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Database of teaching material and methods of teaching

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Abbreviations

AUTH	Aristotle University of Thessaloniki
EC	European Commission
CoP	Community of Practice
D&I	Diversity and Inclusivity
DEI	Diversity Equity and Inclusion
DT	Design Thinking
EIGE	European Institute for Gender Equality
EU	European Union
FG	Focus Group
FWC	Family-work Conflict
FWF	Family-work Facilitation
GBV	Gender-based Violence
GE	Gender Equality
GEB	Gender Equality Board
GEP	Gender Equality Plan
GIA	Gender Impact Assessment
GIL	Gender-inclusive Language
GM	Gender Mainstreaming
HEI(s)	Non-governmental Organisation
NGO	Non-violent Communication
NVC	Questions and Answers
Q&A	Redesigning Equality and Scientific Excellence Together
PAC	Parent-Adult-Children
PCI	Position-Context-Interest Model
RESET	Redesigning Equality and Scientific Excellence Together
RRI	Responsible Research and Innovation
RUB	Ruhr University in Bochum
STEM	Science, Technology, Engineering, Mathematics
SUPERA	Supporting the Promotion of Equality in Research and Academia
TA	Transactional Analysis
UBx	University of Bordeaux
UL	University of Lodz
UPorto	University of Porto
WLC	Work-family Conflict
WFF	Work-family Facilitation
WLB	Work-life Balance
WLIB	Work-life Imbalance
WP	Work Package
YW	Yellow Window

Executive Summary

This deliverable, corresponding to the task 4.3 “Creating teaching material and provide examples of different methods of training suitable for gender mainstreaming and equality courses”, constitutes a third significant step in developing a comprehensive and universal training scheme for the RESET consortium within WP4 “Train communities towards equality and settle new standards”. In general, this WP aims to provide tailor-made training for GEP-implementing RESET partners and particular target groups in each institution (PhD candidates, students, teachers/researchers, HR units, administrative staff, top and middle management).

All WP4 tasks and deliverables assume that training should be cumulative and derived from the already existing training resources created at both European and national levels. In addition, all WP4 deliverables are closely connected with each other and mutually interdependent. Hence, D4.3 “Database of teaching material and methods of teaching” results from the previous D4.1 “Report on specific training needs of each partner university and the presentation of the existing training programmes/courses/workshops”, which assessed the training needs of GEP-implementing partners (U.Porto, UBx, AUTH, UL) and D4.2 “Comprehensive gender equality/gender mainstreaming training toolbox useful for different trainee groups or national contexts”, which offered a structure and some initial content of the training toolbox. Both D4.2 and D4.3 were co-designed and adjusted to various national, institutional and socio-cultural contexts as well as to the diversified needs of the RESET partners.

The basic goal of D4.3 is to create a database, tailored to different needs and target groups and addressing various areas, such as gender mainstreaming in all spheres of scientific activity, gender-based discrimination and exclusion, intersectionality, gender-sensitive language, gendered approaches to scientific excellence, anti-discrimination policies aiming at providing equal opportunities as well as the importance of introducing the gender and diversity dimensions in research and teaching. Showcasing training methods derived from design-thinking, transactional analysis, tool coaching, intersectionality and gender impact assessment, the training database material is context- and culture specific and easily adapted to different institutional and national settings.

The document consists of an introduction, fifteen training modules designed around the areas defined in D4.2 (psychosocial risks at work – aggression, mobbing and sexual harassment; reacting to harassment and inappropriate behaviours; diversity and inclusivity, preventing discrimination and unconscious bias; building positive relationships and enhancing positive attitudes toward diversity at work; work-life



balance; GEP implementation; gender and diversity dimensions in research and teaching) and conclusions. In the introduction we explain the basic assumptions of the database, its logic and user-friendliness as well as the train-the-trainers process initiated by WP4 in 2023. All fifteen modules are designed with a similar format, containing the following parts: scenario (both for participants and for trainers), supplementary materials, exemplary presentation and handouts). In the concluding part we offer some tips and recommendations for the toolbox' users as well as overview of the benefits resulting from using this complex and comprehensive database, which will be publicly available for various stakeholders, also in the digital form on the REST website.

1. Introduction

1.1. The database of teaching material and methods of teaching in relation to other WP4 tasks

The database of teaching material and methods of teaching has been developed as the third task of WP4. In 2021 D4.1 provided an overview of the specific training needs of each partner university and presented the existing training programmes / courses / workshops. It also summarised the training schemes included in other EU-funded projects. In 2022 D4.2 offered a comprehensive gender equality/gender mainstreaming training toolbox useful for different trainee groups and national contexts. Consequently, this deliverable – D4.3 – is a result of the prior analysis and actions, described, explored and analysed in previous WP4 deliveries and serves as an extension of the toolbox provided in D4.2.

The logic of the WP4 four deliverables and their multiple interrelationships is presented on the graph below:

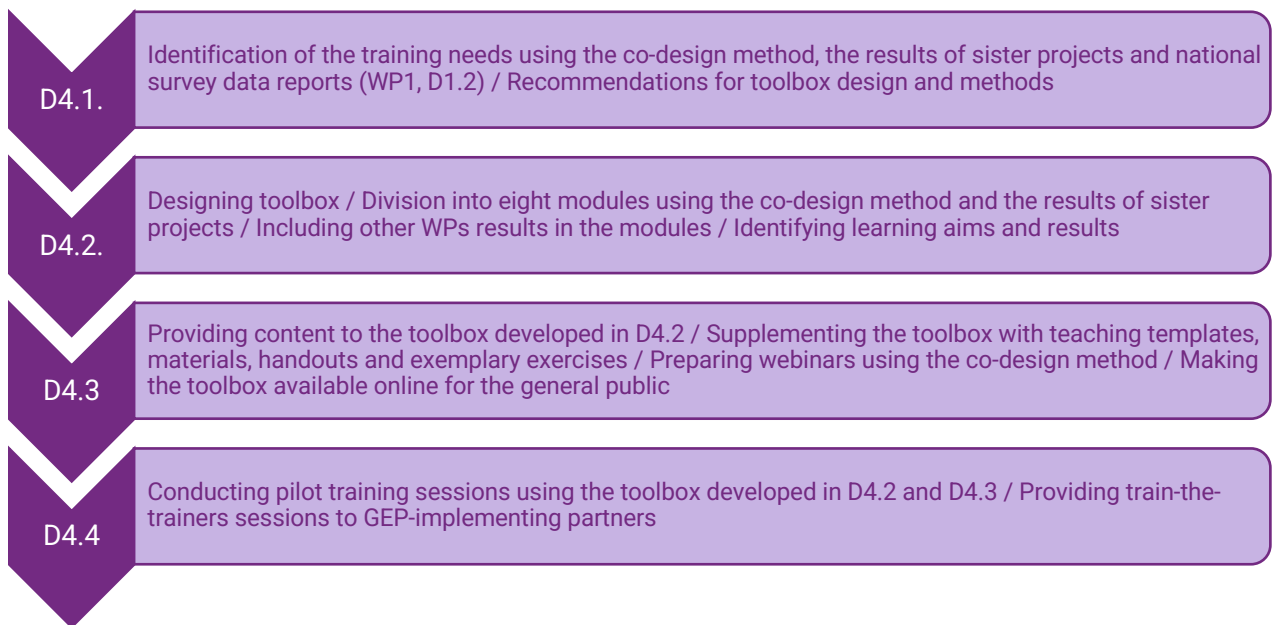


Figure 1: WP4 deliverables in RESET

D4.3 is designed as a training database tailored to the needs of various stakeholders and national contexts. It addresses: 1) for all target groups, the need for gender mainstreaming in all spheres of scientific activity, discrimination of men and women with regards to other dimensions, such as race, ethnicity, age, dis/ability, sexual orientation gender-sensitive language, sexual harassment in workplace, gender-based mobbing and how to prevent it; 2) for top, middle management and researchers, the fuzzy standards surrounding the concept of scientific excellence; 3) for top, middle management and HR units, positive discrimination, pay gap, gender-sensitive hiring practices, funding distribution, workplace policies leading to equality and providing equal opportunities.

Showcasing training methods are derived from design-thinking, business area, and the area of conducting psychological workshops. The specific section of the training database is the so-called “tailor-made training” – a space where each trainer provides input that is context- and culture-specific. This enables a greater coherence with the local institutional state-of-play. This section is present in every module, and before the training, trainers should answer some questions, conduct research, gather needed information, and prepare this part to show and discuss with the participants.

The aim of this document is to supplement the toolbox developed in D4.2 with teaching templates, materials, handouts, exemplary exercises and practically show how to apply the gender/diversity components in teaching practices. This is done to provide trainers, as well as other stakeholders interested in the topic, with useful, ready-to-use solutions, practices, and materials.

In 2022 (D4.2) eight main training areas were selected - in cooperation with the RESET partners - reflecting the training needs of GEP-implementing universities with regards to developing knowledge and building gender and diversity awareness. These topics include:

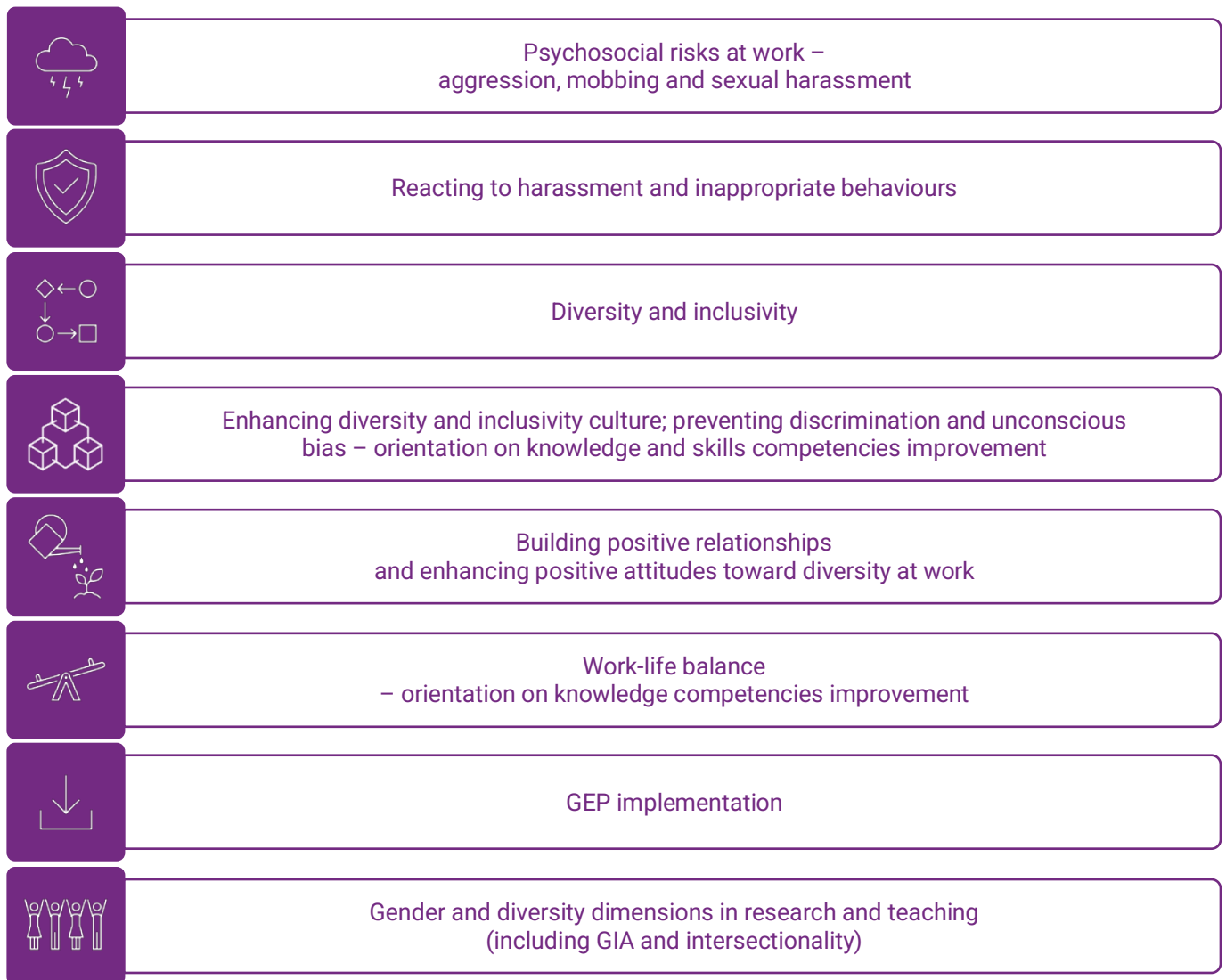


Figure 2: Selected training areas

Each topic has been divided into separate modules (altogether 15) and furnished with content that includes the following elements: key information about the module, illustrative agendas for both trainers and participants, a scenario for trainers and participants, supplementary materials, a draft of the presentation and handouts.

It is worth noting that we have decided not to prepare webinars but, instead, to create PowerPoint templates to be used (and adjusted if necessary) by trainers. The webinars should be conducted by trainers from each university in the native language of the participants.

A more detailed description of the above-mentioned parts will be provided in the section “Document Logic”.

The content for the toolbox is intended to enhance the capacity for conducting training and other developmental activities aimed at fostering a diverse and inclusive academic community. Trainers are provided with ideas for conducting specific training sessions with a desirable structure and useful exercises, with the aim of enhancing the three key elements of the competencies of the participants: attitudes, skills, and knowledge.

1.2. Train-the-trainers approach

As explained in D4.2 the train-the-trainer (TTT) approach aims to strengthen the necessary skills and capacities of the future trainers/instructors in order for them to organise and conduct the training sessions within the eight modules proposed in this toolbox in their university or in other HEIs (the toolbox will be publicly available on the RESET website and also translated into four languages of the RESET GEP-implementing partners - Polish, French, Portuguese and Greek). The trainers will learn not only how to run training sessions using innovative methods and encourage participatory engagement of trainees, but also how to give feedback, facilitate self-reflection and raise awareness. The training modules' goal is, among others, to enhance coping/counteracting mechanisms to discriminatory processes and inappropriate behaviours, hence an important part of the TTT process is to show participants how to deal with stereotypes and various forms of discrimination, react to harassment as well as advance positive attitudes toward diversity at work.

Importantly, the WP4 team initiated the TTT process for RESET partners in June 2023, during the Consortium meeting at UBx and continued the process in the fall of 2023. It includes 32h of online training (on the selected topics [8h each]: transactional analysis - TA games, preventing discrimination and unconscious bias, work-life balance as well as gender and diversity dimensions in research and teaching). Additionally, partners were offered 32h of consultations during which individual meetings were held to discuss more particular issues connected with the content of the toolbox and the training process itself. Initiating the TTT process allowed for testing the proposed materials in practice, gather feedback, and make necessary modifications and additions to enhance the materials' usefulness and usability.

Suggested content, especially scenarios, is based on various training methods. These methods are designed to be engaging for participants while also providing the opportunity to refine skills and test solutions/interventions in practical contexts. For example, this can be achieved through the use of tool coaching methods or at least some of their elements.

We are aware that our approach, which encourages people to participate in long-term development activities, may generate some reluctance and resistance. Furthermore, we recognise that at some universities, conducting such extensive and time-consuming training activities may not be currently feasible. Nevertheless, our intention is to offer a comprehensive solution for conducting training on a chosen topic. It is up to the trainer to select elements from our proposal and modify the training to fit the specific circumstances and any constraints that may apply.

Therefore, before the training, the trainer responsible for the development process should familiarise themselves with the scenario and other materials, and then decide which parts would be most suitable and appropriate for their situation as well as what local or institutional content should be added to meet the specific needs of stakeholders. It is possible to focus solely on the selected elements or to shorten the training and concentrate exclusively on the most important topics, as determined by the trainer's perspective and the established goals.

When planning training sessions, it is very important to get support from other people from the university, who are engaged in the process of establishing the change of work environment (especially from authorities who should set an example and highlight the importance of this programme, as well as from communication departments, HR units, top and middle management and executives).

The WP4 team has already received some feedback from the TTT process, which will be further analysed before extensive training activities in 2024. Generally speaking, participants expressed that the pilot training met their expectation, and it was perceived as useful, increasing their knowledge, and enhancing their competencies. Following the responses, we obtained during the TTT process, we put more emphasis on incorporating references to gender and cultural diversity within the academic setting. Furthermore, we decided to create a special space for enhancing trainers' competencies, including methodology and the use of various teaching methods. Consequently, we decided to incorporate the following elements into every training session:

- An exercise with the participants on how they can apply the knowledge from a specific module in their interactions with the group while conducting their own trainings.
- An exercise with the participants on how they can use the knowledge from a specific module to deliver training at their universities.

We have also proposed a set of questions that can be asked to meet the training skills and activities:

- Do you believe it would be valuable to offer training on this topic at your university? Why or why not?

- If yes, who would be the most immediate and preferred audience (which group of employees and other stakeholders)?
- What specific parts or topics from this module are particularly important to provide to participants?
- Which activities (that you have experienced during the two training sessions) would you like to incorporate (e.g., icebreakers, case studies, group work, etc.)?
- What challenges/resistances can you anticipate?
- What additional resources or support do you need to successfully conduct such training at your university?

We will come back to these issues in the Conclusions part of this deliverable.

1.3. The logic of the document

All materials included in this database are prepared using the same structure to facilitate successful training preparation and delivery.

The first and most important document is the scenario, which includes introductory information about the module, an exemplary agenda for the participants, and a workplan for the trainers.

Below, you can find graphs presenting the above-mentioned elements.

