisation to promote the wellbeing of employees.
Be able to increase employee's performance by Introducing mentoring and coaching as good practices methods	Methods for people development: mentoring and coaching	**Presentation**
Be able to develop and apply an employee development plan	• Employee development plan • Document	**Video** Introduction about Individual Development Process
		Presentation

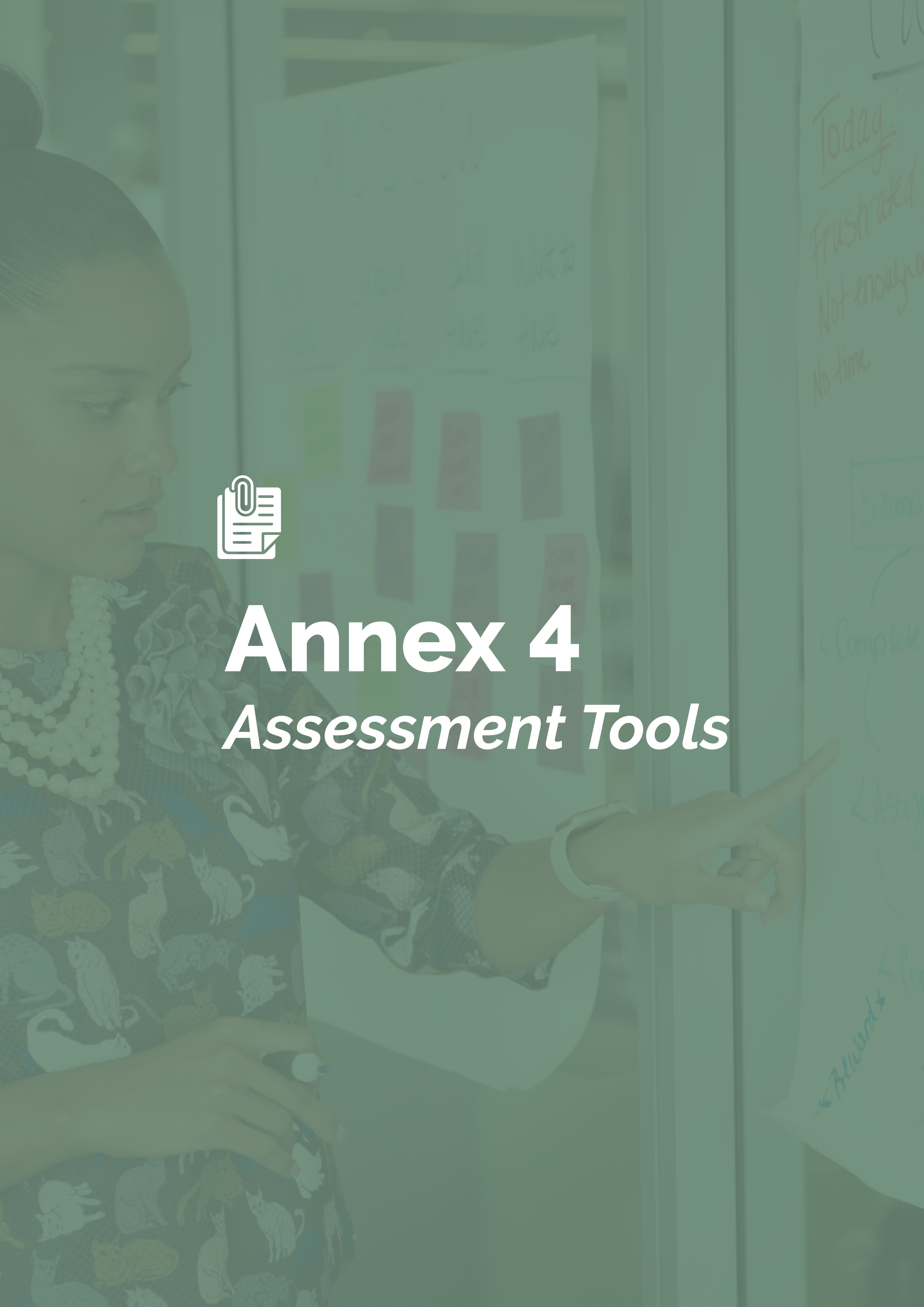
Learning Unit 4	Develop People	
Understand and apply different instruments for the career development of the employees	Career development	**Group Activity:** *Career Plan* 1º Each participant must think about his organization or his experience and define his career plan. a) Identify and establish personal and career development goals b) Assess work development needs c) Develop an action plan d) Make changes on the path to development act e) Evaluate the plan and make adjustments
Capacity to produce a concrete need analysis using the SWOT method	SWOT method to analyse the professional development needs of employees	**Group Activity:** SWOT analysis 1º Participants in groups must use the SWOT analysis to identify organization (example or their one organization) status in relation with the professional development of your employees. 2º Analyse current organization strengths and weaknesses, and think what the opportunities and threats are regarding professional need development of your employees. 3º Share and discuss with all participants.
Create awareness about the importance of the implementation of training programme	Employee training design	**Presentation**
Better understanding of the needs to introduce training for people development		
Demonstrate openness to new perspectives and diverse others. Recognize why and how diversity and inclusion conduct to people development	Promoting a positive & inclusive Work environment	**Presentation**
	The mentorship programme a method in developing people Document	**Document:** definition of the concepts and steps to implement a mentorship programme
	Mentoring tools	

