

Diversity Conversation Club Facilitators' Guide Diversity Inside Out

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1. Project Overview

The Diversity Inside Out project aims to address labour market needs by narrowing the gap for marginalised individuals and groups who may feel disadvantaged in the workplace due to a range of factors, including age, sexual orientation, ethnicity, disability, religion, and any other factor that may lead to any kind of discrimination or prejudice. Recognising the value a diverse workforce brings to an organisation, especially post Covid-19, will break down stereotypes and misconceptions and bridge the existing gap between labour and social integration through innovative training and new methodologies. This can only be positive in the current economic climate, in ensuring sustainable organisations and sustainable communities as well as increased levels of happiness and general wellbeing.

There are 2 partners in the project, Inova Aspire in the Netherlands, and Jafnréttisstofa in Iceland. This Facilitators' Guide relates to the output for the Diversity Conversation Clubs. These will be conducted in both partner countries, the Netherlands and Iceland.

2. What are Diversity Conversation Clubs?

Partners recognise that there are many barriers that people face in the workplace. Age, language, culture, disability, ethnicity, religion, sexuality, care commitments, politics, and any other specifics to an individual, must be considered to find a common understanding of workplace ethics and to improve the ability of a manager to successfully work with a diverse workforce. Diversity Conversation Clubs are a new concept that not only give a safe place for participants to share, discuss and resolve any diversity issues that they face as a manager, the clubs also increase understanding of working in a diverse workforce. This improves well-being in the workplace with increased understanding of the needs of oneself and others, creating

more harmonious working. In addition, the facilitator can introduce topics and ideas to increase participants' learning and understanding of many issues that arise at work. Participants will have opportunities to network with other managers and to widen their knowledge of diversity issues by sharing with each other their own experiences through conversation and thus encouraging peer learning. As the discussions may lead to conversations about individuals and organisations, participants will be advised to ensure that identity is not shared, and anonymity protected in line with data protection laws and also considering the sensitive nature of the topics.

The Diversity Conversation Clubs have been developed to support managers and individuals to work together in harmony by increasing understanding of each employee and their needs – recognising the benefits of a diverse workforce and promoting positive wellbeing.

2.1. Diversity Conversation Clubs in Action

Diversity Conversation Clubs are a new concept and are intended to be learner led, giving learners the power to influence the content of discussion, through their own challenges and experiences. A group agreement will be set in the first session, to ensure respect and harmony are maintained. The conversations will take place in small groups in a safe place, ideal for sharing experiences of individual and group diversity issues in the workplace. A key aspect of the Conversation Clubs will be to increase knowledge and understanding about diversity. Shared knowledge and learning from others in the group can be valuable for the conversations to support understanding of other cultures and specific needs. For example, sharing ideas on hybrid working post -Covid and any challenges this way of working brings to diverse organisations. Participants will review a selection of Diversity Cards which have been created as part of the Diversity Inside Out project to explore a wide range of issues, to benefit the learning experience. For example, the cards explore cultural differences, sexuality, specific needs of vulnerable groups or individuals, stigmas, experiences of prejudice and discrimination, disability, bullying, racism, equality and the working world post-Covid. There are 20 cards in total and the facilitator can

use all of them or specific ones per session, depending on the needs identified within the group.

The facilitator will manage the process and ensure all participants take a turn to engage in the discussions. Each participant will discuss a particular issue, whilst others in the group can make a note of specific questions to support their peers to help them reach positive conclusions, whilst avoiding labelling, stereotyping, discrimination, or prejudice. Questioning rather than giving advice is the main objective for facilitators and participants.

Action learning is an approach to solving problems that involves acting and then reflecting upon results of the action. It helps improve problem-solving skills and is supported with positive discussion amongst peers or teams. It often includes:

- a problem or challenge that is important to someone
- a problem-solving team or group
- a meeting and discussion that promotes curiosity, inquiry, and reflection
- a requirement that discussions can be transferred to action points to aid a solution
- a commitment to learning

The Diversity Conversation Clubs will have 1-2 facilitator(s), working with approximately 4-8 managers in a group setting which may be in a physical classroom or a class online. If online a range of online platforms can be used to deliver the training, with ZOOM being the preferred option. The sessions combine group discussions and individual challenges, reflection, goal setting and personal action planning. The sessions will be led by experienced facilitators.

2.2. Diversity Conversation Club: Practical elements

There are 3 diversity conversation club sessions, each one takes approximately 2-3 hours, with 4-8 managers as participants. The facilitator

should allocate each person a time slot to discuss their personal and professional circumstances or challenges within the managerial role regarding their own diversity issues in the workplace. This ensures that everyone engages, and that the conversation is not just led by the stronger more vocal members of the group.

2.3. Diversity Conversation Club: Recruitment

It is both suggested and advisable to commence recruitment well in advance and preferably at least 8 weeks before the planned start date of the training. Ensure a range of marketing tools are used to spread the word of the Diversity Conversation Clubs and share details with all the organisations in your networks. In addition, an Eventbrite advertisement is often good value or similar, if applicable. Ensure that specific organisations are also targeted, including those who have a diverse workforce and those who do not. Doing this will encourage rich conversations of shared experiences which may be both positive and negative.

3. Content for Diversity Conversation Club

It is recommended that the Diversity Conversation Clubs are held in a series of three follow-on meetings with a minimum of 4 participants and up to 8. Less than 4 and more than 8 can impact negatively on the group dynamic and the learning that takes place. It is important that a range of administration duties are fulfilled to ensure success of the sessions. Having an allocated project administrator to liaise with participants before and in between sessions is deemed necessary. This ensures communication is maintained throughout, either via email, WhatsApp, or telephone. It will be beneficial to engage with all participants prior to the start of the Diversity Conversation Clubs and this generally ensures good attendance. Sending out reminders between sessions is also advisable. The facilitator needs to develop an informal contract and way of working with the participants. Contracting ensures expectations are clarified from both the facilitators and participants:

- What do you expect from the sessions?
- Explain your expectations about doing work between meetings whether that is logging progress, reflecting, or preparing for next sessions.
- Attendance - explain any expectations you have regarding attendance, informing the organisation of non-attendance, timekeeping, communicating with you or others if there are problems or any emergencies.
- Ensure all participants feel secure and safe, e.g., they may have concerns about their data so ensuring compliance with data protections laws is necessary and this should be communicated.