Topic 2.13 GEP implementation – orientation on skills competencies improvement Part 2

<p>Toolbox goal:</p> <ul style="list-style-type: none"> Knowledge Skills Attitudes 	<p>Participants:</p> <ul style="list-style-type: none"> Top and middle management Administrative staff
<p>Recommended form of training:</p> <p>Synchronous face-to-face training</p>	<p>Duration of recommended form of training:</p> <p>7h with 1 hour lunch break</p>
<p>Form of basic training:</p> <p>Synchronous online training</p>	<p>Duration of basic training:</p> <p>4h</p>
<p>Main objective:</p> <p>The main goal of the training is to improve skills and awareness about the GEP implementation process from the managerial perspective.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> learning about crucial steps in the GEP implementation becoming aware about the measures and indicators specific GEP designing obtaining skills to use GEP elements in everyday practice discovering the necessity of regular and cyclical monitoring and evaluation of GEP knowing PDCA cycle for the GEP implementation identifying the key success factors in the GEP implementation process on the example of a chosen institution 	<p>Learning results</p> <p>Educational effects</p> <p>The participant:</p> <ul style="list-style-type: none"> improves the ability to implement GEP efficiently applies the set of measures and indicators necessary for the GEP implementation and monitoring explains the importance of PDCA cycle in the process of the GEP implementation analyses the key areas of success in the GEP implementation in the specific university is aware of the importance of GEP communication and dissemination among different HES stakeholders

Figure 3: Introductory information about the module

Exemplary Agenda (for the participants)

Planned time	Activity
09:00-09:25	Introduction
09:25-10:20	How to make GEP a strategic tool for ensuring gender equality?
10:20-11:20	The guiding principles for GEP implementation
11:20-11:35	Coffee break
11:35-14:00	Ways to measure the progress of GEP implementation
14:00-14:05	Lunch break
14:05-14:15	PDCA cycle approach with great results
14:15-14:45	The quality of GEP
14:45-15:00	Closing round

Figure 4: Exemplary agenda for the participants

Exemplary Scenario (for the trainer)

Planned time	Activity
05 minutes	<p>General topic:</p> <p>Before you start the lesson consider the following: follow the guidelines and complete the toolset/region label (where, in the same time observe the group and its needs - in some cases (if time permits, you can propose additional exercises, energizer, discussion etc.</p> <p>The theoretical content and the framework of the presentation is placed in appendix (supplementary materials and Presentations)</p>
20 minutes	<p>Indicator (initial) activities:</p> <p>Introduction of the trainer</p> <p>Check of the meeting:</p> <ul style="list-style-type: none"> explain the goals and points that the main agenda would be put at the necessary skills about GEP of the participants include the information about RESET Project and its general aims <p>Opening round (optional, in case to know new attendees):</p> <ul style="list-style-type: none"> use supplementary materials 2.13 create a space for getting to know each other better ask for participants' needs and expectations about the training and post identified needs on the right side of the toolset include the specific expectations of the participants within the programme (if possible) or give some free advice for information about requested issues <p>Content with participants:</p> <ul style="list-style-type: none"> introduce the content for the meeting with participants (if some important materials are covered ask them to read essential parts from supplementary materials 2.13 - teaching content) place the rules in a visible place for the whole meeting
120 minutes	<p>Lecture and practical exercises about How to make GEP a strategic tool for ensuring gender equality and about quality:</p> <ul style="list-style-type: none"> introduce the issue of gender inequalities at HES. Ask for some examples. Justify the need for making GEP strategic toolset explain the aim of GEP via training points for strategy (and the presence of diverse and inclusive organizations) present the concept of transparency and some examples how stakeholders may affect GEP implementation explain the issue of risk and opportunity in GEP implementation propose the group work (see handbook 2.13 - What do HES need to achieve success in GEP implementation?) illustrate successful GEP implementations based on different examples engage in a pair exercise (see handbook 2.13 - The way of conducting the academic community on key areas of GEP) relaunch the GEP 2.0 concept show the stages of GEP implementation, describe each document invite the story about your institution - GEP implementation propose the exercise about communication and dissemination (see handbook 2.13 - The ways of establishing the academic community on key areas of GEP)
15 minutes	Coffee break

Figure 5: Scenario for trainers

The structure in the exemplary scenario for trainers is also the same:

- General tips, e.g., below you can find the basic scenario of the workshop. Follow the guidelines and recapitulate the tasks/topics listed therein. Simultaneously, observe the group and its needs—in some cases (if time permits), you can propose additional exercises, energisers, discussions, etc.
- A detailed schedule of the training with timeboxes (for every day) and a description of the activities and exercises recommended to cover a particular topic. It is up to the trainer to conduct the training following the provided pattern and covering all activities as shown or to adjust the training to their style of delivery, needs, and the circumstances of a particular university. The trainer may choose the most fitting issues or modify the content and/or duration accordingly.

Apart from the detailed description of the activities to be undertaken, there are references to other parts of the database (e.g., PPT or supplementary materials and handouts) to be used by trainers.

The PowerPoint (PPT) presentation can be utilised by trainers to structure the workshop and convey the main notions, concepts, and activities to participants. It is suitable for use in both onsite and online conditions. Similar to the scenario, the PPT can be used directly as presented (after translation into the native language of participants) or can be modified by the trainer, including changing the content of the slides, selecting specific slides, etc.

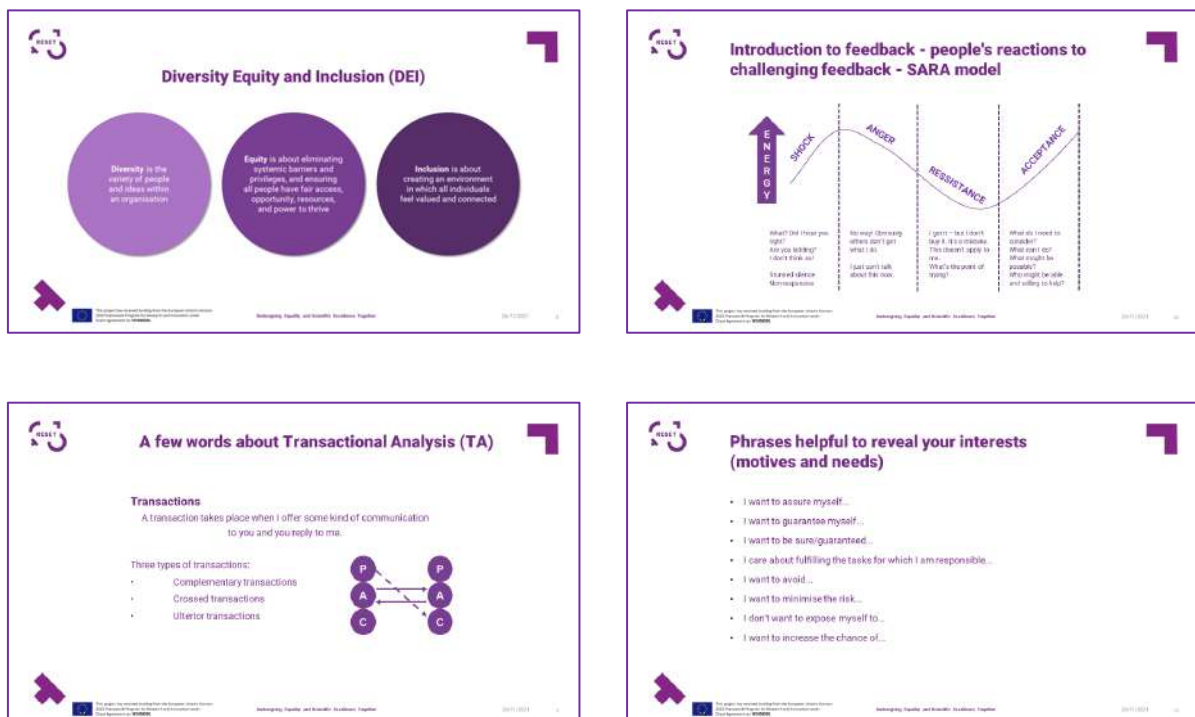


Figure 6: The selected slides of an exemplary PowerPoint presentation

The database is also equipped with supplementary materials for the trainers. It includes detailed information about the topics being covered, along with examples of tasks and questions to be asked to the participants and references that can help the trainer gather more information about specific issues.



Figure 7: The selected pages of an exemplary supplementary materials

The last part of the database is the section with handouts. Handouts include materials that can be given to the participants, containing instructions for exercises or training, reflection questions, worksheets, etc. Handouts should be translated into the native language of the participants. Below you can find exemplary pages of handouts



Figure 8: The selected pages of handouts

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MODULE 2.1

Psychosocial risks at work – aggression, mobbing and sexual harassment

Topic

2.1 Psychosocial risks at work – aggression, mobbing and sexual harassment



Toolbox goal:

- knowledge
- skills
- attitudes



Participants:

- Top and middle management
- Researchers
- Teachers
- Administration staff
- PhD students, students



Recommended form of training:

Synchronous face-to-face or online training



Duration of recommended form of training:

8h (2x4h)



Form of basic training:

online webinar



Duration of basic training: 2h



Main objective:

Improving knowledge and awareness about the phenomena of aggression, mobbing and sexual harassment at the workplace



Learning results Educational effects

Specific objectives:

- Improving knowledge and awareness about the phenomena of aggression, mobbing and sexual harassment at the workplace
- Focusing on understanding the characteristics, definitions and consequences (for the individual as well as the wider social and organisational environment) of the above mentioned phenomena

The participant:

- has knowledge that helps to understand human behaviour related to aggression, mobbing and sexual harassment in the workplace, understands interpersonal processes related to the above-mentioned phenomena
- knows and understands the rules governing human behaviour in the organisation in difficult situations (in relation to communication, the functioning of groups within the organisation, conflicts and their resolving, power and management, organisational culture, basics of planning and decision-making)
- has knowledge of the main causes of aggression, mobbing and sexual harassment in the workplace
- is aware of the costs and consequences of aggression, mobbing and sexual harassment at various levels (individual vs group / social)



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2.1. Scenario

Psychosocial risks at work

– aggression, mobbing and sexual harassment



Exemplary Agenda (for the participants)

Day 1

Planned time	Activity
9.00 – 9.45	Introduction and initial activities
9.45 – 11.00	Differentiation of concepts – anger, conflict, aggression and violence
11.00 – 11.15	Coffee break
11.15 – 12.45	Causes of aggression, mobbing and sexual harassment in the workplace
12:45 – 13.00	Closing round

Day 2

Planned time	Activity
9.00 – 9.15	Opening round
09.15 – 10.15	Aggression, mobbing and sexual harassment – cultural and gender differences
10.15 – 10.45	Legal regulations
10.45 – 11.00	Coffee break
11.00 – 12.30	Consequences/costs of aggression, mobbing and sexual harassment



Exemplary Scenario (for the trainer) Day 1

Planned time	Activity
<p>General tips:</p> <p>Below you can find the basic scenario of the workshop. Follow the guidelines and recapitulate the tasks / topics listed therein. At the same time observe the group and its needs - in some cases (if time permits) you can propose additional exercises, energiser, discussion, etc.</p> <p>The theoretical content and the framework of the presentation is placed in appendix (Supplementary materials, Handouts and Presentation).</p>	
45 minutes	<p>Initiatory (initial) activities:</p> <ul style="list-style-type: none"> • Introduction of the trainer • Goals of the meeting <ul style="list-style-type: none"> • explain the goals and point out that the main emphasis would be put at the increasing awareness of the participants • include the information about RESET Project and its general aims • Agenda of the meeting • Opening round (possibility to get to know one another) (see Supplementary materials 2.1 – Questions for the opening round) <ul style="list-style-type: none"> • create a space for getting to know each other better • ask for participants' needs and expectations about the training and post identified needs on the flipchart on the wall • include the specific expectations of the participants within the programme (if possible) or give some tips where to find information about requested issues • Contract with participants <ul style="list-style-type: none"> • co-create the contract for the meeting with participants. If some important elements are missed add the most essential points (see Supplementary materials 2.1 – Exemplary contract). • place the rules in a visible place for the whole meeting.
75 minutes	<p>Lecture and discussion with participants (see Supplementary materials 2.1):</p> <p>Start with the following exercise:</p> <ul style="list-style-type: none"> • show the video: https://youtu.be/cxoM_aZ0n9c?si=PyeOKfrdZjSgSQGP <ul style="list-style-type: none"> • What was happening in the film? • How did the people feel: victims, observers and perpetrators? • Have you ever experienced similar behaviours? • What was the most difficult for you? • how do mobbing and aggression manifest? (see Supplementary materials 2.1): <ul style="list-style-type: none"> • ask participant to work in pairs to create a list of behaviours they perceive as aggressive or abusive at the workplace; • discuss and sum up the results focusing on the type of behaviours that were mentioned; it is worth to pay attention to the University and gender context and behaviours that may be typical for this area of employment. • Ask some additional questions? • explain that the idea of aggression covers different issues, topics • introduce one by one the basic concepts: anger, conflict, aggression, mobbing, sexual harassment and violence – proposed order is in Presentation 2.1); underline the differences in the definitions of above-mentioned concepts and try to show the variety of approaches to each of them. While focusing on aggression it is important to mention the most common typologies, i.e., by Krahe, by the Californian Occupational Safety and Health Administration, Perline and Goldschmidt and Neuman and Baron;



Exemplary Scenario (for the trainer) Day 1

Planned time	Activity
15 minutes	Coffee break
30 minutes	<p>Models of sexual harassment in the workplace (see Supplementary materials 2.1, pages 19-21):</p> <ul style="list-style-type: none"> ask participants the following question: What is the mechanism that induce sexual harassment in the workplace? <p>Lead the discussion upon this topic, gather information and show shortly 5 interpretations of such behaviours, i.e., biological model, socio-cultural model, organisational model, person-situation interaction model, and 4-factor model; try to show the main differences.</p>
60 minutes	<p>Causes of aggression, mobbing and sexual harassment in the workplace (see Supplementary materials 2.1, pages 22-23):</p> <ul style="list-style-type: none"> divide the group into four teams; every team has the task to discuss one group of potential causes: (1) general social and economic, (2) organisational, (3) factors related to the victim or (4) factors related to the perpetrator it is good to show some additional life examples to each of the causes; sum up the results; ask about the risk factors/causes that are: <ul style="list-style-type: none"> the most / the least typical or common in the academic field; can be or cannot be controlled in any way.
15 minutes	<p>Closing round</p> <ul style="list-style-type: none"> ask a couple of questions summarizing the day it is recommended that every participant would share their opinions and reflections



Exemplary Scenario (for the trainer) Day 2

Planned time	Activity
15 minutes	<p>Opening round (see Supplementary materials 2.1 – Questions for the opening round-Day 2)</p> <ul style="list-style-type: none"> ask for participants’ needs and expectations about the second day of the training; ask for participants’ reflections about the previous day and emotions that have arisen due to it.
60 minutes	<p>Discussion with the participants:</p> <ul style="list-style-type: none"> Aggression, mobbing and sexual harassment – cultural and gender differences <ul style="list-style-type: none"> divide the group into pairs ask them to discuss questions related to cultural differences regarding aggression(see Supplementary materials 2.1 – exemplary questions); sum up the discussion and encourage participants to reflect on the key takeaways; tell participants to change the pair and then focus on the questions related to gender differences regarding aggression see Supplementary materials 2.1 – exemplary questions); it will be beneficial to get to know the prevalence of aggression across different countries, as well as scale of exposure to aggression, mobbing and sexual harassment and frequency of the phenomena depending on the country and socio-cultural factors, frequency of the phenomena at a specific university (in reference to research carried out in RESET project and other publications)
30 minutes	<p>Lecture and discussion with the participants:</p> <ul style="list-style-type: none"> Legal regulations (see Supplementary materials 2.1) <ul style="list-style-type: none"> before the training you should prepare some additional information on the law in your country that is related to consequences that perpetrator can bear and the possible way of supporting and protecting the victim in a formal way; during the training you can ask participants about their knowledge on this topic, add some information or clarify unclear issues.
15 minutes	Coffee break
90 minutes	<p>Consequences/costs of aggression and mobbing and sexual harassment (see Supplementary materials 2.1)</p> <ul style="list-style-type: none"> divide the team into groups of three or four; give participants "post-it" cards and ask to write down the possible consequences of aggression/mobbing; stick the cards on the floor/flipchart and discuss with the participants: (1) which of them are immediate / long-term, (2) which of them are related to individual / organisation / witnesses? sum up the results;
30 minutes	<p>Closing round</p> <ul style="list-style-type: none"> ask a couple of questions (see Supplementary materials 2.1) inquire about the specific thought or concept that they personally take away from the training; it is recommended that every participant would share their opinions and reflections.



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2.1. Supplementary materials for trainers

Psychosocial risks at work
– aggression, mobbing and sexual
harassment

SECTIONS



Introduction and initial activities



Differentiation of concepts – anger, conflict, aggression and violence



Causes of aggression, mobbing and sexual harassment in the workplace



**Aggression, mobbing and sexual harassment
– cultural and gender differences**



Legal regulations



Consequences/costs of aggression and mobbing and sexual harassment



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DAY 1



Introduction and initial activities

Opening round (exemplary questions/topics)

- Name
- Vocational area (role, tasks and responsibilities)
- Private area (who I am, what I do in a spare time)
- What do I know about conflicts and conflict resolution strategies?
- What is my main objective for this meeting?
- What are my needs and expectations (in reference to the topic and schedule)?
- What would I do for myself if I were to win 1 million Euro? (* optional)

General rules for cooperation (exemplary contract)

- We call each other by name (* mandatory)
- We use the pronoun "I", not "we"
- We respect the time
- We don't generalise
- We do not use grand quantifiers expressions
- We do not take out personal content from the group (*mandatory)
- The "here and now" principle - we focus on the workshop (*mandatory)
- We mute our phones
- We engage in exercise rather than passively watch. We have the right to refuse to participate in an exercise
- We don't judge (*mandatory)
- We respect each other (*mandatory)
- We are mutually responsible for the process as well as effects of the workshop (*mandatory)
- We are ready to be confronted (in a benevolent way)

Aggressive bahviours

Mobbing behaviours are activities that hinder the communication process, adversely affect social relations, damage the employee's image, affect the employee's professional situation, and pose a threat to the employee's health, e.g.:

- impeding the communication process:
- restricting an employee's ability to speak;
- continuously interrupting an employee's speech;
- responding to an employee's statements with shouting and name-calling;
 - using verbal or written threats.
- negatively affecting social relations:
 - avoiding contacts and conversations with the employee;
 - making it difficult for him or her to interact with others;
 - physically and socially isolating.
- violating the image of the employee:
 - gossiping or spreading rumours;
 - suggesting mental disorders;
 - making fun of and ridiculing an employee's private or professional life;
 - ridiculing and attacking an employee on the basis of their nationality, disability or handicap;
 - unfairly assessing his commitment to work.
- affecting the employee's work situation:
 - assignment of tasks derogatory to the dignity of the employee;
 - not assigning an employee any tasks to be carried out or assigning tasks that are meaningless or far below or far over employee's qualification and competence.
- posing a health risk to the worker:
 - assignment of work that is harmful to health, unsuitable for the employee's capabilities or failure to provide him with adequate safeguards;
 - use of physical aggression (or threats of using it);
 - sexually motivated behaviour, sexual abuse.

(Merecz, 2011)



Chosen definitions and terms:

(sources: Merez, D. (ed.). (2011). *Profilaktyka psychospołecznych zagrożeń w miejscu pracy – od teorii do praktyki. Podręcznik dla psychologów*, Instytut Medycyny Pracy im. prof. J. Nofera; Leymann H. (1996). The content and development of mobbing at work. *European Journal of Work and Organizational Psychology*, 5(2),165–184)



Differentiation of concepts – anger, conflict, aggression and violence

Initial activities

How to differentiate psychological constructs?

In the context of designing interactions and practical coping with experienced difficulties, an important role is played by the correct differentiation of the psychological issues and phenomena to which we refer. This is important both in terms of the acquisition of theoretical knowledge, but also adequate and effective practical activities.

Anger

Based on the definition proposed by the American Association of Psychology anger is “an emotion characterised by antagonism toward someone or something you feel has deliberately done you wrong”. As all emotions it is necessary, adaptive and helpful due to its informative and motivational functional. It mobilises to initiating and implementing productive actions and has some energetic power; however, if it exceeds a certain level, persists for a long time or occurs with high frequency it may be harmful for both individual physical and mental health.