Learning Unit 5	Retain People	
Timing	**Total: 6 hours**	• Online: 2h • Face to Face: 4h
Learning Outcomes	**Topics**	**Activities**
What can organizations do to retain employees and what makes a fantastic workplace	Strong communities and family cultures **Professionalism and team work** Independent attitudes, norms and values gathered under the company's common set of values **Focus on good results** **Retain Diversity on all levels:** • Passion • Innovation • Spaciousness and accountability • Professional pride. **Provide practical training** • Failure means development • Value-based management culture • Challange. Make all employees aware of the need for change	**Presentation**
Understand the turnover rate	Why do they leave?	**Video** Turnover Rate Demo that will teach you to calculate employee turnover rate https://www.youtube.com/watch?v=7oY8YmlyIUg
Change their legal structure to social enterprise prices which in that business model will have a greater opportunity to grow	SEO´s and SEE´s to work with: • retain people • resources, • size • and self-reflection of who they are as an organization	**Document:** Case Study

Learning Unit 6	**Team Management**	
Timing	**Total: 4 hours**	• Online: 2h • Face to Face: 2h
Learning Outcomes	**Topics**	**Activities**
Enhance your leadership capabilities through inclusion and diversity	1. Inclusive leadership concept 2. What can organisations do to develop Inclusive leadership? 3. Traits of inclusive leadership	**Group Activity:** *What makes a good leader for you?* 1º To begin this activity, there should be four (4) volunteering participants that are willing to take part in a role-playing game. a) One team member will play the role of an employee who has been late to work in the fictional work day imagined in the game, or has a recent history of having been late. b) The roles of the other three participants are to demonstrate three different styles of leadership - autocratic, democratic and laissez faire. 2º Show the following video (or other related) so that the team understands what team members what each of these style means. (https://www.youtube.com/watch?v=1AZMiq6Mg-k&app=desktop) 3º Discuss with the team members which of these styles they have experienced in real life. 4º Ask all participants to form a circle, and put two chairs in the middle of the circle. a) One chair will be occupied by the fictional employee and the other chair will be occupied by the leaders taking turns to display each leadership manner b) Ask the team member roleplaying the potential employee about how they felt. c) Ask the three different leaders how they felt leading in different styles and what they thought about the other two. d) And finally, ask the whole group to reflect on the different leadership approaches.
Improve the way to communicate as a team in an inclusive way	1. Why is inclusive communication important? 2. What is Inclusion? 3. Why to promote Inclusion? 4. D&I communication within your team	**Presentation** **Group activity:** Appreciating feedback 1º Present to the participants the correct ways to express yourself when giving feedback, such as: *'When you did… I felt….'* *'I noticed that when you said…, it made me feel…'* *'I really liked the way that you did… and particularly… about it.'* *'It made me feel really… to hear you say… in that way.'* *2º The participants will be split into two even groups, and then will stand in two lines, facing each other. One line will give feedback to the other.* *3º Afterwards, the roles will be switched.*

Learning Unit 6	Team Management	
		4° After the activity is over, ask the group how they are feeling after giving and receiving feedback. Talk about the ways they were able to express constructive criticism through feedback and how to receive it in a healthy way.
Understand traits of an inclusive environment	Traits to an inclusive environment	**Document:** *Case study – social enterprise*
		Group Activity: *Challenging stereotypes* 1° Talk about how a person can have an appearance that at first you are tempted to judge, based on previous perceptions of unconscious stereotypes that are in your mind. 2° Encourage participants to give examples, real life or fictional, where a person can seem as if they are only defined in one certain way, but they actually have more facets than can have more potential. 3° During this talk, the facilitator can draw the outline of a human being on the flipchart and write within its lines, some bad stereotypes heard in the conversation. Outside of the human being outline, write good qualities mentioned and other keywords that can conclude that anyone can have potential and that one single story is not the only one to be told.
Understand the definition of diversity and inclusion concepts		**Document:** *Focus areas of D&I in social enterprises and smaller businesses*

Documents for further reading identified above can be accessed on SENSENET website: http://www.sensenet-project.org/library.html.



Annex 4

Assessment Tools

I - Diversity Journey (learning log)

Name: ____ Date: ____________

Topic	Initial Situation	What I learned about this area	What concrete actions do I want to implement with what I have learned
Commitment to Diversity & Inclusion			
Attract People			
Develop People			
Retain People			
Inclusive leadership and communication			

II - Satisfaction survey

Name: ____ Date: _____________

Dear Sir/Madame,

Your feedback is very important for us, that's why we would like to ask you to fill in this questionnaire.