At the start of the first session, you introduce yourself and any other facilitators or staff, before asking the group to introduce themselves to one another. After these introductions it is important to introduce the project, Diversity Inside Out and the Diversity Conversation Clubs. A PowerPoint presentation can be used as this is a visual learning aid, it supports the

delivery, reinforces the learning and some resources can then be shared with participants for their own records and to enhance their learning and understanding of the topic. An agenda is recommended, and this can be integrated into the PowerPoint as a separated slide and helps clarify expectations, evaluations, and administration procedures. In addition, the facilitator should prepare their own lesson plan with details of the activities they have chosen and a breakdown of time allocation for each activity and for the individual discussions based on the group size.

For your introduction as facilitator, you may include the following:

- Your previous facilitation history such as the length of time in your role and the fields you have worked in before
- Professional qualifications if relevant, to demonstrate credibility to be able to facilitate
- Explain the format of the Conversation Clubs and how they are learner led, with input from the facilitator as necessary

Introducing yourself leads the rest of the group to introduce themselves, ask each member their name so the rest of the group can remember and ask them to briefly say what their current work position is along with one diversity challenge that they face at work. If the training is “live” online, encourage them to also say “Hello” in chat. Ensure that all administration duties have been completed and that all relevant data has been logged to maintain contact with learners for the duration of the Conversation sessions. Ascertain if anyone has any technical difficulties or indeed any burning questions or concerns. Before the icebreaker, ask learners what they hope to gain from attending the sessions. Explain your role as facilitator and their role as a participant.

Explain more about the project and the Diversity Conversation Clubs and clarify again the role and expectations of individuals. You meet for 2–3 hours per session. Each person has an allocated time slot to explore a diversity issue they are facing in the workplace. The facilitator and peers help participants to develop diversity action plans for moving forward and these can test out new ideas or implement solutions.

Icebreakers: These are great to use with your learners as they are often fun and put learners at ease for working together. A range of suitable icebreakers are available in the resources section and many other ideas can be found online.

Participants then bring issues back to the Diversity Conversation Club at the next meeting. This may be the same issue or a new issue or challenge in the workplace. Peers support each other and give each other confidence to move out of their comfort zones. Participants report back at the following sessions and continue to reflect on their issues, review achievements, difficulties, and successes they have built upon. Participants may not achieve everything that they set out to achieve, however they will be encouraged to review difficulties and learn from them and find ways forward or new paths for action.

3.1. Contract signing, attendance register and evaluation materials

At meeting 1 there is a requirement for the following administration:

Provide each participant a copy of the Diversity Conversation Club agreement. Ask them to read them and sign and date. The participant retains one for their records. The facilitator collects the second copy and keeps for the project records. If the session is online, participant can complete it in a Google Form.

If the training is in a physical classroom, participants should sign an attendance register at the beginning of each session. If the training is online, the administrator will log attendance each week and ask to take photos as part of the evidence. This is important for the project, as evidence needs to be obtained to show that the event has taken place. However, participants can choose to have cameras on, or off and personal choices and data protection are considered. The facilitator should encourage participants to keep a learning log or journal on their thoughts, goals, and progress reviews

relating to the training. Give examples of what might be considered outcomes for each session, for example:

- Have 2 positive conversations about values with intercultural employees
- Consider 1 new way to share language skills
- Share 2 ideas on how to value other cultural and diverse backgrounds

These are just examples for facilitators to consider. In addition, the facilitator ensures that the learners come up with their own SMART goals and develop a Diversity Action Plan.

It is a requirement of participating in each session of the Diversity Conversation Club that participants agree to complete an evaluation for partners to assess this project output. This is completed at the end of each session and can be completed on paper or electronically, depending on the format of delivery.

In the first session you agree on a Group Agreement. Participants should consider confidentiality, commitment to attendance, and being non-judgemental for example with others added as they are agreed. Write up a list of blank bullet points under the header "Group Agreement" either on the flip chart or Jamboard (if online) and create a discussion around them, to determine the final agreement. Generally, learners will come up with the key ones mentioned. However, as a facilitator a prompt can be used, or you could ask the group directly if they want to include specifics.

Example of a Group Agreement:

- Be open to new ideas
- Be open and honest with one another
- Be open if we are not comfortable with level of challenge
- Be non-judgemental
- Step out of own comfort zone
- Respect one another's ideas
- Respect confidentiality
- If not able to attend because of illness I will inform the organisation

3.2. Methodology for the Diversity Conversation Clubs

Introduce participants to the methodology that you want to adopt for the sessions, including emphasis on peer learning taking place and reflective practice. After discussing the foundations of the methodology, you will need to outline your role as facilitator and expectations from each participant. Explain why the Conversation Clubs are learner led and the benefits of shared experiences and shared ideas. Each learner takes a turn at being the 'presenter' who is the person speaking, explaining their issues in their time slot. The presenter should state what they need from their peers and be able to negotiate which contributions are helpful or unhelpful.

Ensure that participants understand that the sessions are about giving suggestions and not about 'advice giving'. The focus should be on questioning. If you feel yourself making a statement, try to turn it into a question. If you hear yourself saying, should, must, ought, you are probably offering advice. You could explore unhelpful comments such as: "If I were in your situation I would.....". However, also give an example of when advice, if asked for, might be constructive.

Example: A presenter might ask for advice about contacts. Your first meeting is dominated by more preliminary contracting; however subsequent meetings generally follow a similar process and may differ in the type of exercises or activities you choose for the participants, depending on individual and group needs.

At each session, check in with the group to see how they are doing and how they are feeling. What are their diversity challenges in the workplace? What are the key issues they want to bring to the group? What, if any progress has been made in the workplace? Do they want to review any changes? What are their reflections to feed into their next steps? Any changes? As a facilitator, you should make notes on what individuals are saying to help you track their progress. You might wish to introduce the following, to aid individual discussion during their allocated time slot.

- What's been happening?
- What actions did you take?
- What progress have you made?

It is important to allocate the same amount of time for each person to talk about their challenges and issues. Leave enough time at the end for a summary and evaluation. Establish a turn-taking order. Then in this section the 'presenter' talks about the issue they wish to discuss. The 'presenter' gives enough information to give peers an understanding about what they are facing in the workplace whilst ensuring they are not mentioning people by name.