We can distinguish two types of anger (see Van Kleef et al., 2008):

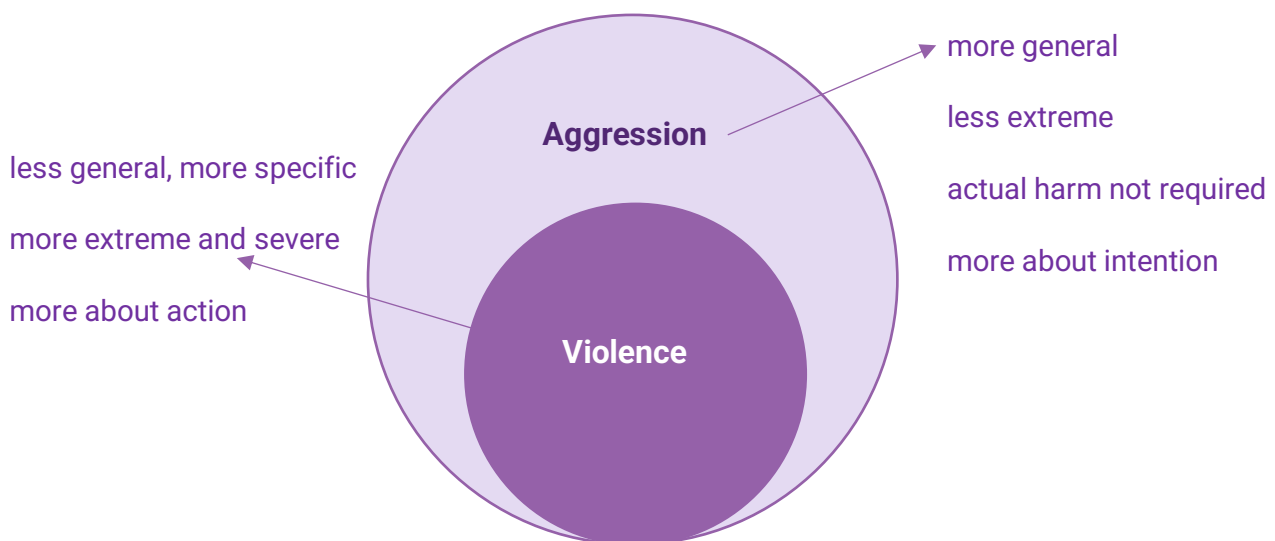
- interpersonal – refers to the effect of one person’s affective state, i.e., anger, on other people participating in the interaction. It is worth to notice that our emotions may influence partners’ emotional states and trigger both positive and negative sensations. Some studies also show the impact on others’ behaviours, especially in the social context.
- intrapersonal – is related to the way that experienced and displayed anger influences own way of perceiving, processing information and acting.

Chosen definitions and terms:

(sources: <https://www.apa.org/topics/anger> ; Van Kleef, G. A., van Dijk, E., Steinel, W., Harinck, F., & van Beest, I. (2008). Anger in social conflict: Cross-situational comparisons and suggestions for the future. *Group Decision and Negotiation*, 17(1), 13–30. <https://doi.org/10.1007/s10726-007-9092-8>

Aggression and violence

In psychology and other social sciences there is ongoing debate related to the distinction between aggression and violence. Generally, it may be claimed that aggression can be defined as “any behaviour directed toward another individual that is carried out with the proximate (immediate) intent to cause harm. In addition, the perpetrator must believe that the behaviour will harm the target, and that the target is motivated to avoid the behaviour” (Anderson & Bushman, 2002). Based on the above-mentioned approach, behaviour should involve people or other living creatures, be intentional and directed against another person in order to cause harm. The recipient, on the other hand, should be motivated to avoid possible negative consequences. However, in many publications both terms are used interchangeably.



All violent actions are aggressive, but not all aggressive behaviours are violent.

Chosen definitions and terms:

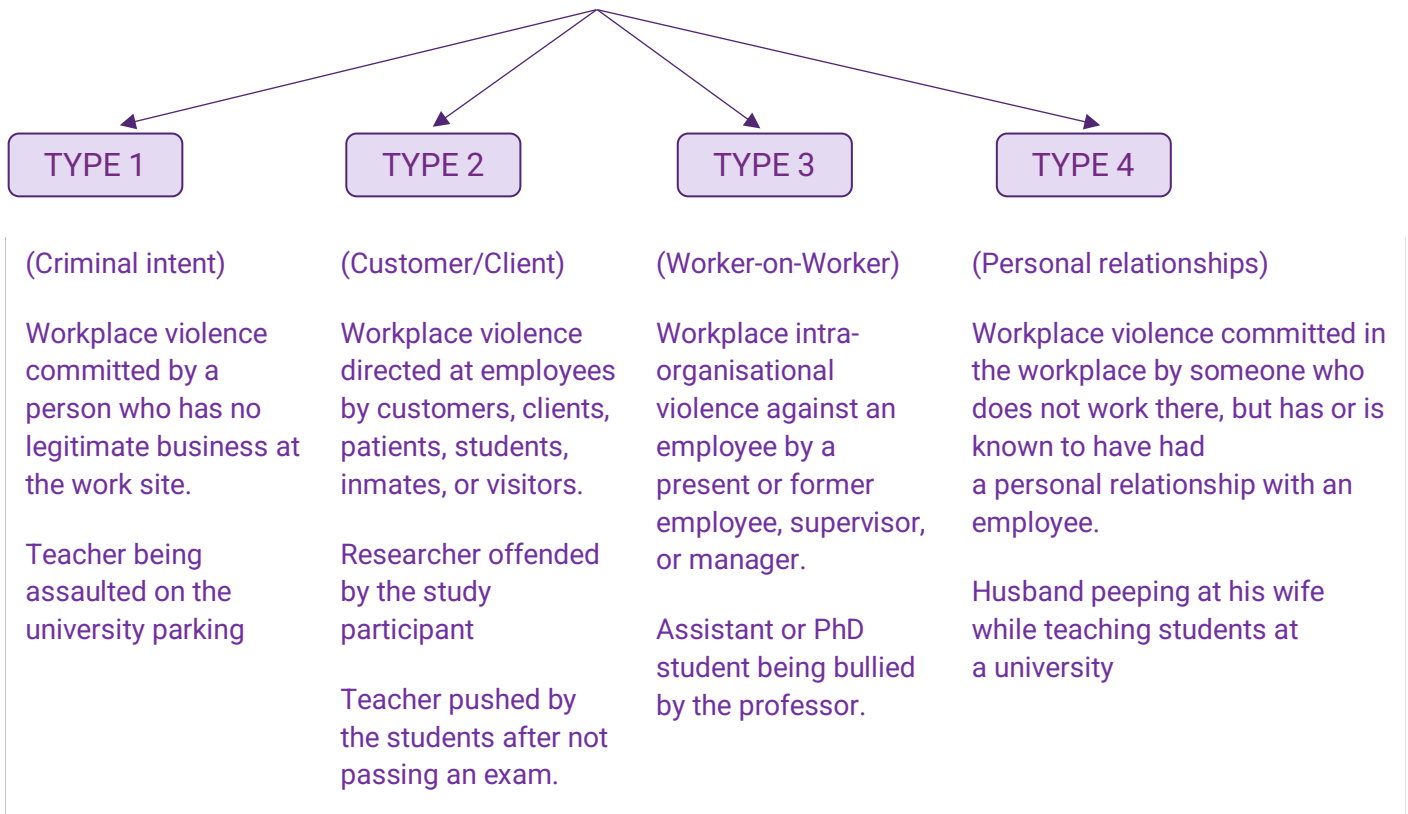
(sources: Sturme, P., Allen, J.J. and Anderson, C.A. (2017). Aggression and Violence: Definitions and Distinctions. In *The Wiley Handbook of Violence and Aggression*, P. Sturme (Ed.). <https://doi.org/10.1002/9781119057574.whbva001>)

Aggression and violence in the workplace

Definitions

- work-related violence seen as “incidents where staff are abused, threatened or assaulted in circumstances related to their work, including commuting to and from work, involving an explicit or implicit challenge to their safety, well-being and health” (European Commission, 1994);
- workplace aggression defined as “efforts by individuals to harm others with whom they work, or have worked, or the organisations in which they are currently, or were previously, employed” (Neuman & Baron, 1997);
- workplace bullying being “a repeated, emotionally or physically abusive, disrespectful, disruptive, inappropriate, insulting, intimidating, and/or threatening behaviour targeted at a specific individual or a group of individuals that manifests from a real or perceived power imbalance and is often, but not always, intended to control, embarrass, undermine, threaten, or otherwise harm the target” (AMA, 2021)

Types of violence by the Californian Occupational Safety and Health Administration



How to differentiate psychological constructs?

Types of aggression by Krahe (2013)

Aspect	Subtypes	Examples
Response modality	Verbal Physical Postural Relational	Shouting or swearing at someone Hitting or shooting someone Making threatening gestures Giving someone the “silent treatment”
Immediacy	Direct Indirect	Punching someone in the face Spreading rumours about someone behind their back
Response quality	Action Failure to act	Making another person engage in unwanted sexual acts Withholding important information from a colleague at work
Visibility	Overt Covert	Humiliating someone in front of others Sending threatening text messages to a classmate
Instigation	Proactive/unprovoked Reactive/retaliative	Grabbing a toy from another child Yelling at someone after having been physically attacked
Goal direction	Hostile Instrumental	Hitting someone out of anger or frustration Taking a hostage to secure a ransom
Type of harm	Physical	Broken bones

	Psychological	Fears and nightmares
Duration of effects	Transient	Minor bruises
	Lasting	Long-term inability to form relationships
Social units involved	Individuals	Intimate partner violence
	Groups	Riots and wars

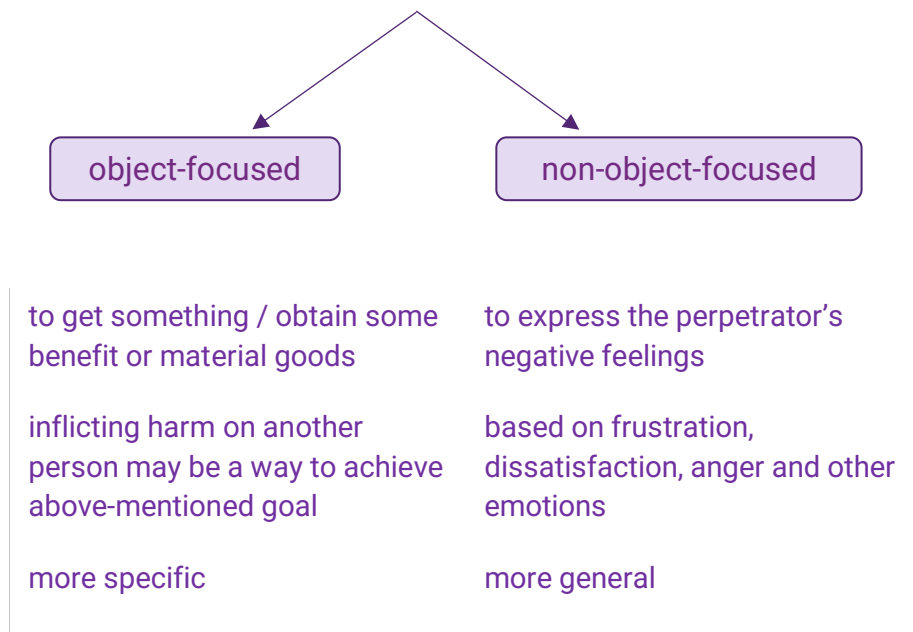


Chosen definitions and terms:

(sources: Sturme, P., Allen, J.J. and Anderson, C.A. (2017). Aggression and Violence: Definitions and Distinctions. In The Wiley Handbook of Violence and Aggression, P. Sturme (Ed.), p. 4. <https://doi.org/10.1002/9781119057574.whbva001>)

Typology by Perline and Goldschmidt (2004)

Authors distinguish two types of a workplace:



Three types of aggressive behaviours by Neuman and Baron (1998)

- Expression of hostility – verbal and non-verbal, symbolic behaviours such as staring, negative eye-contact, obscene gestures, spreading rumours, delivering unfair performance appraisals, flaunting status, leaving the work area when a target enters a room.
- Obstructionism – actions to impede own’s ability to perform job, e.g., direct refusal to provide needed resources, intentional work slowdowns failure, needlessly consuming resources needed by the target.
- Overt / public aggression – non-fatal or fatal physical or sexual assaults as well as property damages and thefts, e.g., attack with a weapon, stealing, threats of physical violence or real physical assaults (pushing, hitting etc.), failing to protect target’s welfare or safety.

Chosen definitions and terms:

(sources: Perline, I. H.; Goldschmidt, J. (2004). The psychology and law of workplace violence: A handbook for mental health professionals and employers. Charles C. Thomas Publisher; Neuman, J. H., & Baron, R. A. (1998). Workplace Violence and Workplace Aggression: Evidence Concerning Specific Forms, Potential Causes, and Preferred Targets. *Journal of Management*, 24(3), 391–419. <https://doi.org/10.1177/014920639802400305>)

Conflict

Conflict may be defined in diverse ways, starting from the disagreement between parties over the important issues or values and ending in a natural process in human social interaction. For example, according to some authors, conflict:

- “is an interaction between actors (individuals, groups, organisations, etc.) where at least one actor senses incompatibilities between their thinking, imagination, perception, and/or feeling, and those of the others” (Glasl, 1994);
- “is understood as incompatible activities – occurs within co-operative as well as competitive contexts. Conflict parties can hold co-operative or competitive goals” (Tjosvold & Van de Vliert, 1994);
- “is a perceived divergence of interest, or a belief that the parties’ current aspirations cannot be achieved simultaneously” (Priutt & Rubin, 1986).
- Disagreement is natural, considering the fact that people differ in various areas: personality, temperament, interests, values, beliefs, etc. Conflict that arises in such situation very often is unavoidable and may be treated not as a potential peril, but also as a chance for open discussion, need exchange , and development.



Chosen definitions and terms:

(source: Bercovitch, J., Kremenyuk, V.A., & Zartman, I.W. (2009). Introduction: The Nature of Conflict and Conflict Resolution)

Mobbing

Most experts agree that:

- “Psychical terror or mobbing in working life means hostile and unethical communication which is directed in a systematic way by one or a number of persons toward one individual. There are also cases where such mobbing is mutual until one of the participants becomes the underdog. These actions take place often (almost every day) and over a long period (at least for six months) and, because of this frequency and duration, result in considerable psychic, psychosomatic and social misery. This definition eliminates temporary conflicts and focuses on the transition zone where the psychosocial situation starts to result in psychiatric and/or psychosomatic pathological states” (Leymann, 1990)
- “Workplace bullying is repeated, unreasonable behaviour directed towards an employee, or group of employees, which creates a risk to health and safety (Agency for Safety and Health at Work, 2002)

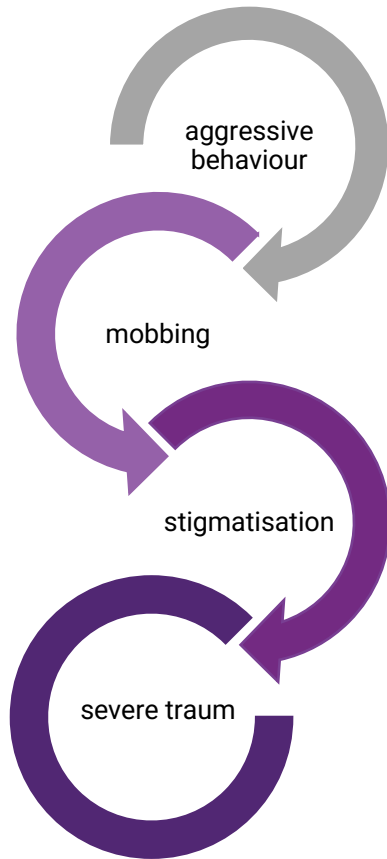


Chosen definitions and terms:

(source: Leymann, H. (1990). Mobbing and psychological terror at workplaces. Violence and Victims, 5. (2))

Mobbing phases:

Based on the approach by Einarsen and colleagues (1994) bullying in the workplace consists of at least 4 phases presented below.



The employee begins to experience discreet, indirect actions that are difficult to be considered hostile, e.g., spreading rumours.

Aggression escalates and becomes more open and frequent, e.g., excluding an employee from different activities

Subject to psychological harm and unable to cope with the situation, the employee is pushed into the role of the victim and perceived as weak, strange, difficult to cooperate. Upper management does not support the victim's complaints. At this stage, he/she/they begins to increasingly experience the effects of stress, both psychological and somatic. He/she/they closes in on himself/herself/themself, avoids contact and any interaction with colleagues, he/she/they may start to react in an inadequate, uncontrolled manner (outbursts of aggression, apathy), which further deepens the exclusion from the work group.

Aggression is very personal: both psychological and physical, can manifest as isolation and exclusion, e.g., labelling as "pussy", mocking of sexual orientation or personality traits

Chosen definitions and terms:

(sources: Einarsen, S., Raknes, B. I., & Matthiesen, S. B. (1994). Bullying and Harassment at Work and Their Relationships to Work Environment Quality: An Exploratory Study. *European Work and Organizational Psychologist*, 4, 381-401. <http://dx.doi.org/10.1080/13594329408410497>)

Sexual harassment definitions:

- “it includes unwelcome sexual advances, requests for sexual favours, and other verbal or physical harassment of a sexual nature in the workplace or learning environment” (Equal Employment Opportunity Commission; EEOC, 2009);
- “unacceptable sexual behaviour that violates the dignity of the abused person or creates an intimidating, humiliating or hostile atmosphere” (Fitzgerald, Swan, Magley, 1997);
- “the unwanted imposition of sexual requirements in the context of a relationship of unequal power” (MacKinnon, 1979);
- “behaviour that derogates, demeans, or humiliates an individual based on that individual’s sex” (Berdahl, 2007);

Forms of sexual harassment:

- verbal (sexual comments, jokes, persistent proposals and unwelcome requests with sexual overtones);
- non-verbal (looking a person up and down, staring, following, winking, licking lips, displaying pornographic materials, indecent exposure);
- physical (unwanted contact: patting, hugging, kissing, actual or attempted rape or sexual assault, neck massage, touching the person’s clothing, hair or body).

Types of sexual harassment (Equal Employment Opportunity Commission; EEOC):

- quid pro quo (“this for that”)

occurs when there is a proposal or demand of sexual favours in exchange for admission to a job, promotion or other privileges or the absence of negative experiences (salary reductions, dismissal); e.g., supervisor suggesting a promotion if a female employee goes on a business trip with him and has sex with him.

- hostile work environment

means that employee works in a company where intimidation, constant imposition, hostility, offensive gender or sex-related language etc. occur on a regular basis, making it difficult to fulfil duties and tasks.

Causes of sexual harassment

Biological model

- comes from the evolutionary trend;
- assumptions:
 - sex drive is stronger in men, therefore, their behaviour towards women is not discriminatory, but is a manifestation of biologically conditioned strategies of sexual behaviour. Hence, situations with sexual connotations result rather from misunderstandings and realisation of the natural, but somehow deviative drive;
 - men and women are naturally attracted to each other, therefore both sexes participate in sexually-oriented behaviour in the workplace; this suggests that harassment may: (1) refer rather to heterosexual relationships and (2) is a form of mating rituals. The victim should be a potential romantic partner (similar age, unmarried etc.), harassing behaviour are not perceived as violent, but rather as flattering; harassment acts may stop if one party shows lack of interests;
- some studies do not confirm this model.