All the data provided by you is very important for the organizations responsible for the implementation of the SENSENET project and will be used to introduce possible changes and to improve project's results.

Thank you for your cooperation!

1. Please use the following scale to express your opinion, by circling the appropriate answer for each statement:

	Very poor	Poor	Medium	Good	Very good
How far the training content addresses the needs of the managers and HR staff					
To what extent what you have learnt during the training will be useful in your work					
To what extent was the course user friendly and interactive?					
To what extent was the e-platform easily accessible for you?					
To what extent did you find studying the e-platform helpful?					
How far does the training content can be transferable in daily basis					

2. Please indicate your level of agreement with the statements listed below:

	Strongly Agree	Agree	Neutral	Disagree	Stongly Disagre
1.1. Conducting the Session					
Participation and interaction were encouraged					
The content was well organised and easy to follow					
The training objectives were met					
The trainer was knowledgeable about the training topics					
The delivered exercises were useful and ispiring					
The information taken during the training will be further implemented within my organisation					
2.2 Organisation of the training					
The meeting room and facilities were adequate and comfortable					
The agenda was well prepared					
The length of the training was sufficient					

3. Please rate the following attributes of the training experience, by selecting the appropriate answer:

	Not satisfied	Somewhat Satisfied	Satisfied	Very Satisfied
Novelty of acquired information				
Clarity of the terms used				
Quality of information				
Adaptable to national context				

4. Modules Evaluation:

	Not satisfied	Somewhat Satisfied	Satisfied	Very Satisfied
4.1. D&I Business Case				
To what extent was the time allocated to Module D&I business case sufficient				
To what extent were the materials used for Module D&I clear and useful				
4.1.1. D&I Policies				
To what extent was the time allocated to Module D&I polices case sufficient				
To what extent were the materials used for Module D&I polices clear and useful				
4.2. Attract People				
To what extent was the time allocated to Module Attract people sufficient				
To what extent were the materials used for Module Atract people clear and useful				
4.3. Develop People				
To what extent was the time allocated to Module Develop people sufficient				
To what extent were the materials used for Module Develop people clear and useful				
4.4. Retain People				
To what extent was the time allocated to Module Retain people sufficient				
To what extent were the materials used for Module Retain people clear and useful				
4.5. Team Management				
To what extent was the time allocated to the Module Team management sufficient				
To what extent were the materials used for Module Team management clear and useful				

5. Overall, how satisfied were you with this training?

	Very satisfied	Satisfied	Somewhat Satisfied	Unsatisfied
Overall satisfaction				

6. Would you recommend this training to others?

☐ Yes ☐ No

7. What did you like the most about the training experience?	8. What aspects of the training could be improved?

Thank you for your cooperation!

III - Impact Assessment

The objective of this activity is to evaluate the impact of the training among the participants in the piloting training, namely managers and HR and at the organizational level, after 6 months of the training course.

SCALE: Please rate the following sentences: (1) To a small extent; (2) To some extent; (3) To a moderate extent; (4) To a great extent and (5) To a very great extent.

Topics	Scale				
Understanding the D&I and its benefits	1	2	3	4	5
To what extent has the programme had an impact on your organisation's vision/mission and objectives					
To what extent has the programme produced any difference in economical terms					
To what extent was the relationship between inputs and outputs timely, cost-effective and to expected standards					
To what extent your attitude related with implementing a D&I programme changed as a result of the training experience					
To what extent do you think the D&I programme is transferable to other contexts and stakeholders					
To what extent has the training programme raised awareness about D&I within your organisation?					
Addressing needs	1	2	3	4	5
To what extent did the program address the identified needs?					
To what extent was the programme work-based oriented?					
To what extent do you feel this training experience will impact positively in your work?					
To what extent do you think the programme created awareness and knowledge about stereotypes and discrimination?					
Changes occurred	1	2	3	4	5
To what extent do you think the training experience produced added value in your professional work?					
To what extent has the training experience produced changing in your personal life?					
To what extent has the intervention contributed to positive changes in the lives of participants?					

To what extent do you feel more confident in implementing a D&I programme?					
To what extent do you think the programme created awareness and knowledge about stereotypes and discrimination?					
Attractiveness of the tools and approach	1	2	3	4	5
To what extent have you found the produced materials, processes, resources useful in implementing D&I programme?					
To what extent have you found the D&I methodology innovative in terms of tools, process resources?					
To what extent do you think the tool, processes and resources will be helpful in your work?					
Skills and competencies	1	2	3	4	5
To what extent did you feel the training experience on D&I improved your skills in relation with vulnerable groups?					
To what extent were the D&I skills and knowledge relevant for your work?					
To what extent were the skills and knowledge relevant for your life?					
To what extent do you consider that you have learned something new or update your knowledge?					

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