By making notes and writing on paper, 'My problem or issue that I want to talk about is...' and allowing individual thinking time prior to starting this stage, can help individuals to clarify key issues and use time efficiently. Then, peers question the presenter. Questions may be information questions initially to provide enough understanding to the context of the issue. Peers are enabling the presenter to describe their issue at this stage asking questions such as: what's your key priority/challenge? What do you need help with today? It can sometimes be difficult for participants to prioritise their tasks and identify what needs to be done and when, to achieve their goals. Some questions that may help include:

'What is stopping you completing the required task or implementing the required change?'

'Why are you concerned about this issue? What is the impact?'

One of the main aims of the methodology to be used, is for participants to go away after each meeting and aim to implement the strategies to achieve their diversity goals within their own organisations and within their teams. This will contribute to more inclusive and diverse workplaces.

3.3. Focus of the Diversity Conversation Club

Questioning reveals insight into situations, either not encountered before, or previously encountered and the group discussions help to open the communication up between the group and the facilitator.

With a self-development and self-reflection focus, participants should ask themselves why they responded to an activity, question, or topic in a certain way as this will reveal more about their internal thought process and aid self-reflection. The Diversity Conversation Clubs will particularly focus on developing soft skills and increase awareness of the skills that individuals need to support a diverse workforce and the skills that they can encourage and support in others. At the end of each 'presenter' stage the facilitator should ask participants to summarise their actions and verbally commit to goals or actions before the next session. The activity on SMART action planning, may help with this. Activities can be chosen, dependent on the individual and group needs and current skill levels. The focus of the Diversity Conversation Club is on questioning rather than advice-giving!

Example of topics for the 3 sessions

- Session 1: Introductions, let the diversity conversation flow
- Session 2: Regroup, explore Diversity Cards to enrich conversation
- Session 3: Regroup, explore post-Covid diversity and wellbeing for hybrid working

4. Resources, forms and activities

4.1. Examples of icebreakers

4.1.1. Reflective Questions

The facilitator can use a range of questions to encourage participants to think about their own experiences in the workplace, especially with regards to experiences of being stereotyped or discriminated against. Encourage them to share them in the group. In the 2nd and 3rd Conversation Club, reflective questions can also be used to encourage participants to share what they are learning from being part of the group.

4.1.2. People Bingo

Learners are given a grid with a range of sentences in each box, and they have to find someone in the group that relates to the sentence.

Example of “People Bingo”

Has children	Has a pet	Has recently been on holiday	Speaks another language
Works for a large organisation	Works for a small organisation	Has an unusual hobby	Is currently learning a new skill
Likes chocolate	Likes to go to the gym	Plays an instrument	Likes to meditate

As the groups may be quite small you can either have less boxes or put the name of someone 2 or 3 times. The aim is to be inclusive and by the end of the task participants should aim to have everyone’s name next to at least one sentence – and then they can shout ‘bingo’ or if the training is online, they declare ‘bingo’ in chat. Also, if the training is online, it would be very noisy if they were trying to ask each other the questions, so the best option

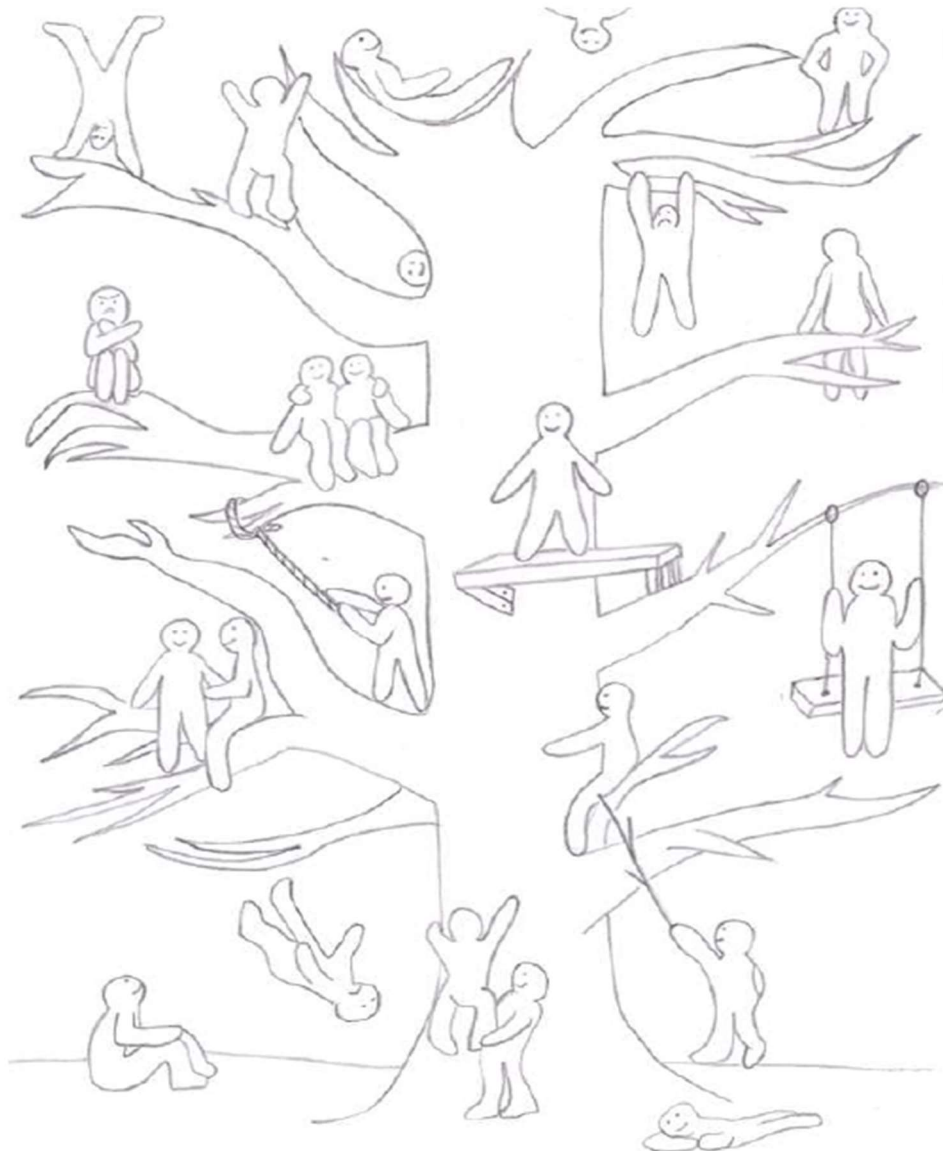
is that they ask the questions to individuals via chat, and this encourages them to communicate.