Socio-cultural model

- assumption:
 - harassment is treated as a manifestation of a patriarchal social system; a man possesses the power and strength and is identified as a perpetrator trying to maintain his own position, whereas a women is perceived as weak, submissive and seeking self-worth in the evaluation of others; therefore female socialisation heightens their vulnerability to harassment in different contexts, including the workplace.
 - Gender is one of the best predictors of harassment
- the aim of sexual harassment is to maintain male dominance and manage the interactions between men and women; the victim would feel powerless and suffer negative emotional consequences; they will be kept economically dependent.



Chosen definitions and terms:

(sources: O'Donohue, W., Downs, K., & Yeater, E.A (1998). Sexual harassment: A review of the literature. *Aggress. Violent Behav.* 3, 111–128. Merez, D. red. (2011). *Profilaktyka psychospołecznych zagrożeń w miejscu pracy – od teorii do praktyki*. Podręcznik dla psychologów, Instytut Medycyny Pracy im. prof. J. Nofera; Tangri, S. S., Burt, M. R., & Johnson, L. B. (1982). Sexual Harassment at Work: Three Explanatory Models. *Journal of Social Issues*, 38(4), 33–54. <https://doi.org/10.1111/j.1540-4560.1982.tb01909.x>)

4-factor model (O'Hare and O'Donohue, 1998)

- this model seems to reflect reality to the greatest extent, is confirmed by research, but still refers to the traditional division of social roles;
- assumptions:
 - Variables related to sexual harassment can be grouped into 4 categories:
 - Motivation (perpetrator-related variables) – need for power, for control and sexual attraction as well as deviant levels of sexual arousal, hostility toward the opposite sex.
 - Overcoming Internal Inhibitions (perpetrator-related variables) such as fear of reprisals in the case of public disclosure and fear of rejection, as well as more general sexual inhibition; it may be an effect of confrontation of norms (that are not well rooted) with inner desires.
 - Overcoming External Inhibitions (sociocultural and organisational variables) – professionalism, sex-ratio, grievance procedures, privacy of workspace, attitudes towards sexist attitudes; if the forms of detection and punishment of sexual harassment work it limits potential perpetration.
 - Overcoming Victim Resistance (victim-related variables) – victim's behaviour, their job status and sex-role may affect potential victimisation.



Chosen definitions and terms:

(sources: Merez, D. red. (2011). *Profilaktyka psychospołecznych zagrożeń w miejscu pracy – od teorii do praktyki*. Podręcznik dla psychologów, Instytut Medycyny Pracy im. prof. J. Nofera; O'Hare, E. A., & O'Donohue, W. (1998). Sexual harassment: Identifying risk factors. *Archives of Sexual Behavior*, 27(6), 561–580. <https://doi.org/10.1023/A:1018769016832>)



Causes of aggression, mobbing and sexual harassment in the workplace

Causes and risk factors of workplace aggression and mobbing (Dillon, 2012; Gulin, 2019)

Social and economic factors (enhancing the need to compete over the available job resources):

- situation on the job market;
- high rate of unemployment;
- instability of the employment.

Organisational factors:

- restructurisation of the organisation;
- culture promoting competitive behaviours, distrust and tension;
- management issues (inexperienced managers, autocratic style of management related to high control, low trust, public humiliation of employees);
- unclear division of duties;
- very formalised hierarchy;
- ineffective or outdated system of rewards;
- lack of support or more general organisational responsiveness to workplace aggression.

Factors related to the victim:

- social position (very high or low material status);
- personality traits: ambition, creativity;

- very high or low professional competence;
- anxiety, hypersensitivity, shyness;
- gender, race, religion, political views.

Factors related to the perpetrator:

- negative affectivity: anger, low emotional control;
- negative external attribution;
- the use of stimulants;
- high job stress and role conflict;
- low self-confidence;
- mental illness.



Chosen definitions and terms:

(sources: Dillon, B. L. (2012). Workplace violence: Impact, causes, and prevention. *Work*, 42(1), 15–20. <https://doi.org/10.3233/wor-2012-1322>; Gulin, W.B. (2019). Mobbing in the workplace – causes and consequences, *21st Century Pedagogy*(3), 14-19. <https://doi.org/10.2478/ped21-2019-0002>)

Closing round – Day 1 (exemplary questions/topics)

- What do you think about the part of the training we had?
- What are your main insights and reflections?
- What was particularly memorable for you?
- Has anything surprised you?



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DAY 2



Introduction and initial activities

Opening round – Day 2 (exemplary questions/topics)

- How did you spend your evening?
- What are your main reflections from yesterday?
- Do you have any questions in terms of what we covered yesterday?
- What are your needs and expectations in terms of the current day?



Aggression, mobbing and sexual harassment – cultural and gender differences

Culture differences in the context of aggression and violence – exemplary questions

- Can culture modify our approach to aggression?
- Do various cultures manifest different levels of aggression?
- How does culture influence our respond to aggression and bullying?
- Which cultural factors can increase the intensity of aggression or workplace violence? Which can decrease it?
- What reflections do you have on the cultural bias in the university context (administrative staff, researchers, students)?
- How does your university/organisation deal with culturally based violence? Think of some best practices to share.

Gender differences in the context of aggression and violence

There is a tendency (also embedded in cultural factors) for men to become perpetrators and women to be victims, e.g., more than 85% rape victims are female, worldwide it oscillates around 90% (Statista, 2023); even if aggression is directed toward a man, in 93% of situation, the perpetrator is of the same sex (National Intimate Partner and Sexual Violence Survey, 2010).

Generally, researchers still have ongoing discussions on the relationship between gender and violence. In some situations, male and female aggression may manifest differently. Men often show higher self-reported physical aggression than women (Archer, 2004; Im et al., 2018), as well as express a higher level of direct aggression. On the other hand, for indirect aggression, the effect is weak or not statistically significant. Based on the study by Zhou (2012), gender does not differentiate most of the subtypes of workplace aggression, i.e., the relationships between gender groups and verbal, interpersonal or organisational, as well as active, passive and relational aggression, were

poor. Regarding the victim's functioning, females needed more time than males to return to work after being assaulted.

Questions to discuss:

- Does gender influence aggressive behaviour? How?
- What are your experiences related to gender bias in the workplace?
- What kind of behaviours can you assess as violent due to gender identity?
- Do you feel the situation is different in the universities? How do academics deal with this issue?



Chosen definitions and terms:

(sources: Archer, J. 2004. Sex differences in aggression in real-world settings: a meta-analytic review. *Review of General Psychology* 8(4):291–322 . Im, S., Jin, G., Jeong, J., Yeom, J., Jekal, J., Lee, S. I., Cho, J. A., Lee, S., Lee, Y., Kim, D. H., Bae, M., Heo, J., Moon, C., & Lee, C. H. (2018). Gender Differences in Aggression-related Responses on EEG and ECG. *Experimental neurobiology*, 27(6), 526–538. <https://doi.org/10.5607/en.2018.27.6.526>; Statista (2023). Rape and sexual assault victims in the U.S. 2000-2021, by gender. <https://www.statista.com/statistics/642458/rape-and-sexual-assault-victims-in-the-us-by-gender/>); Zhou, Z. (2012). Gender Differences in Subtypes of Workplace Aggression. <https://digitalcommons.usf.edu/etd/4423>



Legal regulations

What does law say about workplace aggression

In this section, trainers should gather information on legal regulations regarding mobbing, violence, and sexual harassment in their country. It is worth considering aspects such as:

- the scope of punishable acts;
- various forms of aggression that are subject to punishment;
- the duration of penalties;
- methods of protecting the victim, including the legal regulation of the forms of support.



More general information about legal regulations in the European Union can be found here: https://www.europarl.europa.eu/workingpapers/soci/pdf/108_en.pdf



Consequences/costs of aggression, mobbing and sexual harassment

Consequences of workplace aggression, mobbing and sexual harassment

Perspective of an individual exposed to aggression and/or mobbing:

Physical or behavioural

- sleep disturbances;
- headaches / migraines;
- increased blood pressure;
- weight changes and problems with appetite;
- musculoskeletal conditions;
- sickness absence and increased absenteeism.

Mental

- stress and irritability;
- lower self-esteem and self-confidence;
- depression;
- anxiety / panic attacks;
- post-traumatic stress syndrome.

Social or work-related

- disturbed social relationships with family, friends and co-workers;
- withdrawal;
- decreased job satisfaction



To read more:

(sources: Gale, S., Mordukhovich, I., Newlan, S., & McNeely, E. (2019). The Impact of Workplace Harassment on Health in a Working Cohort. *Frontiers in Psychology*, 10. <https://doi.org/10.3389/fpsyg.2019.01181>; European Parliament (2001). *Bullying at work*. https://www.europarl.europa.eu/workingpapers/soci/pdf/108_en.pdf)

Perspective of witnesses

Depends very often on the reaction to perceived violence. The bystander can be active (defend the victim, report to the management), passive (avoid bullying situation) or present destructive behaviours (becoming an offender or offender's assistant). Some studies suggest that remaining inactive is related to a higher level of mental problems. It may also increase the possibility of becoming the next victim. Additionally, witnessing workplace violence may be stressful, increase tension and lead to lower job satisfaction.

Perspective of the organisation

- reduction of the number of clients;
- loss of reputation, lack of understanding and acceptance in the community;
- lower morale;
- lower product quality;
- decreased overall productivity;
- impaired performance;
- financial profit reduction and higher costs due to mistakes, lawsuits, employees absence or recruitment;
- increased control.



To read more:

(sources: Nielsen, M. B., Rosander, M., Blomberg, S., & Einarsen, S. V. (2021). Killing two birds with one stone: how intervening when witnessing bullying at the workplace may help both target and the acting observer. *International Archives of Occupational and*

Environmental Health, 94(2), 261–273. <https://doi.org/10.1007/s00420-020-01575-w>
Salmivalli, C., Lagerspetz, K., Björkqvist, K., Österman, K., & Kaukiainen, A.,(1996). Bullying as a group process: participant roles and their relations to social status within the group. *Aggressive Behavior*, 22, 1–15.
Szarek, S. & Szarek E. (2018). Economic effects of mobbing and violence in the workplace, *Przedsiębiorczość i Zarządzanie*, 19(2), 255-269. <https://bazawiedzy.uph.edu.pl/info/article/UPH2e16f4a8d83947139f78a2d81683278e/> ;
Rosander, M., & Nielsen, M. B. (2023). Witnessing bullying at work: Inactivity and the risk of becoming the next target. *Psychology of Violence*, 13(1), 34–42. <https://doi.org/10.1037/vio0000406>

Closing round – Day 2 (exemplary questions/topics)

- What do you think about the training we had?
- What are your main insights and reflections?
- What would you consider changing?
- What was particularly memorable for you?
- Has anything surprised you?



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2.1. Presentation

Psychosocial risks at work

- aggression, mobbing and sexual harassment

Psychosocial risks at work
– aggression, mobbing and sexual harassment



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Aims of the workshop





- improving knowledge and awareness about the phenomena of aggression, mobbing and sexual harassment at the workplace
- focusing on understanding the characteristics, definitions and consequences (for the individual as well as the wider social and organisational environment) of the above-mentioned phenomena

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Schedule of the workshop



- Introduction and initial activities
- Differentiation of concepts – anger, conflict, aggression and violence
- Causes of aggression, mobbing and sexual harassment in the workplace
- Aggression, mobbing and sexual harassment – cultural and gender differences
- Legal regulations
- Consequences/costs of aggression and mobbing and sexual harassment



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- What was happening in the film?
- How did the people feel: victims, observers and perpetrators?
- Have you ever experienced similar behaviours?
- What was the most difficult for you?

RESET

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Aggressive behaviours

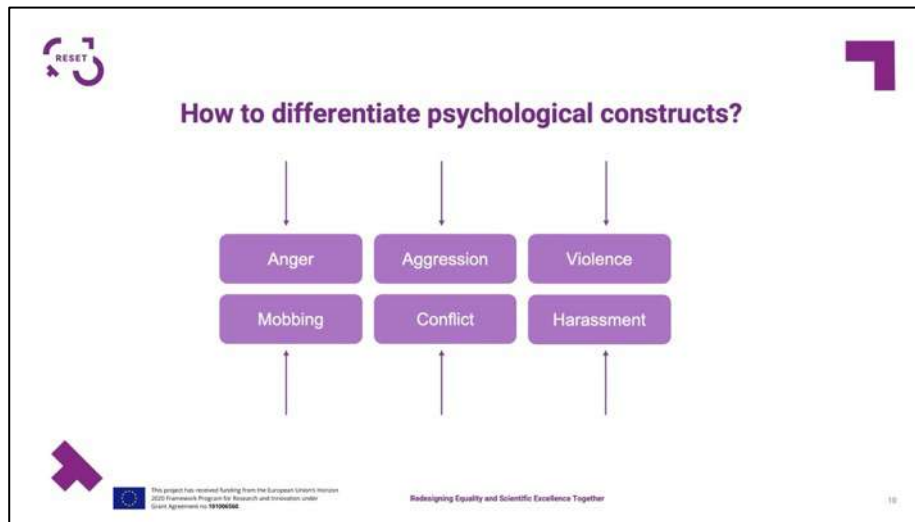



RESET

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Anger

„An emotion characterized by antagonism toward someone or something you feel has deliberately done you wrong” (APA)

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Aggression

„Work-related violence seen as „incidents where staff are abused, threatened or assaulted in circumstances related to their work, including commuting to and from work, involving an explicit or implicit challenge to their safety, well-being and health” (European Commission, 1994);

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more general
 less extreme
 actual harm not required
 more about intention

less general, more specific
 more extreme and severe
 more about action

Aggression

Violence

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Types of aggression

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Conflict

„An interaction between actors (individuals, groups, organisations, etc.) where at least one actor senses incompatibilities between their thinking, imagination, perception, and/or feeling, and those of the others“ (Glasl, 1994);

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Mobbing


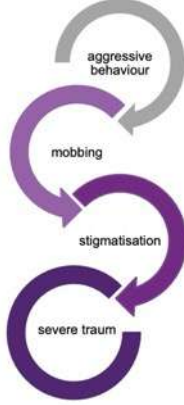
„Psychical terror or mobbing in working life means hostile and unethical communication which is directed in a systematic way by one or a number of persons mainly toward one individual. There are also cases where such mobbing is mutual until one of the participants becomes the underdog. These actions take place often (almost every day) and over a long period (at least for six months) and, because of this frequency and duration, result in considerable psychic, psychosomatic and social misery. This definition eliminates temporary conflicts and focuses on the transition zone where the psychosocial situation starts to result in psychiatric and/or psychosomatic pathological states“ (Leymann, 1990)




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Mobbing phases



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Sexual harassment

„It includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature in the workplace or learning environment“ (Equal Employment Opportunity Commission; EEOC, 2009)



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Forms of sexual harassment

- Verbal
- Non-verbal
- Physical

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Sexual harassment

- quid pro quo ("this for that")
- hostile work environment

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Causes of sexual harassment - models

- Biological model
- Socio-cultural model
- Organisational model
- Person-situation interaction model
- 4-factor model

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Causes and risk factors of workplace aggression and mobbing

- Social and economic factors
- Organizational factors
- Factors related to the victim
- Factors related to the perpetrator

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Closing round – day 1



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DAY 2

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Opening round




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Culture differences in the context of aggression and violence

- Can culture modify our approach to aggression?
- Do various cultures manifest different levels of aggression?
- How does culture influence our respond to aggression and bullying?
- Which cultural factors can increase the intensity of aggression or workplace violence? Which can decrease it?
- What reflections do you have on the cultural bias in the university context (administrative staff, reserchers, students)?
- How does your university/organization deal with culturaly-based violence? Think of some best practices to share.



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Gender differences in the context of aggression and violence



- Does gender influence aggressive behaviour? How?
- What are your experiences related to gender bias in the workplace?
- What kind of behaviours can you assess as violent due to gender identity?
- Do you feel the situation is different in the universities? How do academics deal with this issue?



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What does the law say about workplace aggression?

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Consequences of workplace aggression, mobbing and sexual harassment

```

  graph TD
    Title[Consequences of workplace aggression, mobbing and sexual harassment] --> Victim[Victim]
    Title --> Witness[Witness]
    Title --> Organization[Organization]
  
```

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Closing round - day 2

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MODULE 2.2

Reacting to harassment and inappropriate behaviours

Topic

2.2 Reacting to harassment and inappropriate behaviours



Toolbox goal:

- knowledge
- skills
- attitudes



Participants:

- Top and middle management
- Researchers
- Teachers
- Administration staff
- PhD students, students



Recommended form of training:

Synchronous face-to-face or online training



Duration of recommended form of training:

14h (2x7h with 1-hour lunch break each day)



Form of basic training:

Synchronous online training



Duration of basic training:

7h with 1-hour lunch break



Main objective:

Honing skills that allow one to react and intervene when experiencing inappropriate behaviours (victim as well as witness perspective)



Learning results Educational effects

Specific objectives:

- learning about useful tools and methods of reacting to inappropriate behaviours
- training and honing known tools and methods of reacting to inappropriate behaviours and harassment with real, difficult situations of the participants
- exchange of ideas of the most effective ways of reacting, concerning the national and socio-cultural contexts of participants
- exchange of ideas of useful ways to regulate emotions

The participant:

- knows how to react to inappropriate behaviours as a witness
- knows how to react to inappropriate behaviours as a victim
- is able to effectively use a couple of methods when experiencing harassment in order to protect themselves and help others
- is aware of causes of resistance that can prevent them from react and can manage those causes
- can ask for help or support when experiencing difficult behaviours from others
- can deal with the emotions caused by difficult situations and co-regulate their self by revealing emotions in a safe place and relation



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Exemplary Agenda (for the participants) Day 1

Planned time	Activity
9.00 – 9.45	Introduction and initial activities
9.45 – 10.30	NVC (Nonviolent communication) by Rosenberg
10.30 – 10.45	Coffee break
10.45 – 11.15	NVC (Nonviolent communication) by Rosenberg
11.15 – 12.45	Feedback as a way to react to inappropriate behaviours and harassment
12.45 – 13.45	Lunch break
13.45-14.45	The basics of good feedback
14.45-15.00	Coffee break
15.00-15.30	The basics of good feedback
15.30-16.00	Closing activity



Exemplary Agenda (for the participants) Day 2

Planned time	Activity
9.00 – 9.15	Introduction and initial activities
9.15 – 10.15	Dealing with critical feedback
10.15 – 11.00	Assertive setting of boundaries
11.00 – 11.15	Coffee break
11.15 – 12.45	Assertive request for help or support
12.45 – 13.45	Lunch break
13.45-15.15	Regulation of emotions
15.15-15.30	Coffee break
15.30-16.00	Closing activity



Exemplary Scenario (for the trainer) Day 1

Planned time	Activity
<p>General tips:</p> <p>Below you can find the basic scenario of the workshop. Follow the guidelines and recapitulate the tasks / topics listed therein. At the same time observe the group and its needs - in some cases (if time permits) you can propose additional exercises, energiser, discussion, etc.</p> <p>The theoretical content and the framework of the presentation is placed in appendix (Supplementary materials, Handouts and Presentation).</p>	
45 minutes	<p>Initiatory (initial) activities:</p> <ul style="list-style-type: none"> • Introduction of the trainer • Goals of the meeting <ul style="list-style-type: none"> • explain the goals and point out that the main emphasis would be put at the increasing awareness of the participants • include the information about RESET Project and its general aims • Agenda of the meeting • Opening round (possibility to get to know one another) <ul style="list-style-type: none"> • (see Supplementary materials 2.2 – Questions for the opening round) • create a space for getting to know each other better • ask for participants' needs and expectations about the training and post identified needs on the flipchart on the wall • include the specific expectations of the participants within the programme (if possible) or give some tips where to find information about requested issues • Contract with participants <ul style="list-style-type: none"> • co-create the contract for the meeting with participants. If some important elements are missed add the most essential points (see <i>Supplementary materials 2.2 – Exemplary contract</i>). • place the rules in a visible place for the whole meeting.
45 minutes	<p>Lecture and discussion with participants (see Supplementary materials 2.2):</p> <ul style="list-style-type: none"> • start with a short film (an interview with Marshall Rosenberg) - https://www.youtube.com/watch?v=DgaeHelL39Y • ask participants about their feelings and comments after the video – What emotions were triggered? What did they remember the most? How do they feel with such a model of communication? Do they do it on a daily basis? How does the NVC differ from traditional communication methods? <p>introduce basics of the nonviolent communication – definition, model, four components</p>
15 minutes	Coffee break



Exemplary Scenario (for the trainer) Day 1

Planned time	Activity
30 minutes	<p>Observation without evaluation</p> <ul style="list-style-type: none"> underline the role of observation without evaluation and show its importance in the communication process, hand out separate worksheets – each participant should have an individual one to analyse (see Supplementary materials 2.2 and 2.2. Handouts - Observation without evaluation) after finishing, people should group in pairs to compare the answers and discuss some additional questions from the handout summarise the results (see Supplementary materials 2.2) <p>NCV – brief summary</p> <ul style="list-style-type: none"> ask participants to work in the same pairs and provide them with a few questions to discuss and then gather comments – it is worth paying some attention to the usefulness of the NVC in the academic context
90 minutes	<p>Feedback as a way to react to inappropriate behaviours and harassment</p> <ul style="list-style-type: none"> divide people into groups of three and give feedback on case studies (see Supplementary materials 2.2 and 2.2 Handout – Case study) let participants analyse two descriptions and discuss the questions below each of them summarise the comments showing the importance of feedback in reacting to different violent and unacceptable behaviours at work it is vital that the following activities should be carried out in other teams (the trainer should ask the participants to exchange the composition of a team to work with other people) <p>The basic model of feedback</p> <ul style="list-style-type: none"> familiarise participants with the model of feedback adapted from Hattie & Timperley as well as the basic principles of good feedback (see <i>Supplementary materials 2.2</i>) it is recommended to ask the participants how they usually give feedback in difficult situations (including harassment or other problems when somebody crosses their boundaries) and focus on their opinions about providing good feedback <p>Communication: Me vs. You</p> <ul style="list-style-type: none"> explain two ways of informing about your feelings and thoughts – i.e., Me and I statements. Present the idea of the confrontive I – message talk about the advantages and disadvantages of each of the communication types. ask participants to look at or think of the answers given in the case studies - What would they do differently now? How would they provide feedback to the perpetrator? If possible, it could be discussed in pairs or groups.
60 minutes	Lunch break



Exemplary Scenario (for the trainer) Day 1

Planned time	Activity
60 minutes	<p>The basic of good feedback – Practice</p> <ul style="list-style-type: none"> ask participants to work in threes. Group members should think of the situations (they want share) from their own academic experience that they have heard some negative opinions about themselves or were put in uncomfortable situation against their own will. Then they should present the situation to the colleagues and together try to formulate communicates confrontive I – message. Participants can also think of the feedback that they are going to or would like to give in the nearest future working in subgroups is an opportunity to provide others with some suggestions and exchange ideas about giving proper feedback
15 minutes	Coffee break
30 minutes	<p>Feedback – summary</p> <ul style="list-style-type: none"> divide people into four teams (do not think of their real position at the university, do it rather randomly): (1) students and PhD students, (2) researchers and teachers, (3) administrative staff and (4) top management. Then ask them to think of a few questions from the perspective of the assigned group (see Supplementary materials 2.2 – Feedback – exemplary questions) sum up and try to recognise common elements and answers
30 minutes	<p>Closing round</p> <ul style="list-style-type: none"> ask a couple of questions summarising the day (see Supplementary materials 2.2 - Questions for the closing round-Day 1) it is recommended that every participant would share their opinions and reflections



Exemplary Scenario (for the trainer) Day 2

Planned time	Activity
15 minutes	<p>Opening round (<i>see Supplementary materials 2.2 - Questions for the opening round-Day 2</i>)</p> <ul style="list-style-type: none"> ask for participants' needs and expectations about the second day of the training; ask participants reflections about the previous day and emotions that have appeared due to it.
60 minutes	<p>People's reaction to difficult feedback</p> <ul style="list-style-type: none"> introduce the SARA model (<i>see Supplementary materials 2.1</i>) divide participants into groups of four and ask to analyse questions (<i>see Supplementary materials 2.2</i>) summarise referring to peoples own experiences while going through the phases or observing other people doing so
45 minutes	<p>Assertive setting of boundaries</p> <ul style="list-style-type: none"> introduce the concept of assertive setting of boundaries by Pamela Butler (<i>see Supplementary materials 2.2</i>) distribute handouts (<i>see Supplementary materials 2.2 and 2.2 Handout - Assertive setting of boundaries by Pamela Butler</i>) talk about possible difficulties on each stage and methods of dealing with them. ask about final comments
15 minutes	Coffee break
90 minutes	<p>Algorithm for assertive request</p> <ul style="list-style-type: none"> present the algorithm in the context of seeking and asking for help (<i>see Supplementary materials 2.2</i>) carry out the procedure according to the guidelines provided in the Supplementary materials 2.2
60 minutes	Lunch



Exemplary Scenario (for the trainer) Day 2

Planned time	Activity
90 minutes	<p>Regulation of emotions</p> <ul style="list-style-type: none"> • distribute the sheets with Emotional Regulation Questionnaire (see Supplementary materials 2.2 and 2.2 Handout - Emotional Regulation Questionnaire) • ask participants to analyse own way of dealing with emotions • provide general information about emotional regulation; compare the concepts of regulation and control of emotions, show basic differences; explain types of emotional regulation and its consequences for human functioning (see Supplementary materials 2.2) • divide group into smaller teams; ask them questions related to ER and summarise the results (see Supplementary materials 2.2) showing the possible ways of regulation own emotions
15 minutes	Coffee break
30 minutes	<p>Closing round</p> <ul style="list-style-type: none"> • ask a couple of questions (see Supplementary materials 2.2) • inquire about the specific thought or concept that they personally take away from the training; • it is recommended that every participant would share their opinions and reflections.



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2.2. Supplementary materials for trainers

Reacting to harassment and
inappropriate behaviours

SECTIONS



Introduction and initial activities



**NVC (Nonviolent communication)
by Rosenberg**



Feedback



Assertive setting of boundaries



Regulation of emotions



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DAY 1



Introduction and initial activities

Opening round (exemplary questions/topics)

- Name
- Vocational area (role, tasks and responsibilities)
- Private area (who I am, what I do in a spare time)
- What do I know about the psychological methods of reacting to aggression and harassment?
- What is my main objective for this meeting?
- What are my needs and expectations (in reference with the topic and schedule)
- What would I do for myself if I were to win 1 million Euro? (* optional)

General rules for cooperation (exemplary contract)

- We call each other by name (*mandatory)
- We use the pronoun “I”, not “we”
- We respect the time
- We don't generalise
- We do not use grand quantifiers expressions
- We do not take out personal content from the group (*mandatory)
- The “here and now” principle – we focus on the workshop (*mandatory)
- We mute our phones
- We engage in exercise rather than passively watch. We have the right to refuse to participate in an exercise
- We don't judge (*mandatory)
- We respect each other (*mandatory)
- We are mutually responsible for the process as well as effects of the workshop (*mandatory)
- We are ready to be confronted (in a benevolent way)



NVC (Nonviolent communication) by Rosenberg

Definition of nonviolent communication

“A way of communicating us to give from the heart”
Rosenberg, 2003

It is the integration of four things:

- **Consciousness** – a set of principles that support living a life of compassion, collaboration, courage, and authenticity
- **Language** – understanding how words contribute to the bond or a mental distance
- **Communication** – knowing how to ask for what we want, how to hear others even in disagreement, and how to move toward solutions that work for all
- **Means of influence** – sharing “power with others” rather than using “power over others”.



Chosen definitions and terms:

(source: Rosenberg, M. B. (2003). Nonviolent Communication: A Language of Life (2nd ed.). PuddleDancer Press.)

Four components of the NVC

NVC assumes that if we use non-violent language, we will show our compassionate motivation to the relationship, and then our conversation partner will eventually join this form of interaction. To illustrate that point of view Rosenberg (2003) says: “The receiver

enjoys the gift without worrying about the consequences that accompany gifts given out of fear, guilt, shame, or desire for gain”.

There are four components of NVC:

1. **Observations** - we observe how others’ behaviours affect our well-being
2. **Feelings** - we report our feelings during observation
3. **Needs** - we express our needs as well as desires, values, or other essential factors affecting our feelings
4. **Request** - we formulate specific steps we can take to enhance and improve our lives



Chosen definitions and terms:

(source: Rosenberg, M. B. (2003). Nonviolent Communication: A Language of Life (2nd ed.). PuddleDancer Press.)

NVC – exemplary questions

- How does nonviolent communication address power dynamics and issues related to social justice and equity?
- How do the components of the NVC work together in practice?
- How can nonviolent communication be utilised in a professional setting (e.g., academia.) to reduce workplace conflicts and enhance teamwork?
- What are the potential limitations of the NVC?

Observation without evaluation – exercise

Circle the number in front of each statement that is an observation only, with no evaluation mixed in.

1. “John was angry with me yesterday for no reason”.
2. “Yesterday evening, Nancy bit her fingernails while watching television”.

3. "Sam didn't ask for my opinion during the meeting".
4. "My father is a good man".
5. "Janice works too much".
6. "Henry is aggressive".
7. "Pam was first in line every day this week".
8. "My son often doesn't brush his teeth".
9. "Luke told me I didn't look good in yellow".
10. "My aunt complains when I talk with her".

Source: Rosenberg, M. B. (2003). *Nonviolent Communication: A Language of Life* (2nd ed.). PuddleDancer Press

Additional questions for discussion:

- How might the receiver feel after getting various communications - one based on observation and one that includes evaluation elements?
- How might the sender feel? Are there any differences? Is it a natural way of communication?
- Why such a type of evaluation might negatively influence relations?

Observation without evaluation – exemplary results

Here are the responses from Rosenberg (2003, pages 47-48):

- 1 If you circled this number, we're not in agreement. I consider "for no reason" to be an evaluation. Furthermore, I consider it an evaluation to infer that John was angry. He might have been feeling hurt, scared, sad, or something else. Examples of observations without evaluation might be: "John told me he was angry", or "John pounded his fist on the table".
- 2 If you circled this number, we're in agreement that an observation was expressed without being mixed together with an evaluation.
- 3 If you circled this number, we're in agreement that an observation was expressed without being mixed together with an evaluation.
- 4 If you circled this number, we're not in agreement. I consider "good man" to be an evaluation. An observation without evaluation might be: "For the last twenty-five years, my father has given one-tenth of his salary to charity".
- 5 If you circled this number, we're not in agreement. I consider "too much" to be an evaluation. An observation without evaluation might be: "Janice spent more than sixty hours at the office this week".

- 6 If you circled this number, we're not in agreement. I consider "aggressive" to be an evaluation. An observation without evaluation might be: "Henry hit his sister when she switched the television channel".
- 7 If you circled this number, we're in agreement that an observation was expressed without being mixed together with an evaluation.
- 8 If you circled this number, we're not in agreement. I consider "often" to be an evaluation. An observation without evaluation might be: "Twice this week my son didn't brush his teeth before going to bed".
- 9 If you circled this number, we're in agreement that an observation was expressed without being mixed together with an evaluation.
- 10 If you circled this number, we're not in agreement. I consider "complains" to be an evaluation. An observation without evaluation might be: "My aunt called me three times this week, and each time talked about people who treated her in ways she didn't like".



To read more:

Source: Rosenberg, M. B. (2003). *Nonviolent Communication: A Language of Life* (2nd ed.). PuddleDancer Press



Feedback

The basic model of feedback

Feedback is an essential component of the communication process that bridges the gap between the sender and receiver in personal conversations, professional settings, and digital platforms. According to Harvard Business Review, people tend to prefer receiving positive or negative feedback than trying to avoid it. Almost 75% of participants in the study claimed that corrective feedback may improve their performance (Zenger & Folkman, 2014). It can take various forms, including verbal, non-verbal, written, or visual, and it serves to clarify, validate, and reinforce the intended message.

It can be defined, e.g., as:

- “information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one’s performance or understanding” (Hattie & Timperley, 2007).
- “a process whereby learners obtain information about their work to appreciate the similarities and differences between the appropriate standards for any given work, and the qualities of the work itself, to generate improved work” (Boud & Molloy, 2013)

In a more general way, it may be seen as a consequence of a behaviour. It is broader than a simple instruction, but it may be implemented through the cognitive and affective process, leading to reconceptualisation or structuralisation of thinking and increased engagement and motivation. It should be given in a particular context, referring to the receiver’s experiences. Narciss (2008) points out that there are three essential functions of providing others with feedback, i.e.,:

- **cognitive**, including informative and corrective functions, completion, differentiation and restructuring
- **metacognitive** such as informative and corrective functions, specification and guiding
- **motivational**, i.e., incentive function, task facilitation, self-efficacy enhancing, and reattribution.



Chosen definitions and terms:

(source Boud D, Molloy E. (2013). What is the Problem With Feedback? Feedback in Higher and Professional Education: Understanding It and Doing It Well. Routledge; Hattie, J., Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, Vol. 77/1: 81-112. <https://doi.org/10.3102/003465430298487>)

Case study

Anna

Anna is a 2nd-year student in one of the humanities courses at the university. She is active in many fields: she is a member of the student council, writes articles for the student journal, and volunteers for a foundation outside the university. She really likes the topic she is studying, reads a lot about the issues mentioned by the teachers and tries to participate in all the classes. Last month during the lecture given by an older professor, she was told after one of her comments that she was an exhibitionist. After a short pause, the teacher added "an intellectual exhibitionist". The class started to laugh.

The same lecturer recommended on the beginning of the semester that women should sit in the front rows because, as he recalled, he wanted to have the beauty right before him. Today Anna has received the informal guidelines for an exam led by the mentioned professor handed down from year to year: all girls should wear knee-length skirt, have no make-up, and no painted nails.

- To what extent do you find the professor's jokes acceptable?
- What emotions do you feel while reading about such behaviour? How may Anna and other students feel?
- How can one react in such a situation? What can be said?

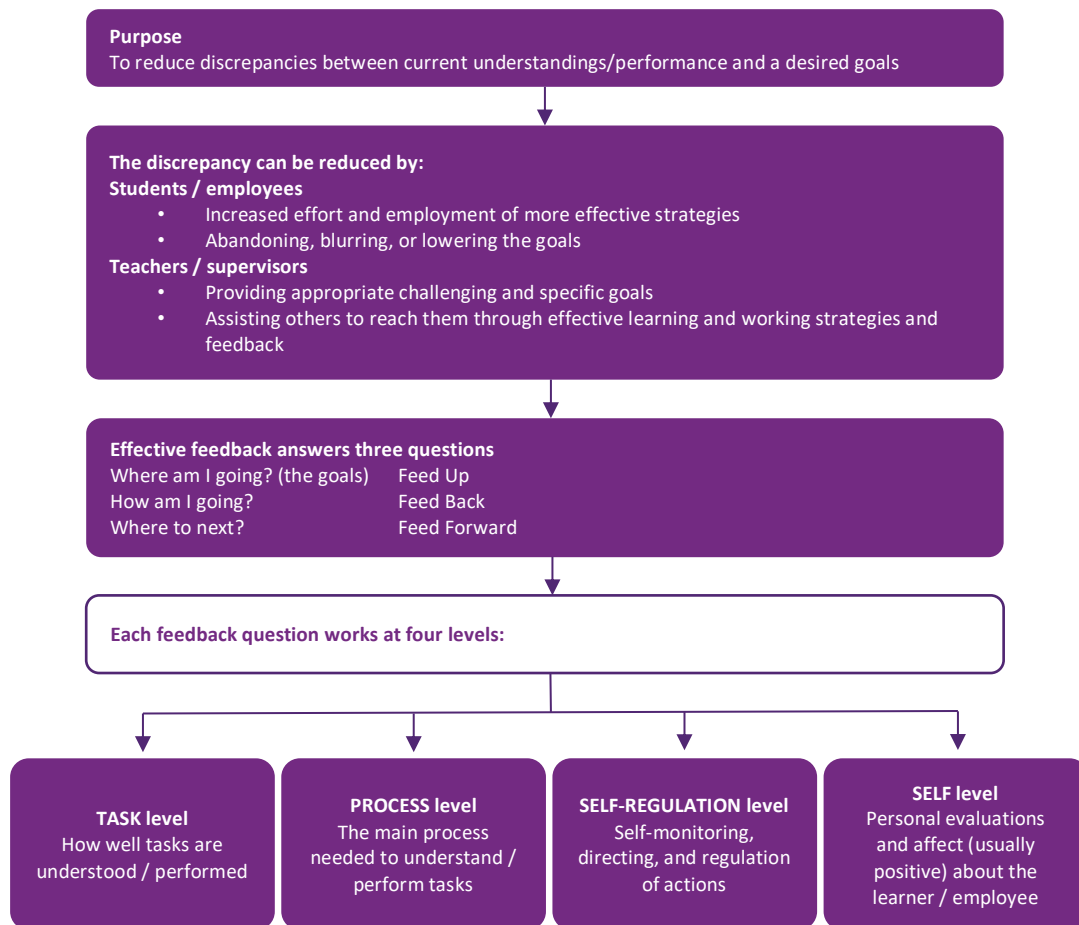
Tom

Tom is 32 years old and works as an assistant professor in technical sciences. His unit employs 13 men and two women, one of whom is their boss. Tom feels that he is the weakest member of his team. His supervisor is rarely satisfied with his work; she often comments on his mistakes in the forum; however sometimes she gives him a positive feedback, e.g., when he has finished their last scientific paper, he had been told that he was quite intelligent as for a man. As Tom is single with no children, he spends a lot of time at the university doing various assigned tasks – photocopying articles, taking notes

for the supervisor, and assessing exams she has conducted. He feels that this is his role but sometimes wishes he could perform other substantive tasks.

- How do you assess Tom’s behaviour and that of his supervisor?
- What could change in this relationship?
- How might Tom and his colleagues behave? What can be said?