4.1.3. “If” Activity

If you were an animal, what would you be and why or if you were a flower, what would you be and why?

4.1.4. Jelly baby activity

Learners choose the jelly baby that they feel represents them (it can be linked to confidence in joining the conversation group, or confidence in diversity knowledge). Each learner then explains why they chose their jelly baby.



4.2. Soft skills Assessment (pre and post training)

Name:

Date:

Please evaluate yourself at this moment in time

1 = Poor

5 = Excellent

Skills and Attributes		Please tick box				
		1	2	3	4	5
1	Cultural self-awareness					
2	Knowledge of different cultures					
3	Listening skills					
4	Communication skills					
5	Ability to motivate others					
6	Negotiation					
7	Respect of other cultures					
8	Openness					
9	Observational skills					
10	Tolerance					
11	Sensitivity to others					
12	Curiosity to learn					
13	Patience					
14	Perseverance					
15	Sense of humour					
16	Building new relationships					
17	Ability to view the world from other perspectives					
18	Knowledge of others' needs					
19	Understanding global issues					
20	Understanding my values					
21	Understand others' values					
22	Understanding non-verbal cues					
23	Thinking without prejudice					
24	Acceptance of being wrong					
25	Knowledge about diversity					

4.3. Setting SMART Goals



In session 1 you may want to introduce **SMART** goal setting which will help participants undertake credible actions which can be measured. Visualising goals also helps to make them come alive. Before you start to write goals, think about the following questions.

1. What time do you have available?
2. Is it a very large goal that needs to be split into sub goals?
3. Do you need to gain support to achieve your goals? Who from? Colleagues? your manager? Someone else in your organisation? HR? How will you do this?
4. Can you organise goals into a framework of short term, medium term, and long term?
5. Do you know other people who have achieved goals like this? Can you learn from them and model your behaviour on their success?
6. Are you able to write your goals using the SMART format?

Participants can be led through the information on setting goals before choosing 3 goals to work on throughout the Diversity Conversation Clubs. For example, having a clear strategy on intercultural mediation, setting SMART goals to increase team working in your business and SMART goals on learning how mediation techniques can solve a dispute.

Remind participants of the **SMART** methodology when setting goals.

Goal Setting Action Plan

Overall Goal Statement (GOAL no_ _ _ _)			
Measures of Success (How will I know when I've achieved my goal?)			
Tasks	Deadline	Progress/Notes	Achieved?

4.4. Old woman/young woman

Seeing Things Differently...

Step 1 Ask participants what they see when they look at the picture?

Who can see a young lady?

Who can see an old lady?

Most people look at the picture and see one first – either the old or young lady. If participants cannot see both, ask someone else to look and see what they can see. Ask another group member who can see both to explain how. Discuss the following questions with the group: How did they feel if someone



else saw something different to you and you could not see it? Maybe they felt frustrated, annoyed, stupid, curious, amused? Can they see both now? Could they go back to only seeing one? The meaning of this exercise is that we often get 'stuck' seeing ourselves or our lives in certain ways. Ask participants to try and look at hobbies and interests and see if any of them could help them in their career. Encourage participants to look at themselves differently - as someone would who did not know them very well. What skills/passions would they see?

Example:

Once the participants have decided what they can see, this will then enable them to look at their own challenges or issues in a similar way, in the sense that they can understand their own way of thinking but also establish that others think an alternative way and come up with ideas and suggestions they have not yet done themselves. In relation to the workplace, this will be a useful task for managers to give their own opinion but realise that others in the workplace have alternative values and opinions.

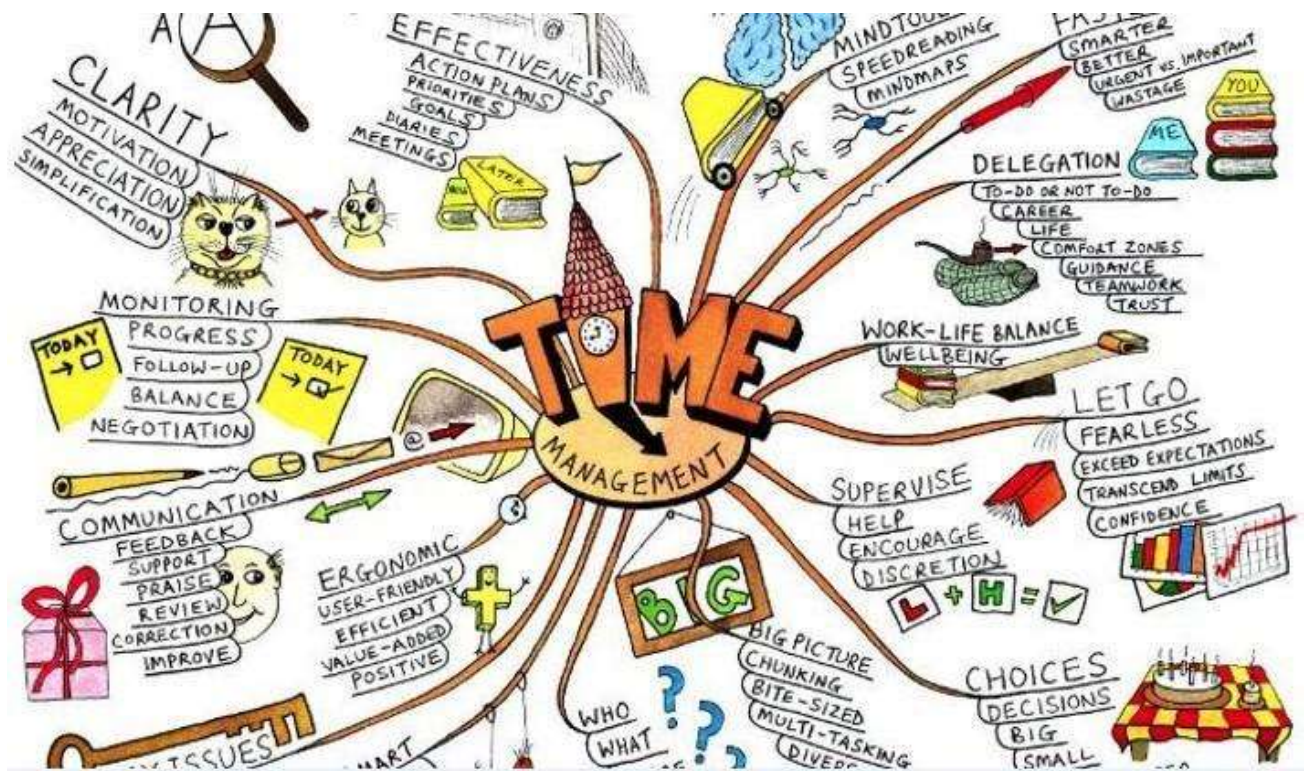
4.5. Mind Maps

Participants will draw a mind map based on the ideas they would like to generate about their challenges regarding diversity in the workplace. A mind map is a good way to gather ideas and see them in their entirety. Participants are advised to use colours, drawings and/or highlighted text to visualise their challenges as a manager becoming capable of intercultural relations.

- Use keywords, or wherever possible images.
- Start from the centre of the page and work out.
- Make the centre a clear and strong visual image that depicts the general theme of the mind map.
- Create sub-themes.
- Put keywords on lines, from the themes. This reinforces your notes, and it is best to just write them as they come to mind.

- Print rather than write in script. It makes them more readable and memorable. Lower case is more visually distinctive (and better remembered) than upper case.
- Use colour to depict themes, associations and to make things stand out.
- Anything that stands out on the page will stand out in your mind.
- Use pictures or images. Be as creative as you want to be!
- Use arrows, icons, or other visual aids to show links between different sections.
- Don't get stuck in one area. If you dry up in one area, go to another branch.

Example Mind Map



4.6. Learning and diversity reflection log

This form is for logging individual learning that has taken place. It can be used at the end of each session or as homework to help with the summary

stage and learners may also be used to move into the following session to aid flow. A Learning Log contains a record of experiences, **thoughts, feelings,** and **reflections**. From the use of learning logs, conclusions are the most important result from doing these, about how what you have learnt is relevant to you and how you will use the new information / knowledge / skill / technique in the future. A Learning Log is a journal which shows your own learning, skills development and understanding. It is not just a diary or record of “*What you have done*”, but more of a record of what you have learned, tried, and critically reflected upon. It is a personal record of your own learning. It is highly beneficial for participants to create one of these logs as it will allow for them to reflect on their discussions, and experiences to become better equipped with the tools they need to diffuse conflict in the workplace regarding intercultural issues.

Participants Learning and Reflection Log:

Learning Log
1. What have I achieved in this Conversation Club? 2. What have I learnt?
Reflection Log
1. The most important things I am learning from my conversation club are... 2.. What am I learning about myself from others in my group?

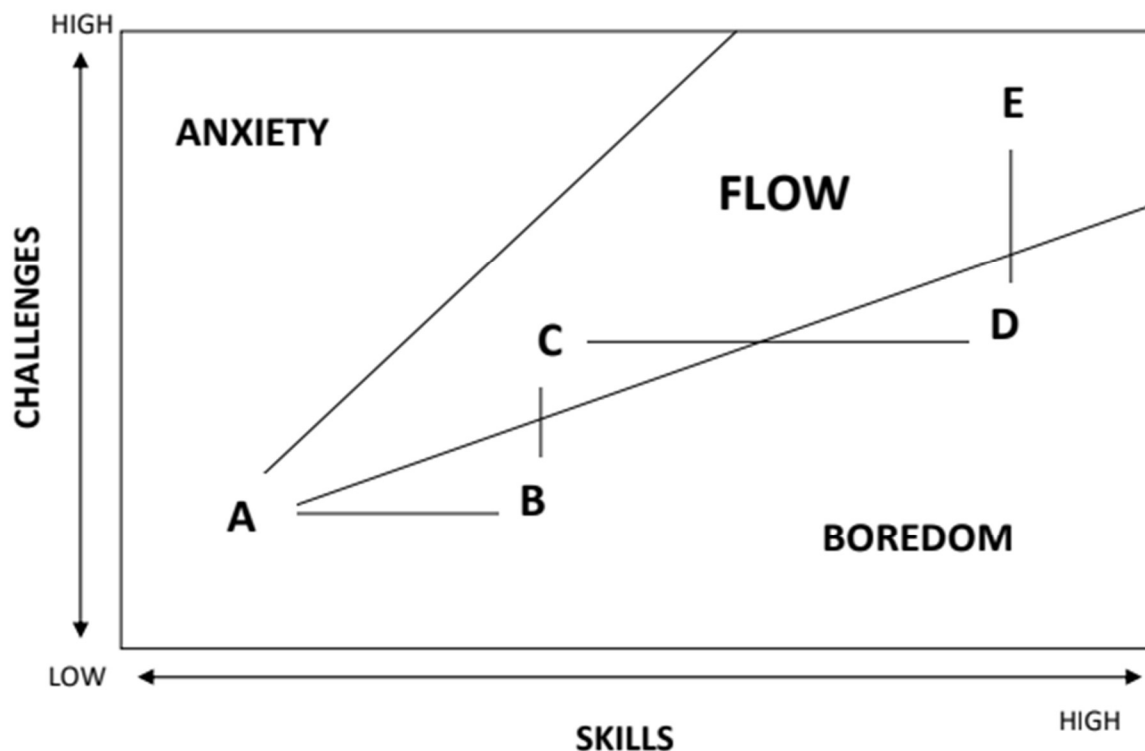
If learners need more prompting to be reflective, you can also try using the following questions to help them process their thoughts and feelings.

- What did I do?

- How do I think/feel about this?
- What did I think about but not say
- What did I want to say but did not?
- How good/bad did it go?

4.7. Flow theory

The flow experience occurs when both skills and challenges are high. A typical activity starts at A, with low challenges and skills. If one perseveres the skills will increase, and the activity becomes boring (B). At that point, one will have to increase the challenges to return to flow (C). This cycle is repeated at higher levels of complexity. In good flow activity these cycles continue almost indefinitely.



After explaining the theory, ask participants to engage in a discussion about any anxieties that may keep them in their comfort zone. Ask them to think about strategies to move into flow. Ask them to provide you with examples of times when they have been in flow and what motivated this. If a participant notices arguments related to intercultural conflict, they should

feel confident and prepared enough to address it rather than feel anxious and procrastinate about a solution to the conflict.