Model of feedback adapted from Hattie & Timperley



(based on: Hattie, J., Timperley, H. (2007). The Power of Feedback. *Review of Educational Research*, Vol. 77/1: 81-112. <https://doi.org/10.3102/003465430298487>)

The basic model of feedback

Addressing three basic questions (adapted from Hattie & Timperley, 2007):

Where am I going? (Feed Up)

It is essential to provide receivers with information about the attainment of goals related to the behaviour or performance. Feedback should give an opportunity to lower the discrepancy between goals and current understandings – to do so, the goals/aims of the interaction need to be well-defined, precise, challenging, and based on personal commitment.

e.g., Supervisor: “As a woman, you are quite competent”.

The current person’s understanding is that women are less competent than men. The goal is to implement the idea that regardless of gender, people can be competent. Making a supervisor more committed to goal attainment can increase the impact of feedback. It may be done by authority figures, modelling positive behaviours, peer interaction, rewards, punishments, public statements, etc.

How am I going?(Feed Back)

Feedback can be effective if we inform about the progress compared to our expectations or receivers’ prior behaviours. Senders should formulate a message in a way that enables the receivers to realise how they performed, even if the answer is not readily accepted.

Where to next? (Feed Forward)

Senders need to show the path leading to goal attainment by providing information that helps receivers learn to change their behaviours or attitudes. Feedforward communications allow us to think about the desired outcomes and positive future (e.g., recommendations starting from: “In the future...”, “Next time...”, etc..)

The basic principles of good feedback

Good feedback (based on Nicol & Macfarlane-Dick, 2006):

- 1 helps clarify what good performance is (goals, criteria, expected standards);
- 2 facilitates the development of self-assessment (reflection);
- 3 delivers high-quality information to receivers about their actions;
- 4 boosts dialogue around the problematic topic;
- 5 encourages positive motivational beliefs and self-esteem;
- 6 gives opportunities to close the gap between current and desired performance;
- 7 provides information that can be used to help shape positive behaviours.



(source: David J. Nicol & Debra Macfarlane-Dick (2006) Formative assessment and self-regulated learning: a model and seven principles of good feedback practice, *Studies in Higher Education*, 31(2), 199-218. <https://doi.org/10.1080/03075070600572090>; https://www.mcgill.ca/skillsets/files/skillsets/7_principles_of_good_feedback_practice.pdf)

Comprehensive feedback – how to do it?

Three steps:

- 1 Describing the behaviour (facts).
- 2 Describing emotions/opinions.
- 3 Indicating the consequences or tangible effects of that behaviour.

To enhance the impact of feedback, it's valuable to supplement these steps with the following elements:

- Establishing a foundation, mitigating negative projections, and nurturing the relationship (intention and a human approach).
- Formulating requests, expectations, or consequences.

- The decision to employ all the steps mentioned above or focus on selected ones rests with the feedback provider. It sometimes suffices to present facts, emotions, and behavioural effects. However, particularly when anticipating resistance or the receiver's frustration, it becomes crucial to set a proper foundation for delivering the feedback

Communication: Me vs You

Two different types of messages can be sent between parties during interaction – Me vs. You.

Using “You” communication

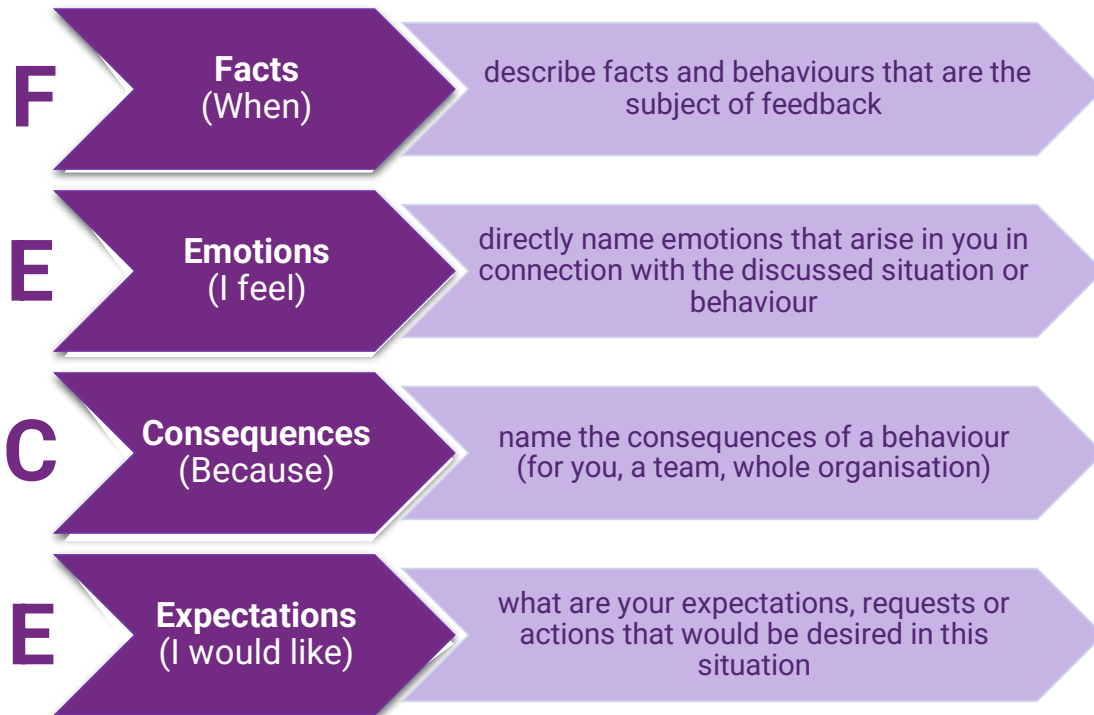
- says nothing about the sender but breaks into the psychological field of the receiver;
- is more general (“You have always...”, “I can never count on you”);
- may be perceived as aggressive, defensive;
- highlights the sender's evaluation of the receiver's behaviour;
- involves using personal labels (“Are you stupid?”) and blaming;
- may lead to the relationship deterioration.

Using “Me” communication

- focuses on the sender;
- tells people how their behaviour influences us and might trigger us;
- is more specific;
- encourages open dialogue, helps to show personal accountability;
- highlights emotions and individual experience; it is based on facts, which enables us to take responsibility for our own emotions;
- labels feelings, not a person (“I feel sad when you...”).

I - message

Algorithm of confrontive I – message :



Feedback – exemplary questions

Questions to discuss:

- Do you get and provide others with constructive forms of feedback? Think of your experience regarding feedback in interaction with colleagues, supervisors, and students.
- Why is it so difficult to give feedback when being attacked or witnessing inappropriate behaviours? What can be your resource in this situation? What may be helpful?
- What barriers to effective communication within your team/university do you acknowledge as most frustrating, burdensome, and difficult to change? What has been done to prevent or deal with them when they occur? What can be done to encourage more equal, open, and honest communication in the university context?

Closing round – Day 1 (exemplary questions/topics)

- What do you think about the part of the training we had?
- What are your main insights and reflections?
- What was particularly memorable for you?
- Has anything surprised you?



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DAY 2



Introduction and initial activities

Opening round – Day 2 (exemplary questions/topics)

- How did you spend your evening?
- What are your main reflections from yesterday?
- Do you have any questions in terms we did yesterday?
- What are your needs and expectations in terms of the current day?



Feedback

People's reaction to difficult feedback – SARA model

SHOCK

The first reaction when confronted with a negative comment about ourselves is surprise and shock. Difficult feedback strikes at our vision of ourselves, which can lead to denial.

ANGER

Anger and other strong negative emotions often emerge as a response to shock. There is rebellion and open disagreement with the information acquired. A search for someone to blame is also initiated, resulting from an inability to cope with a challenging experience.

RESISTANCE

In this phase, emotions are not so intense, but there is resistance in the feedback recipient to accept the information. An easy defense mechanism in this situation is to deny the truth and question the data obtained. On the other hand, it is sometimes possible to appear as an apparent acceptance, i.e., accepting the information and leaving it without any reaction.

ACCEPTANCE

This is when the recipient realises that his/her behavior was not fully adequate and correct. Then may analyse them further and start considering potential modifications. It ends when action is taken in accordance with the feedback received.



Chosen definitions and terms:

Rogel, C. The SARA Model: Learning from 360-Degree Feedback; <https://decision-wise.com/resources/articles/the-sara-model-learning-from-360-degree-feedback/>

Dealing with people's reactions to difficult feedback - exemplary questions

- How does the SARA model reflect your experience in academia? Do you recognise this pattern while giving or receiving feedback from students, colleagues, or supervisors?
- What can the receiver say and do in each phase? Try to think of situations from real life at the university.
- How may the sender of feedback react in each phase?
- How might the action help deal with the receiver's emotions?



Assertive setting of boundaries

What is worth doing when feedback is not working?

Feedback seems to be one of the first steps when someone manifests aggression or harassment. Responding and drawing attention to the other party's inappropriate behaviour allows them to become aware of the mistakes or abuses they have committed.

Assertive communication is one of the tools for effective feedback. At the same time, it allows us to take further steps and tap into additional resources and potential sanctions relevant to future interventions. Alberti and Emmons (1990) said that **“assertive behaviour promotes equality in human relationships, enabling us to act in our best interests, to stand up for ourselves without undue anxiety, to express honest feelings comfortably, to exercise personal rights without denying the rights of others”**. It is strictly related to setting boundaries – if someone is too intrusive and violates them, one tries to react in a proper, neither aggressive nor submissive way.

In general, non-violent communication enables one to express one's opinion and feelings; however, it is not always efficient. In the ineffectiveness of feedback addressed to the perpetrator of aggression/mobbing, introducing possible alternatives, the so-called “power base” allows for a clear presentation of further action steps, politely and respectfully (in a way that does not escalate the existing tension). A method that indicates a course of action in such a situation is the graduated response procedure described by Pamela Butler.

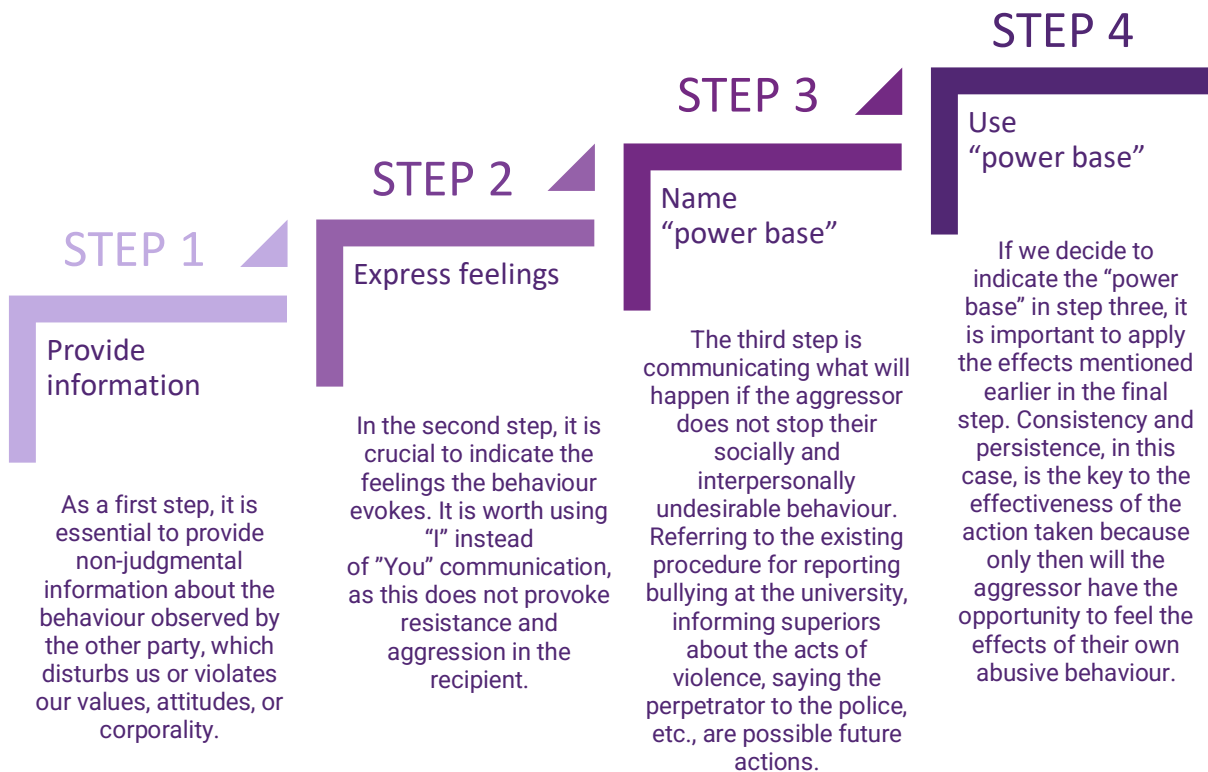


To read more:

(Alberti, R. E., & Emmons, M. L. (1990). *Your perfect right: A guide to assertive living* (6th edition). San Luis Obispo, CA: Impact Publishers.)

What is worth doing when feedback is not working?

Assertive setting of boundaries by Pamela Butler:



Algorithm for assertive request for help and support

- 1 Openly and precisely say what you are asking for – express that you need help and support from people.
- 2 Describe the situation (justification).
- 3 Show the interlocutor that he / she is important to you. Ask questions about the interlocutor's willingness to take action or help in any other way.
- 4 Make concrete arrangements, after reaching agreement.

Algorithm for assertive request - practice

Main principles and best practices

Practice of the algorithm for assertive request on real situations reported by the participants.

IMPORTANT: Get familiarised with the description of the method Tool coaching (*Toolbox, page 17*). Be prepared to modify the structure or use the elements of the structure in accordance with the group dynamics, timeline and other factors influencing the work-flow of the training. Sometimes it is useful to shorten the work-flow and present the algorithm in order to encourage people to train it using their real cases.

- at the beginning the trainer encourages the participants to think and analyse the selected request situation from their experience and professional life; participant should focus rather on the situations when they behaved in non-assertive way and the final effect was not satisfactory (brainstorming or group work);
- having the list of "request situations" completed and written down, the trainer and the group choose the situation that will be deeply analysed;
- the task of two participants is to act out a chosen request scene from the past as it happened in the most realistic way possible (so-called diagnostic staging):
 - the one of the participants (ideally, this should be the person whose situation/example has been chosen for the analysis) tries to present his or her behaviour that time, the other player (an actor/other participant, chosen from the group) acts as real as possible;
 - before that it is essential to define the context of the situation (When and where did it happen?) as well as all possible behaviours of the participant and his or her interaction partner (Who the partner is? What is their relationship? How does he or she behave on the regular basis?)
 - after ending the presentation the trainer starts the discussion with all the participants and gathers the list of assets as well as areas of improvement;
 - then the assertive request algorithm is presented;
 - group is divided into small teams (3-4 people each); every participant is encouraged to train their conversation using the algorithm and known principles, whereas others participate in an exercise as an actors (e.g., work-mate) and observer; each staging should be equipped with analysis of strengths and areas for improvement;

- due to time constraint, it is possible that not all participants will be able to train the algorithm – it may be beneficial for them to think of their behaviours and train them after the meeting.

Short version

IMPORTANT: Get familiarised with the description of the method Tool coaching (*Toolbox, page 17*). Be prepared to modify the structure or use the elements of the structure in accordance with the group dynamics, timeline and other factors influencing the work-flow of the training. Sometimes it is useful to shorten the work-flow and present the algorithm in order to encourage people to train it using their real cases.

- the assertive request algorithm is presented;
- group is divided into small teams (3-4 people each); every participant is encouraged to train their conversation using the algorithm and known principles, whereas others participate in an exercise as an actors (e.g., work-mate) and observer; each staging should be equipped with analysis of strengths and areas for improvement;
- due to time constraint, it is possible that not all participants will be able to train the algorithm – it may be beneficial for them to think of their behaviours and train them after the meeting.



Regulation of emotions

Emotional Regulation Questionnaire

We would like to ask you some questions about your emotional life, in particular, how you control (that is, regulate and manage) your emotions. The questions below involve two distinct aspects of your emotional life. One is your emotional experience, or what you feel like inside. The other is your emotional expression, or how you show your emotions in the way you talk, gesture, or behave. Although some of the following questions may seem similar to one another, they differ in important ways. For each item, please answer using the following scale:

1	2	3	4	5	6	7
strongly disagree			neutral			strongly agree

- 1 ___ When I want to feel more positive emotions (such as joy or amusement), I change what I'm thinking about.
- 2 ___ I keep my emotions to myself.
- 3 ___ When I want to feel less negative emotions (such as sadness or anger), I change what I'm thinking about.
- 4 ___ When I am feeling positive emotions, I am careful not to express them.
- 5 ___ When I'm faced with a stressful situation, I make myself think about it in a way that helps me stay calm.
- 6 ___ I control my emotions by not expressing them.
- 7 ___ When I want to feel more positive emotion, I change the way I'm thinking about the situation.
- 8 ___ I control my emotions by changing the way I think about the situation I'm in.
- 9 ___ When I am feeling negative emotions, I make sure not to express them.
- 10 ___ When I want to feel less negative emotions, I change the way I'm thinking about the situation

(source: Gross, J.J., & John, O.P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, 85, 348-362.)

Emotional Regulation Questionnaire

Note

Do not change item order, as items 1 and 3 at the beginning of the questionnaire define the terms “positive emotion” and “negative emotion”.

Scoring (no reversals)

Reappraisal Items: 1, 3, 5, 7, 8, 10; Suppression Items: 2, 4, 6, 9.

(source: Gross, J.J., & John, O.P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, 85, 348-362.)

Emotional regulation – what is it?

In general, emotional regulation (ER) is understood as “the set of automatic and controlled processes involved in the initiation, maintenance, and modification of the occurrence, intensity, and duration of feeling states” (Gross & Thompson, 2007). It refers not only to negative emotions such as anger, sadness, or fear but also to positive ones (happiness, excitement).

Some studies show that, if successful, ER may lead to:

- higher overall well-being,
- higher life satisfaction,
- higher optimism,

- lower level of depressive symptoms,
- lower possibility of self-harm,
- lower risk of excessive substance use,
- using more effective coping strategies,
- more optimal social functioning,
- better ability to establish and maintain relationships.

Emotional control (EC) can be seen as an aspect of emotional regulation, but it primarily pertains to attempt to control the production, experience, or disclosure of emotions. In common understanding, it refers to the blocking of impulses and their limited expression. ER, though, seems to be a broader term related to higher flexibility and the ability to enhance emotions when they may be helpful to and to modify their intensity depending on the situational context and one's own needs, as well as modulation (inhibiting and initiating) actions triggered by emotions.