4.8. Diversity Cards

To aid discussion on a wide range of diversity issues, in the workplace, the facilitator should introduce the Diversity Cards that have been specially created as part of the Diversity Inside Out project. The range of scenarios have been developed to complement the training and aid discussion. They can be used as a paired or small group activity/discussion, followed by a whole group discussion. If participants have already attended the Diversity Inside Out Training, they will be familiar with their use. Each card looks at an individual situation based on fictitious characters. Careful research was conducted when developing the cards, in view of the sensitive issues raised. They explore challenges in the workplace before exploring possible solutions. Below is a brief overview of the individuals on the cards. The cards also encourage participants to bring their own challenges to the discussions.

The cards can be used to support discussions within the conversation club. They help explore the challenges that others in their workplace may face and some of the distress that can be caused when their circumstances are misunderstood. As a resource, the cards can lead to discussion on stereotypes, discrimination and prejudice. Below is a brief overview of 10 scenarios to support the facilitator in choosing cards that may seem relevant. Further details of each scenario will be found on the cards.

Diversity Cards scenarios - examples

Halima is a working single parent with 3 children, and she lives in rented accommodation.

Brian lives with his mother and has worked in the same job since leaving school. He has been diagnosed as on the autism spectrum.

Ana is a young woman who lives in rented accommodation with her boyfriend.
David is a working parent with 2 children. He is deaf and one of his children has a minor hearing impairment.
Ling is married and looking to adopt a child. She is originally from China and currently works full time.
Andreas is originally from Poland and goes back and forth due to the pandemic which has made it difficult to see his child. He is recently divorced.
Berthe lives alone but has a partner.
Gina was born a male and is currently transitioning to a woman. Originally from Vietnam.
Lucas works at a small company whilst studying for a masters. Lucas has recently been diagnosed with adult ADHD and dyslexia.
Nari is originally from Korea, living with her husband in Amsterdam. She worked from home during the pandemic and has recently had her first baby. Was afraid of the impact of vaccination during pregnancy which she refused and she now has long covid.

4.9. Evaluations and final evaluations

Evaluations are needed to ascertain what people have learned in the Diversity Conversation Clubs. What have they learned about themselves, and about any diversity issues that they face in the workplace? Have they learned anything from others? This activity can be paper based or transferred to an online resource. The facilitator keeps the evidence from each participant securely as the results are needed for reporting and to reflect on what works well and what may need changing.

4.9.1. Session evaluation form

Evaluation Questionnaire: Diversity Conversation Club 1 (change as needed, e.g., 2,3)

INSERT DATE:

VENUE OR ZOOM LOGIN REFERENCE:

1. What were your expectations for today's session?

2. Has today fulfilled these expectations?

3. What are the three things you have learned about your issues today?

>

>

>

4. What was the most worthwhile thing about your group session today?

5. Is there anything you would like to have changed about the session?

6. Is there something you could do personally to make sessions more effective and/or productive?

7. What stands out for you today in terms of how this Diversity Circles™ is working out?

8. Please add any further comments in the space below e.g., anything you particularly enjoyed or if you would like to cover a particular topic in the next session:

Name:

Date:

Thank you! Please return this to your facilitator.

4.9.2. Facilitator's Learning Log

After each session, the facilitator fills in the Facilitator's Learning Log.

- Ask people to summarise their actions and comment on any learning for the session.
- Remind participants about the Learner's Learning Log as an option form to fill in after each session.
- Ensure everyone has the date of the next meeting in their diary and has venue information.
- Confirm any action you will take e.g., emailing the ground rules agreed.
- Close the session by asking people to complete the relevant evaluation form.
- After the session complete the Facilitator's Learning Log available in annexes.

Session ()

Suggested Questions

- What was your experience of delivering the module?
- How do you feel the participants engaged with the materials?
- Is there anything you would change in the content or delivery of the Conversation Club?

- Any other thoughts/reflections?
- A completed example of the Facilitator’s Learning Log is available below.

EXAMPLE OF COMPLETED FACILITATORS LOG

What was your experience of delivering the module?

Participants were very engaged, and they could now relate better to the skills needed for diversity in the workplace. They could also relate much better to their experiences and skills while appreciating their differences and their own identities as migrants.

How do you feel the participants engaged with the materials?

Overall timings of the session worked well and feedback from the learners was good. The “diversity cards” aided discussion and the other chosen activities worked well alongside these. The final skills assessment was a great tool for participants to reflect on their skills development.

Is there anything you would change in the content or delivery of this session?

I would have encouraged them to commit more to “extended learning” homework.

Any other thoughts/reflections?

In this section explain how this differed from previous training delivery. As the Conversation Clubs are new you may have ideas on how improvements could be made going forward. You can also make comparisons to similar training that you may have delivered. What was different? Was there anything special about this new format? Was there anything detrimental?

Explain about the feedback received? Was it positive? Negative? Valuable? Was any of the feedback a surprise to you? Was the training delivered online or in a physical classroom? Reflect on how this worked and any suggestions for improvements.

REMEMBER: The facilitator reflective log feeds into the reporting of the project for this output. Completing this immediately after the session will help you to capture key and important information.

4.9.3. Diversity Conversation Club Programme Agreement

(Insert name of facilitator's organisation) Our commitments as part of the Project:

We agree to:

- Place you in a Diversity Conversation Club
- Monitor your learning and ensure that you can meet for at least 2 out of 3 of the sessions.
- Provide you with support during your involvement in the Diversity Conversation Club programme

Your commitments

You agree to:

- Attend all meetings (at least 3 meetings; more meetings can be agreed by the group members)
- Notify your facilitator if you are unable to attend a meeting (at least 2 days in advance)
- Complete all necessary paperwork, and return to us: a) Evaluation forms after each session and b) your action plans
- Actively participate in the Diversity Conversation Clubs

Confidentiality:

I agree that I will not disclose any confidential information that I may be privy to in the Diversity Conversation Clubs to any outside party, without the prior consent of the facilitator and group participants involved.

Copyright

The Diversity Conversation Club methodology, materials, images, and activities are the intellectual property of Inova Aspire Ltd and are protected by international copyright laws. Unauthorised reproduction is forbidden. All materials and activities cannot be reproduced, published, or distributed without written permission of Inova Aspire Ltd.

Other:

.....

.....

Name

Signature:

Date:

5. Additional Resources and links

In this section there are a number of useful resources to support further learning on diversity in the workplace. As laws and situations are subject to change it is always good practice to conduct your own research on particular issues, challenges or topics. However the research we have conducted is a useful starting point for anyone wishing to understand a range of issues relating to employment rights, current thinking and support available.

5.1. Netherlands – Employee rights

Parental leave:

In the Netherlands, mothers are entitled to 16 weeks of fully paid pregnancy and maternity leave. Partners are entitled to six weeks - a combination of one week of partner/paternity leave, fully paid by the employer, and five weeks of extended partner leave, paid at 70% through unemployment benefits.

Discrimination:

As of 1 November 2019 a law on equal treatment in the Netherlands has explicitly prohibited gender discrimination against transgender and intersex people. The result of the change is that organisations should become more aware that discrimination based on gender identity, gender expression or gender characteristics is not allowed. Individuals are expected to report gender-based discrimination more often as a result of the new law.

Since then, the Netherlands performs better than the OECD average concerning laws protecting LGBTI individuals against discrimination. Discrimination explicitly based on sexual orientation is prohibited by the Penal Code since 1992 and, in 2019, the Equal Treatment Act was amended to prohibit discrimination on a set of new grounds, namely gender identity, gender expression and sex characteristics/intersex status. Discrimination on these grounds is banned in a broad range of fields (employment, education, the provision of and access to goods and services including housing, etc.), and the Equal Treatment Commission has been in charge of enforcing this provision ever since.

Caregivers:

Research by the Netherlands Institute for Social Research (Sociaal en Cultureel Planbureau, SCP) shows that 5 million people (aged 16+) – 1 in 3 Dutch people in that age category – provide informal care in the Netherlands. According to this study, informal care is regarded both as care for a person in one's social network (32%) and voluntary work (6%). People who care for a family member, neighbour or friend do so for on average 7 hours per week for more than 5 years. The 45-64 age group provides most informal care. This – the SCP suggests – is because they often have an older parent (or parent-in-law) of whom to take care. In the Netherlands, 5 out of 6 informal carers between 18 and 65 have a paid job. 11% of working carers must interrupt their work on a daily or weekly basis to be able to deal with their caregiving responsibilities. Care leave is organised under the Employment and Care Act (Wet arbeid en zorg, Wazo). This gives carers the right to take leave to care for a sick partner, child or parent, siblings, grandparents, grandchildren, housemates or acquaintances. The Wazo Act provides short-term care leave, emergency leave (not relevant with regard to informal care) and long-term care leave. To make use of these types of leave, the employee is asked to inform the employer either beforehand or afterwards. The employer is allowed to ask for additional information about the situation. The self-employed do not have access to short-term or long-term care leave (Yerkes and den Dulk 2015).

- Short-term care leave gives an annual right to 10 days of care leave if the employee works full time (40 hours/week). It can be taken over several spells during the year, so long as it does not exceed the maximum 10 days. During this leave, 70% of the wage is maintained and paid by the employer. The percentage may be higher if this is arranged in a collective agreement or other employer regulations.
- The maximum duration of long-term care leave is six times the weekly working hours of the employee concerned (so, in the case of a full-time contract for 40 hours/week, the maximum is 240 hours or 30 days). Long-term care leave is unpaid, unless there is a collective agreement or other regulation in which employers have made their own decisions about payment. The long-term care leave has to be taken in one go.

In the Netherlands there are no care allowances that compensate informal carers for their work. The only exception is the personal budget scheme (persoonsgebonden budget – PGB) that exists under all four laws that govern LTC. However, PGB payment is taxable income. Also, this payment can be included in the sum to calculate the amount and duration of unemployment benefits. Multiple organisations have been established to support informal carers and volunteers in municipalities.

Disabilities:

There are around 2 million people with disabilities in the Netherlands. The Netherlands signed the UN Disability Treaty in 2016 with the Ministry of Health (VWS) being responsible for its implementation and the NL Institute for Human Rights supervising the implementation.

In the workplace, the ‘Participation and Quota Act’ has been drawn to guarantee everybody’s right to access to work. According to the jobs agreement, employers in the corporate sector must supply 100,000 jobs for work-disabled people by 2026. Under the Participation Act municipalities can provide among others:

- Adaptation to the workplace (adjustments such as chairs, or Braille lines. etc.)
- A job coach for support and guidance
- Wage cost subsidy

People with mental health problems in the NL have good labour market outcomes in comparison to other OECD countries, with 68% of people with a moderate or severe mental health disorder in 2009 being employed (second highest rate in OECD countries). Most work part-time and this is a factor contributing to better labour market outcomes.

Over-reliance on disability benefits has started to decrease.

The Netherlands also have ‘positive action’ provisions in anti-discrimination legislation.

Long Covid:

There is some lobbying towards the government in regards to the support that they need to provide to patients with long Covid. More specifically:

- **More research into the effects and treatments of Long Covid.** There is a total of 7.8 million euros being spent on this on various projects
- **Specific Long Covid treatment centres.** People suffering from long covid are eligible for a specific type of care under specific conditions. It is argued that this should be expanded.
- **Raising awareness of Long Covid among employers** along with tailoring of social security

Rights to time off:

Employers are not (**2018**) required to grant transition leave to employees undergoing gender reassignment, this means employers do not have to continue to pay wages if an employee is absent due to gender reassignment. However, civil servants in the municipality of Amsterdam are entitled to this kind of leave. Many organisations, such as Transgender Netwerk Nederland (TNN), advocate for a statutory transition leave. There is no statutory transition leave (**2018**), but that does not mean employees undergoing gender reassignment have no other rights. For instance, an employee undergoing surgery with a view to transition is entitled to continued payment of wages. A requirement is that it does not regard a cosmetic procedure but that it is medically necessary. A medical procedure is involved if the transition process has already taken some time and gender reassignment surgery is a necessary procedure of this process. As an employer, keep this in mind. As it regards a medical issue, it is wise to involve your occupational health and safety service or company doctor in the process.

Reasonable emergency leave must be granted by the employer with full pay. There is also special or extraordinary leave that is provided **not** based on a law but on company schemes for marriages, funerals, moving house, consulting a doctor, taking an exam, etc.).