To read more:

(Dadomo, H., Grecucci, A., Giardini, I., Ugolini, E., Carmelita, A., & Panzeri, M. (2016). Schema Therapy for Emotional Dysregulation: Theoretical Implication and Clinical Applications. *Frontiers in Psychology*, 7. doi:10.3389/fpsyg.2016.01987; Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, 85(2), 348–362. doi:10.1037/0022-3514.85.2.348)

Types of emotional regulation

Antecedent-focused strategies

- pertain to actions we take before our emotional responses have fully kicked in and altered our behaviour and physiological reactions,
- e.g., cognitive reappraisal ("form of cognitive change that involves construing a potentially emotion-eliciting situation in a way that changes its emotional impact" [Lazarus & Alfert, 1964]),
- it decreases the level of negative emotions without increasing physiological activation

Response-focused strategies

- refer to actions we take once an emotion is already in progress after our automatic reactions have already been triggered,
- e.g., expressive suppression (“a form of response modulation that involves inhibiting ongoing emotion-expressive behaviour” [Gross, 1998]),
- in a long-term perspective, it is linked to worse well-being and intra- and interpersonal functioning; additionally, it may also impair memory performance.



Chosen definitions and terms:

Gross, J. J., & John, O. P. (2003). Individual differences in two emotion regulation processes: Implications for affect, relationships, and well-being. *Journal of Personality and Social Psychology*, 85(2), 348–362. doi:10.1037/0022-3514.85.2.348

Role of emotional regulation in reacting to harassment and aggression - exemplary questions

- How vital is emotional regulation when providing feedback to someone who has caused harm or misbehaved? Can you share a personal experience from academia where effective emotional regulation played a crucial role in a feedback conversation with a perpetrator?
- What are some common emotional challenges that people face when confronting a perpetrator (supervisor, professor, teacher, colleague), and how can these emotions be managed during the feedback process?
- What techniques or strategies can be used to remain calm and composed when addressing a perpetrator's actions, especially in emotionally charged situations? Are there situations where it might be more appropriate to involve a neutral third party or mediator in the feedback process to ensure emotional regulation? Who might such a person/body be in the university context?

How do you regulate your own emotions?

- 1 Get to know your triggers.
- 2 Identify and accept your own emotions.
- 3 Express your emotions in an adaptable way.
- 4 Ask for additional information or clarification before you react.
- 5 Be mindful and focus on the here and now (it can prevent high anxiety, e.g., related to supervisor)
- 6 Reinterpret the problematic situation.
- 7 Use relaxation techniques.
- 8 Find support.

Closing round – Day 2 (exemplary questions/topics)

- What do you think about the training we had?
- What are your main insights and reflections?
- What would you consider to change?
- What was particularly memorable for you?
- Has anything surprised you?



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2.2. Handouts

Reacting to harassment and inappropriate behaviours



Observation without evaluation

To determine your proficiency in discerning between observations and evaluations, complete the following exercise. Circle the number in front of each statement that is an observation only, with no evaluation mixed in.

1. . "John was angry with me yesterday for no reason".
2. . "Yesterday evening Nancy bit her fingernails while watching television".
3. . "Sam didn't ask for my opinion during the meeting".
4. . "My father is a good man".
5. . "Janice works too much".
6. . "Henry is aggressive".
7. . "Pam was first in line every day this week"
8. . "My son often doesn't brush his teeth".
9. . "Luke told me I didn't look good in yellow".
10. . "My aunt complains when I talk with her"

Source: Rosenberg, M. B. (2003). *Nonviolent Communication: A Language of Life* (2nd ed.). PuddleDancer Press

Additional questions for discussion:

- How might the receiver feel after getting various communications - one based on observation and one that includes evaluation elements?
- How might the sender feel? Are there any differences? Is it a natural way of communication?
- Why might such a type of evaluation negatively influence relations?

Source: : Rosenberg, M. B. (2003). *Nonviolent Communication: A Language of Life* (2nd ed.). PuddleDancer Press



Case study

1. Anna

Anna is a 2nd-year student in one of the humanities courses at the university. She is active in many fields: she is a member of the student council, writes articles for the student journal, and volunteers for a foundation outside the university. She really likes the topic she is studying, reads a lot about the issues mentioned by the teachers and tries to participate in all the classes. Last month during the lecture given by an older professor, she was told after one of her comments that she was an exhibitionist. After a short pause, the teacher added "an intellectual exhibitionist". The class started to laugh.

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- To what extent do you find the professor's jokes acceptable?
- What feelings do you get from such behavior? How might the victim and the witness feel?
- How might one react in such a situation? What can be said?

2. Tom

Tom is 32 years old and works as an assistant professor in technical sciences. His unit employs 13 men and two women, one of whom is their boss. Tom feels that he is the weakest member of his team. His supervisor is rarely satisfied with his work; she often comments on his mistakes in the forum; however sometimes she gives him a positive feedback, e.g., when he has finished their last scientific paper, he had been told that he was quite intelligent as for a man. As Tom is single with no children, he spends a lot of time at the university doing various assigned tasks - photocopying articles, taking notes for the supervisor, and assessing exams she has conducted. He feels that this is his role but sometimes wishes he could perform other substantive tasks

- How do you assess Tom's behavior and that of his boss?
- What could change in this relationship?
- How might Tom behave? What can be said?



Assertive setting of boundaries by Pamela Butler

Think of the possible difficulties that you may experience on each of the stages and imagine possible ways of dealing with them. Do not think of general issues, but your personal ones.

STEP	DIFFICULTIES	SOLUTIONS
1		
2		
3		
4		



Emotional Regulation Questionnaire

We would like to ask you some questions about your emotional life, in particular, how you control (that is, regulate and manage) your emotions. The questions below involve two distinct aspects of your emotional life. One is your emotional experience, or what you feel like inside. The other is your emotional expression, or how you show your emotions in the way you talk, gesture, or behave. Although some of the following questions may seem similar to one another, they differ in important ways. For each item, please answer using the following scale:

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2.2. Presentation

Reacting to harassment and inappropriate behaviours

Reacting to harassment and inappropriate behaviours



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Aims of the workshop





- learning about useful tools and methods of reacting to inappropriate behaviours
- training and honing known tools and methods of reacting to inappropriate behaviours and harassment with real, difficult situations of the participants
- exchange of ideas of the most effective ways of reacting, concerning the national and socio-cultural contexts of participants
- exchange of ideas of useful ways to regulate emotions

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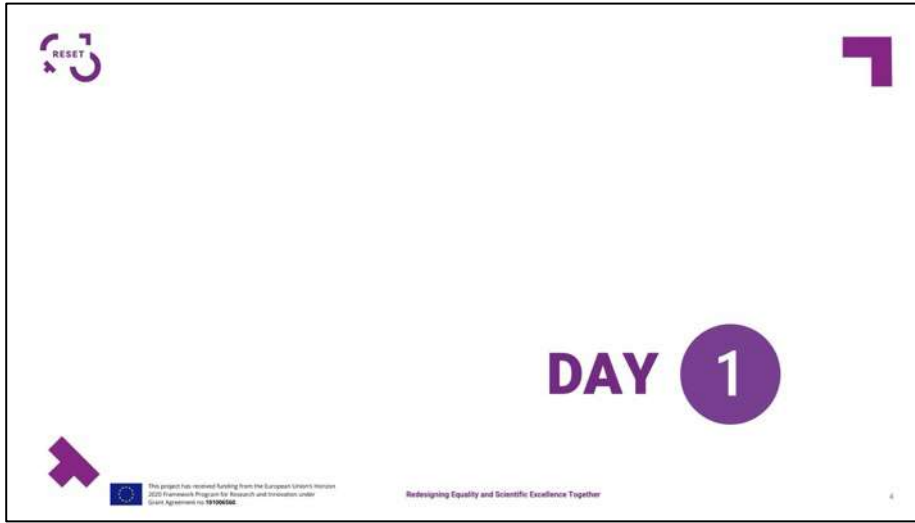
Schedule of the workshop





- Introduction and initial activities
- NVC (Nonviolent communication) by Rosenberg
- Feedback as a way to react to inappropriate behaviours and harassment
- The basics of good feedback
- Dealing with critical feedback
- Assertive setting of boundaries

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RESET

DAY 1

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4



RESET

Opening round



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5



RESET



General rules for cooperation

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„Every criticism, judgment, diagnosis, and expression of anger is a tragic expression of an unmet need“

Marshall Rosenberg




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7




Nonviolent communication

„A way of communicating us to give from the heart.“
Rosenberg, 2003



It is the integration of four things:



1. Consciousness
2. Language
3. Communication
4. Means of influence







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Components of the nonviolent communication

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Observation without evaluation?




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Feedback



„information provided by an agent (e.g., teacher, peer, book, parent, self, experience) regarding aspects of one's performance or understanding“
 (Hattie & Timperley, 2007)

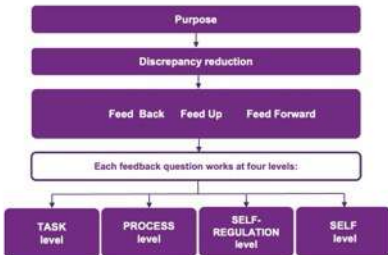
„a process whereby learners obtain information about their work in order to appreciate the similarities and differences between the appropriate standards for any given work, and the qualities of the work itself, in order to generate improved work“
 (Boud & Molloy, 2013)

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Model of feedback



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12

The basic principles of good feedback

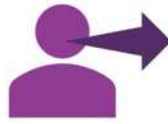
- helps clarify what good performance is (goals, criteria, expected standards);
- facilitates the development of self-assessment (reflection);
- delivers high quality information to receivers about their actions;
- boosts dialogue around the difficult topic;
- encourages positive motivational beliefs and self-esteem;
- gives opportunities to close the gap between current and desired performance;
- provides information that can be used to help shape positive behaviours.

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Communication



ME
type



YOU
type

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I - message



F Facts
(When)

E Emotions
(I feel)

C Consequences
(Because)



E Expectations
(I would like)

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Feedback from different perspectives

- Do you get and provide others with constructive forms of feedback? Think of your experience regarding feedback in interaction with colleagues, supervisors, and students.
- Why is it so difficult to give feedback when being attacked or witnessing inappropriate behaviors? What can be your resource in this situation? What may be helpful?
- What barriers to effective communication within your team/university do you acknowledge as most frustrating, burdensome, and difficult to change? What has been done to prevent or deal with them when they occur? What can be done to encourage more equal, open, and honest communication in the university context?

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Closing round – day 1







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DAY 2

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Opening round

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People's reaction to difficult feedback – SARA model

SHOCK
 ANGER
 RESISTANCE
 ACCEPTANCE

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People's reaction to difficult feedback – SARA model

- How does the SARA model reflect your experience in academia? Do you recognise this pattern while giving or receiving feedback from students, colleagues, supervisors?
- What can the receiver say and do in each phase? Try to think of situations from a real life at the university.
- How may the sender of feedback react in each phase?
- How can the taken action help to deal with receiver's emotions?

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What is worth doing when feedback is not working?

„assertive behavior promotes equality in human relationships, enabling us to act in our own best interests, to stand up for ourselves without undue anxiety, to express honest feelings comfortably, to exercise personal rights without denying the rights of others“


Alberti & Emmons, 1990



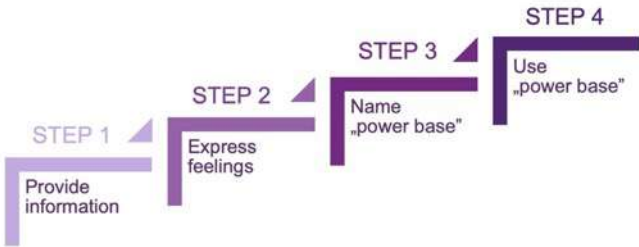
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Assertive setting of boundaries by Pamela Butler




STEP 1
Provide information

STEP 2
Express feelings

STEP 3
Name „power base“


STEP 4
Use „power base“



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Algorithm for assertive request help and support

1. Openly and precisely state what you are asking for.
2. Describe the situation (justification).
3. Show the interlocutor that he / she is important to you.
4. Ask questions about the interlocutor's willingness to take action or decision.
5. Make concrete arrangements, after reaching agreement.



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Algorithm for assertive request help and support


Let's practice!




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Emotional Regulation Questionnaire




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Emotional regulation

„the set of automatic and controlled processes involved in the initiation, maintenance, and modification of the occurrence, intensity, and duration of feeling states“
Gross & Thompson, 2007

Emotional control can be seen as an aspect of **emotional regulation**, but it primarily refers to attempts to control the production, experience or disclosure of emotions.
In common understanding, it refers to the blocking of impulses and their limited expression.



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Emotional regulation

↓
less

- risk of excessive substance use
- possibility of self-harm
- depression

↑
more

- well-being
- optimism
- life satisfaction
- effective coping strategies
- optimal social functioning
- ability to establish and maintain relationships

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Types of emotional regulation

↙

antecedent-focused strategies

↘

response-focused strategies

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Role of emotional regulation in reacting to harassment and aggression

- How vital is emotional regulation when providing feedback to someone who has caused harm or misbehaved? Can you share a personal experience from academia where effective emotional regulation played a crucial role in a feedback conversation with a perpetrator?
- What are some common emotional challenges that people face when confronting a perpetrator (supervisor, professor, teacher, colleague), and how can these emotions be managed during the feedback process?
- What techniques or strategies can be used to remain calm and composed when addressing a perpetrator's actions, especially in emotionally charged situations? Are there situations where it might be more appropriate to involve a neutral third party or mediator in the feedback process to ensure emotional regulation? Who might such a person/body be in the university context?

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How to regulate own emotions?



1. Get to know your triggers.
2. Identify and accept your own emotions.
3. Express your emotions in an adaptable way.
4. Ask for additional information or clarification before you react.
5. Be mindful and focus on the here and now (it can prevent high anxiety, e.g., related to supervisor)
6. Reinterpret the problematic situation.
7. Use relaxation techniques.
8. Find support.



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Closing round - day 2




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MODULE 2.3

Diversity and inclusivity – foundations

Part 1

Topic

2.3 Diversity and inclusivity – foundations Part 1



Toolbox goal:

- knowledge
- skills
- attitudes



Participants:

- Top and middle management
- Administrative Staff



Recommended form of training:

Synchronous face-to-face training



Duration of recommended form of training:

7h with 1-hour lunch break



Form of basic training:

Synchronous online training



Duration of basic training:

3h



Main objective:

Introduction to the basic concepts of diversity and inclusivity in academia



Learning results Educational effects

Specific objectives:

- learning about the legal regulations around diversity and inclusivity (human rights approach)
- learning about the concept of diversity and inclusivity
- introducing diversity and inclusivity in different processes, e.g., recruitment, communication, promotion, etc.
- learning about D&I policy and strategy

The participant:

- understands the idea of diversity and inclusivity in the workplace
- is aware of the areas and processes where diversity and inclusivity should be implemented
- understands the necessity of D&I strategy and policy in organisations
- knows some indicators related to D&I



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2.3. Scenario

Diversity and inclusivity – foundations

Part 1



Exemplary Agenda (for the participants)

Planned time	Activity
9.00 – 9.30	Introduction and initial activities
9.30 – 11.00	Why diversity and inclusivity?
11.00 – 11.15	Coffee break
11.15 – 12.45	How to start? D&I in HEIs processes
12.45 – 13.45	Lunch break
13.45 – 14.45	D&I policy and strategy
14.45 – 15.00	Closing round



Exemplary Scenario (for the trainer)

Planned time	Activity
<p>General tips:</p> <p>Below you can find the basic scenario of the workshop. Follow the guidelines and recapitulate the tasks / topics listed therein. At the same time observe the group and its needs - in some cases (if time permits) you can propose additional exercises, energiser, discussion, etc.</p> <p>The theoretical content and the framework of the presentation is placed in appendix (Supplementary materials, Handouts and Presentation).</p>	
30 minutes	<p>Initiatory (initial) activities:</p> <ul style="list-style-type: none"> • Introduction of the trainer • Goals of the meeting <ul style="list-style-type: none"> • explain the goals and point out that the main emphasis would be put at the increasing awareness of the participants • include the information about RESET project and its general aims • Agenda of the meeting • Opening round (possibility to get to know one another) <ul style="list-style-type: none"> • (see Supplementary materials 2.3 – Questions for the opening round) • create a space for getting to know each other better • ask for participants' needs and expectations about the training and post identified needs on the flipchart on the wall • include the specific expectations of the participants within the programme (if possible) or give some tips where to find information about requested issues • Contract with participants <ul style="list-style-type: none"> • co-create the contract for the meeting with participants. If some important elements are missed add the most essential points (see Supplementary materials 2.3 – Exemplary contract). • place the rules in a visible place for the whole meeting.
90 minutes	<p>Why diversity and inclusivity?</p> <ul style="list-style-type: none"> • the idea of human rights. Short quiz about the knowledge about human rights • the introduction to the concept of diversity and inclusivity • review of legal regulations • presentation of the EU diversity charters • brief lecture about diversity and intersectionality • discussion about the role of HEIs in developing inclusive and diverse society and institutions
15 minutes	Coffee break



Exemplary Scenario (for the trainer)

Planned time	Activity
90 minutes	<p>Lecture and discussion with participants about the setting priorities for D&I in different processes:</p> <ul style="list-style-type: none"> • Introduce the idea of managerial processes required for D&I implementation, describe each of them • engage participants in the discussion (See Presentation 2.3) • write/draw main conclusions on the board/flipchart • recapitulate this part and invite participants to group work <p>Group work on D&I in different HEIs processes</p> <ul style="list-style-type: none"> • divide participants into groups of 3-5 participants, • each works on one process: research, education, administrative processes, HR processes, communication, external cooperation. • equip groups with pens and flipchart papers • give the floor to present all ideas • hang all the flipcharts on the walls in visible places • ask each person to propose some metrics which may be used to illustrate the way organisations are going to improve D&I. Share post-its for this task • Make final conclusion and underline the necessity of creating official document/guideline which can be followed by top management as responsible party for D&I implementation
60 minutes	Lunch break.
60 minutes	<p>Lecture about D&I policy and strategy</p> <ul style="list-style-type: none"> • the idea of D&I policy and strategy • show some examples of D&I policy and strategies from European and national institutions. Circulate the documents among participants • introduce exemplary D&I maturity models • show some D&I indicators • ask participants to confront their propositions of indicators, presented by you. • discuss the value of having D&I data • underline the idea of continuous improvement in the area of D&I
15 minutes	Closing round



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2.3. Supplementary materials for trainers

Diversity and inclusivity – foundations Part 1

SECTIONS



Introduction and initial activities



Why diversity and inclusivity?



How to start? D&I in HEIs processes



D&I policy and strategy



Introduction and initial activities

Opening round (exemplary questions/topics)

- Name
- Vocational area (role, tasks and responsibilities)
- How do I understand diversity and inclusivity?
- What is the most important thing for me to get out of this workshop?
- What are my hobbies and interests?
- What are my needs and expectations (in reference to the topic and schedule)?

General rules for cooperation (exemplary contract)

- We call each other by name (* mandatory)
- We use the pronoun "I", not "we"
- We respect the time
- We don't generalise
- We do not use grand quantifiers expressions
- We do not take out personal content from the group (* mandatory)
- The "here and now" principle - we focus on the workshop (* mandatory)
- We mute our phones
- We engage in the exercise rather than passively watch. We have the right to refuse to participate in an exercise
- We don't judge (* mandatory)
- We respect each other (* mandatory)
- We are mutually responsible for the process as well as effects of the workshop (* mandatory)
- We are ready to be confronted (in a benevolent way)



Why diversity and inclusivity?