Under Dutch Labour Law, Employers are obliged to continue payments for at least 70% of the Employees' wages during 104 weeks of sickness / disability. The 70% of the Employees' wages is capped to a maximum daily wage. [Max. dagloon]. If the amount is lower than the statutory minimum wage, the employer is obliged to supplement it to the minimum wage in the first year

of illness. **Exception by law: Organ donors, pregnant or recently delivered women who are ill in the second year will receive 100% of their daily wages instead of 70%.**

The Employer is obliged by law to continue payment during the first year and second year of Sickness Absence. The Employer will have to continue payment in total for 104 weeks. In market practice, most of the companies will pay 100% salary during the first year of illness. For the second year of illness the % (percentage) varies per company and per industry. Companies will apply the statutory 70% and others will use a percentage above the statutory baseline.

Menopause and women's health

<https://pubmed.ncbi.nlm.nih.gov/32747037/> Dutch OPs generally have a positive attitude towards menopause, but perceive a lack of knowledge and a taboo culture around menopause in a work context. They indicate a need for education and a guideline on menopause and work. It is generally a taboo subject at work and probably needs more support and investment to increase awareness of the issues women face when going through the menopause. Advice and support for employers: <https://www.ser.nl/nl>

Flexibility

In the Netherlands, the Flexible Work Act (Wet flexibel werken) makes it possible for employees who are employed by the employer for at least six months to request their employer (that has 10 or more employees) to change the agreed on workplace, for example to a workplace at home. The employee must make his request at least two months prior to the proposed start date and the employer must inform the employee no later than one month prior to this proposed date whether he approves the request or not. If the employer fails to respond to the request, it must be granted. The employer is free to refuse such a request, but does have a 'duty to consider' and must substantiate the refusal in writing. Similar requests can be made for the amount of hours an employee is working - either to increase or decrease them.

Adoption rights

Employees who have adopted a child or have taken in a foster child, are entitled to 6 weeks adoption or foster leave. The leave applies to both parents. They have the right to an adoption or foster care allowance. Your

employee must apply to you for the adoption or foster leave at least 3 weeks in advance. They may take this leave spread out over a longer period of time. You may not refuse this, unless your business will face serious problems as a result.

5.2. References and additional resources

Diversity

<https://www.ser.nl/nl/Publicaties/diversiteit-in-de-top> New law 2022 for diversity gender equality on boards in organisations

Redundancy

<https://www.legalexpatdesk.nl/reorganisation-and-redundancy-in-the-netherlands/>

Stress

[https://www.arboportaal.nl/externe-bronnen/instrumenten/handreiking-
psychosociale-arbeidsbelasting-psa](https://www.arboportaal.nl/externe-bronnen/instrumenten/handreiking-psychosociale-arbeidsbelasting-psa)

Additional Resources:

- [The Employment Law Review: Netherlands.](#)
- [GENDER EQUALITY IN THE NETHERLANDS](#)
- [June 2020 How does the Netherlands compare?](#)
- [The Netherlands – Eurocarers](#)
- [How inclusive is the Netherlands for people living with disabilities?.](#)
- <https://business.gov.nl/regulation/participation-act/>
- [Meer banen voor mensen met arbeidsbeperking \(banenafpraak\)](#)
- [Hoe kan ik met mijn arbeidsbeperking bij een werkgever aan de slag? | Rijksoverheid.nl](#)
- <https://open.overheid.nl/repository/ronl-566ceb5f-d09d-4b60-8794-6e819db39e13/1/pdf/commissiebrief-inzake-verzoek-om-reactie-op-petitie-en-op-het-10-puntenplan-long-covid.pdf>
- [Mental Health and Work: Netherlands | READ online](#)
- [The Global Employer - The Netherlands Guide 2018](#)
- [Gender neutral workplace - Russell Advocaten Amsterdam](#)
- [Guidelines Sick Leave in The Netherlands | Dutch legislation](#)

- [Leave schemes in the Netherlands | Business.gov.nl](#)
- [Working from home: legal obligations under Dutch law & practical guidelines - Lexology.](#)
- [Netherlands: Working time flexibility | Eurofound\).](#)

Dutch Organisations – Employer support:

[Ministry of Social Affairs and Employment](#)

<https://www.government.nl/ministries/ministry-of-social-affairs-and-employment/topics>

[Business.gov.nl](#) (for resident and foreign entrepreneurs who want to establish a business in the Netherlands)

[ShieldGeo](#)

HR professional body in Netherlands <https://www.eapm.org/netherlands>

<https://www.eapm.org/wp-content/uploads/IJHRD-COVID-SI-11-11.pdf>

<https://iclg.com/practice-areas/employment-and-labour-laws-and-regulations/netherlands>

https://www.hr-inform.co.uk/employment_law/employment-law-in-the-netherlands

UK employers – employing people in the Netherlands

[https://www.mondaq.com/employee-benefits-](https://www.mondaq.com/employee-benefits-compensation/1165058/qa-employment-in-the-netherlands-2022)

[compensation/1165058/qa-employment-in-the-netherlands-2022](https://www.mondaq.com/employee-benefits-compensation/1165058/qa-employment-in-the-netherlands-2022)

<https://inhuntworld.com/headhunting-and-recruitment-netherlands/>

<https://www.iamexpat.nl/career/employment-news/dutch-employment-crisis-more-job-vacancies-unemployed>

<https://www.iamexpat.nl/career/working-in-the-netherlands/workplace-conflicts-losing-your-job>

WEBINARS

<https://www.mondaq.com/employment-and-hr/1139806/webinar-employment-in-the-netherlands-significant-challenges-that-lie-ahead-in-2022>

[https://iuslaboris.com/insights/how-is-the-pandemic-shaping-diversity-inclusion-within-workplaces-](https://iuslaboris.com/insights/how-is-the-pandemic-shaping-diversity-inclusion-within-workplaces-podcast/?utm_source=Mondaq&utm_medium=syndication&utm_campaign=LinkedIn-integration)

[podcast/?utm_source=Mondaq&utm_medium=syndication&utm_campaign=LinkedIn-integration](https://iuslaboris.com/insights/how-is-the-pandemic-shaping-diversity-inclusion-within-workplaces-podcast/?utm_source=Mondaq&utm_medium=syndication&utm_campaign=LinkedIn-integration)

EXPERIENTIAL LEARNING

'David A. Kolb's: Experiential learning: <https://infed.org/david-a-kolb-on-experiential-learning/>

<https://www.businessballs.com/self-awareness/kolbs-learning-styles/>