Human Rights

Human Rights

“are rights inherent to all human beings, regardless of race, sex, nationality, ethnicity, language, religion, or any other status. Human rights include the right to life and liberty, freedom from slavery and torture, freedom of opinion and expression, the right to work and education, and many more. Everyone is entitled to these rights, without discrimination”.

Universal Declaration of Human Rights

“is a milestone document in the history of human rights. Drafted by representatives with different legal and cultural backgrounds from all regions of the world, the Declaration was proclaimed by the United Nations General Assembly in Paris on 10 December 1948 (General Assembly resolution 217 A) as a common standard of achievements for all peoples and all nations. It sets out, for the first time, fundamental human rights to be universally protected and it has been translated into over 500 languages. The UDHR is widely recognised as having inspired, and paved the way for, the adoption of more than seventy human rights treaties, applied today on a permanent basis at global and regional levels (all containing references to it in their preambles)”.

Chosen definitions and terms:

<https://www.un.org/en/global-issues/human-rights>

<https://www.un.org/en/about-us/universal-declaration-of-human-rights>

civil and political rights

International Covenant on Civil and Political Rights – check for some examples

economic, social and cultural rights

Economic social and cultural rights (ESCR) include the rights to adequate food, to adequate housing, to education, to health, to social security, to take part in cultural life, to water and sanitation, and to work.

solidarity rights

the rights embrace collective rights of society or peoples, such as the right to sustainable development, to peace or to a healthy environment.

Chosen definitions and terms:

<https://www.ohchr.org/en/human-rights/economic-social-cultural-rights>
<https://www.coe.int/en/web/compass/the-evolution-of-human-rights>

Inclusion, Diversity and Equal Treatment

Inclusion – “the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalised, such as those who have physical or mental disabilities and members of other minority groups” (How to influence inclusivity? <https://www.artspromotional.co.uk/magazine/article/how-influence-inclusivity/>); “the action or state of including or of being included within a group or structure” (Equity vs. Equality and Other Racial Justice Definitions. <https://www.aecf.org/blog/racial-justice-definitions/>).

Diversity – “the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations,

etc. Diversity is all about empowering people by respecting and appreciating what makes them different in regard to age, gender, ethnicity, religion, disability, sexual orientation, education, national origin and other defining factors about their identity (Diversity, Equity & Inclusion – Definition, Examples. <https://unitedwaynca.org/blog/diversity-equity-inclusion/>)

Equal treatment – the idea that men and women, people of different races, religions, etc. should all be treated fairly and have the same opportunities, especially relating to employment

EU Diversity Charters

Diversity Charters encourage organisations (NGOs, public bodies, private companies...) to develop and implement diversity and inclusion policies. By signing a charter, the organisation voluntarily commits to promote diversity and equal opportunities in the workplace, regardless of, for example, age, disability, gender, race or ethnic origin, religion or sexual orientation. Becoming a signatory to a Diversity Charter provides for example access to vast peer network, publications and supporting tools for benchmarking, measuring and monitoring.

Look for national diversity charter and present its content:

https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/combating-discrimination/tackling-discrimination/diversity-and-inclusion-initiatives/eu-platform-diversity-charters_en

Intersectionality

Intersectionality – “The concept of intersectionality describes the ways in which systems of inequality based on gender, race, ethnicity, sexual orientation, gender identity, disability, class and other forms of discrimination “intersect” to create unique dynamics and effects. For example, when a Muslim woman wearing the Hijab is being discriminated, it would be impossible to dissociate her female* from her Muslim identity and to isolate the dimension(s) causing her discrimination.

All forms of inequality are mutually reinforcing and must therefore be analysed and addressed simultaneously to prevent one form of inequality from reinforcing another. For example, tackling the gender pay gap alone – without including other dimensions such as race, socio-economic status and immigration status – will likely reinforce inequalities among women.

Intersectionality brings our understanding of systemic injustice and social inequality to the next level by attempting to untangle the lines that create the complex web of inequalities. It is also a practical tool that can be used to tackle intersectional discrimination through policies and laws”. <https://www.intersectionaljustice.org/what-is-intersectionality>



For more information please see:

<https://www.intersectionaljustice.org/what-is-intersectionality>



How to start? D&I in HEIs processes

Diversity in HEIs – why does it need to be considered?

SOCIAL RISK ELIMINATION

INTERNATIONALISATION

MOTIVATION

IMAGE



D&I policy and strategy

D&I policy and strategy – documents which describe the organisational approach to D&I.

They foster understanding of the culture and enhance the creation of diverse and inclusive working conditions. They describe the priorities and metrics used to evaluate the progress and to monitor the current situation.

Moreover, they indicate roles and responsibilities of different groups of stakeholders who are affected or might be affected by the organisation’s D&I actions and interventions.

D&I policy and/or strategy allow for setting the communication frameworks and rules of inclusive language throughout the organisations.

The dimensions of D&I maturity by Korn Ferry (The Korn Ferry Diversity and Inclusion Maturity Model: A New Understanding. https://www.freshproduce.com/siteassets/files/talent/the_korn_ferry_diversity_and_inclusion_maturity_model_2020.pdf)

Compliance—Measures risk management effectiveness. It essentially determines to what extent an organisation has the infrastructure, capabilities and behaviours necessary to identify, quantify, mitigate and prevent D&I related risks. An organisation that is fully mature in the behavioural inclusion aspect of Compliance displays full awareness by all stakeholders of the risks and impact associated with workplace harassment, bullying, and discrimination. Structural inclusion in Compliance is achieved when D&I is approached from a broader risk management perspective as opposed to just addressing bad behaviours when someone musters the courage to speak up. HR, leadership and the Board proactively monitor broader organisational risks (such as the need to have good reporting and whistle-blower systems in place) and where there are well understood consequences and processes for those who do not adhere to company policies and values regardless of their level and status.

Talent Integration—Measures to what extent an organisation has integrated diversity and inclusion into their talent systems, and leaders and employees display inclusive

behaviours. When behavioural inclusion is fully actualised in Talent Integration, inclusive behaviours become part of the entire talent management lifecycle and show up in key talent decisions. Leaders and employees display inclusion skills and leverage talent diversity for better decision making and team performance. When structural inclusion is fully actualised, the organisation's D&I strategy is integrated into its talent strategy, talent processes are reviewed for, and scrubbed from, unconscious biases, leaders and employees are held accountable for D&I Integration into talent management and robust talent analytics are applied to inform talent decisions.

Integration

Operations Integration—Measures the bottom-line impact of leveraging the organisation's diversity in an inclusive way that leads to greater efficiencies, increased safety, increased quality assurance, etc. The spectrum of efforts in behavioural inclusion covers functional leaders and middle managers role modelling inclusion and displaying inclusive leadership skills by deliberately putting together high performing diverse-by-design teams for operational tasks and projects. For structural inclusion, the spectrum of efforts includes D&I being fully leveraged within the operational ecosystem such as in Six Sigma and LEAN processes which require input from every team member, managing M&A workstreams, innovating new processes for greater safety, etc.

Market Integration—Measures the top line impact of D&I through expanding to markets of new consumers, enhanced customer service, and effective partnership with communities. From a behavioural inclusion perspective, organisations who have mature Market Integration of D&I are those where inclusion and cross-cultural competencies are applied in key decisions and market initiatives and where leaders and employees recognise their own need for cross-cultural competency and seek out further education. From a structural inclusion perspective, well understood processes such as innovation, product testing, marketing focus groups and campaigns are enhanced by greater D&I. D&I metrics are also embedded in all lines of management in all markets, and expected business outcomes, due to leveraging the organisation's D&I, are regularly evaluated to ensure sustainability. An organisation will also maintain active communications with diverse community and professional organisations, and their employee resource groups may help generate innovative solutions for diverse markets and customers. This requires the behavioural inclusion of leaders and others choosing to participate in these events and the structural inclusion of establishing well-structured strategic partnerships.

D&I policy and strategy exemplary indicators

D&I policy and strategy metrics: the indicators of the state of diversity, equity and inclusion efforts at your organisation. It helps your organisation assess DEI results and progress.

There are some strategic areas of D&I which should be monitored:

- Demographics e.G: % of men and women in different positions
- Candidate demographics: e.G: number of candidates from abroad
- Process of hiring, recruiting, selection and promotion e.G.: % Of women apply for professorships, % of minority groups apply for the position, average age of candidates, average time of promotion
- Representation in the current workforce e.G.: Participation rate of different groups
- Process of retention e.G: average length of employment in different groups
- Talent management e.G: budget spent on talent management, number of initiatives
- Employee satisfaction e.G.: Satisfaction rate
- Accessibility e.G: number of accessibility audits, number of interventions
- Pay equity e.G.: Data about pay rates in different groups
- Leadership metrics e.G: % of representatives of different groups in leadership positions
- Budget allocation e.G: way of budget division by disciplines, gender etc.
- Initiative-focused dei metrics e.G.: Number of initiatives, number of participants, types of outcomes
- Employee engagement e.G: number of D&I initiatives animated or co-created by employees
- Grievance mechanism e.G: number of cases about improper behaviours reported to the dedicated unit



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2.3. Presentation

Diversity and inclusivity – foundations

Part 1

Diversity and inclusivity



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Aims of the workshop




- learning about the legal regulations around diversity and inclusivity (human rights approach)
- learning about the concept of diversity and inclusivity
- introducing diversity and inclusivity in different processes
- learning about D&I policy and strategy

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Schedule of the workshop



- Part I. Why diversity and inclusivity?
- Part II. How to start?
- Part III. D&I policy and strategy

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General rules for cooperation

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Opening round

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Why diversity and inclusivity ?

Human rights

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Why diversity and inclusivity ?

Human rights

- civil and political rights
- economic, social and cultural rights
- solidarity rights

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Why diversity and inclusivity ?

Discrimination is a kind of human rights violation

Diversity and inclusivity help to create friendly working conditions

RESPECT
DIGNITY
SENSE OF BELONGING

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Why diversity and inclusivity?

UNIVERSITY BUILDING

INCLUSIVITY

DIVERSITY

EQUAL TREATMENT

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Why diversity and inclusivity ?

being visible and accepted in the organisation



feeling of belonging to the organisation




equalizing opportunities



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Why diversity and inclusivity ?



Adapted from Loden, Marily & Rosener, Judy, "Diversity Advantage: Managing Employee Diversity as a Vital Resource," McGraw-Hill Professional Publishing, 2000.

https://community.astc.org/ccli/resources-for-action/group-activities/diversity-wheel

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Why diversity and inclusivity ?



https://community.astc.org/ccli/resources-for-action/group-activities/diversity-wheel

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Why diversity and inclusivity ?

Tailor-made training: please introduce the most important legal acts related to the equality, diversity and inclusivity in your country and institution




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Why diversity and inclusivity ?


EU Diversity Charters

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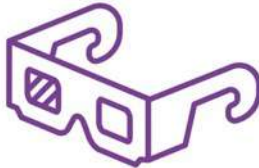


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Diversity and intersectional approach

Not only gender is fundamental. There are many other characteristics which need to be considered in diversity approach, such as:

- race
- nationality
- religion
- age
- marital status
- economic situation
- sexual orientation
- etc.






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Diversity in HEIs – why it needs to be considered?




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Who should take care of D&I in HEIs?

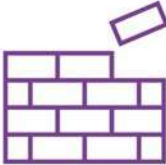


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How to start?



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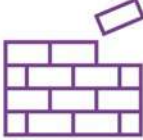

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How to start?

- set the fundamentals of D&I in different processes
- build awareness
- engage community
- share roles and responsibilities
- communicate on D&I
- implement D&I foundation in HEIs processes

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How to start?


How our institution is seen in the local community and by other HEIs regarding D&I?

Is our institution aware about minorities groups and their needs and expectations?

Does our institution address the D&I in relations to representatives of majority groups?

What kind of challenges do you see in the area of D&I?


What is missed in your organisational strategy?

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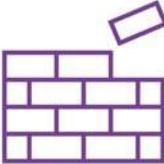

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How to start this journey?

GROUP WORK

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D&I policy and strategy

D&I - it's not about magic, it's about acting




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D&I policy and strategy

Tailor-made training: collect some examples of D&I policies and strategies from HEIs or companies you find interesting for participants. Place attention on the structure. Circulate them among participants

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D&I policy and strategy models



Source: <https://globewomen.org/globaldiversity/wp-content/uploads/2020/03/Korn-Ferry-Diversity-and-Inclusion-Maturity-Model-2020-Andres-Tapia.pdf>

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D&I policy and strategy model - Deloitte

Level 1: COMPLIANCE
 Compliance with legal requirements/affirmative action
 Legal/HR/IR team

Level 2: PROGRAMMATIC
 Increasing the representation of specific demographic groups (e.g., women)
 HR/IR team

Level 3: LEADER-LED
 Leading the playing field for all employees by addressing systemic cultural barriers
 Business leaders

Level 4: RITEGRATED
 Leveraging difference to create business value
 Whole organization

Illustrative characteristics:

- Level 1:**
 - Large, homogeneous workforce
 - Diversity seen as a problem to be managed
 - Legal (HR) (HR) and other general inclusion work
 - Actions are largely reactive, any additional focus is on the recruitment of diverse talent
- Level 2:**
 - Business case is articulated
 - Diversity seen as core of demographic numbers and targets in place
 - HR and other stand alone initiatives both as monitoring, unconscious bias training, employee resource groups and events
 - Resistance from the majority to support
 - Minority employees start to leave
- Level 3:**
 - More sophisticated understanding of D&I and the business strategy
 - D&I a personal priority for the CEO and executive team
 - Systemic cultural barriers surfaced
 - Strategy for culture change created and growing resistance managed
 - Leadership are committed, role model inclusion and are held accountable for it
 - High performing talent attracted
 - Talent systems meet
 - Progress measured
 - Minority and women internalize
- Level 4:**
 - Workforce is demographically and cognitively diverse
 - Shared sense of diversity of thinking and meaning
 - Integration into all aspects of the organization - e.g., behaviors, structures, and systems
 - Flexibility
 - Measurement
 - Focus on high performing talent
 - Senior leadership
 - Senior and mid-level managers internalize

https://www2.deloitte.com/content/dam/insights/us/articles/4209_Diversity-and-inclusion-revolution/DL-Diversity-and-inclusion-revolution.pdf

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D&I policy and strategy exemplary indicators

Metrics for diagnosis

Metrics for tracking progress

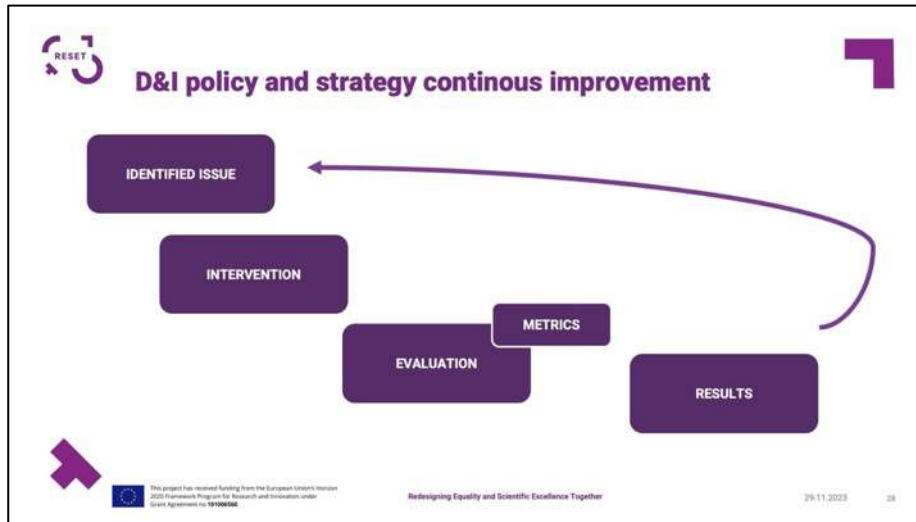
Metrics for financial analysis

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D&I policy and strategy – checklist

- Does our organisation monitor D&I dimension and is it aware of the most strategic issues?
- Does our institution measure the D&I dimension?
- Does our institution use inclusive language?
- Is our organisation ready to attract minority groups and other discriminated members of the community to co-create needed D&I solutions?

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MODULE 2.4

Diversity and inclusivity culture in organisation

Part 2

Topic

2.4 Diversity and inclusivity culture in organisation Part 2



Toolbox goal:

- knowledge
- skills
- attitudes



Participants:

- Top and middle management
- Administrative staff
- Academic staff



Recommended form of training:

Synchronous face-to-face training



Form of basic training:

synchronous face-to-face
or online training



**Duration of recommended
form of training:**

14h (2x7h with 1-hour lunch break)



Duration of basic training:

7h with 1-hour lunch break



Main objective:

Raising awareness and shared
responsibility for implementing and
rooting diversity culture in HEIs

Specific objectives:

- learning about the concepts of diversity and inclusivity,
- learning about diversity culture in the workplace,
- discovering and experiencing tools and methods supporting diversity and inclusivity,
- learning about positive discrimination mechanisms,
- learning about good practices from HEIs and other sectors



**Learning results
Educational effects**

The participant:

- knows the idea of diversity and inclusivity
- is aware of the psychological mechanisms leading to discrimination (such as stereotypes and prejudices)
- is aware of improper behaviours leading to discrimination and exclusion
- understands the need of putting D&I at the centre of the organisational culture in the internationalisation era
- becomes familiar with exemplary tools and methods of enhancing D&I in the organisation
- analyses different case studies and good practices
- is able to facilitate diversity and inclusivity in his/her environment



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2.4. Scenario

Diversity and inclusivity culture in organisation

Part 2



Exemplary Agenda (for the participants) Day 1

Planned time	Activity
9.00 – 10.00	Introduction and initial activities
10.00 – 10.45	An introduction to the topic of Diversity and Inclusivity
10.45 – 11.00	Coffee break
11.00 – 12.45	Diversity and inclusivity – main assumptions for HEIs <ul style="list-style-type: none"> • Inclusion of vulnerable groups such as women, neurodiverse people, LGBTQIA, migrants, etc. • The positive consequences and challenges of having diverse teams at university.
12.45 – 13.45	Lunch break
13.45 - 15.15	Human rights respect in HEIs – how to create ideal conditions? <ul style="list-style-type: none"> • Avoiding discrimination - cognitive bias, psychological mechanisms, stereotypes and prejudices. • Self-reflection and assessment of one's attitudes toward minorities and people other-than- myself (sameness vs. otherness). • Self-reflection of one's behaviour that can be regarded as improper and can be an indicator of discrimination to other people.
15.15 – 15.30	Coffee break
15.30 – 16.00	Closing round



Exemplary Agenda (for the participants) Day 2

Planned time	Activity
9.00 – 9.30	Opening round
9.30 – 10.45	Human rights respect in HEIs – how to create ideal conditions? <ul style="list-style-type: none"> • Diversity and inclusivity in research and teaching • Recommendations for D&I in the workplace – crucial points to promote and behaviours to avoid.
10.45 – 11.00	Coffee break
11.00 – 12.45	Exemplary tools of individual and group sensitising: <ul style="list-style-type: none"> • Employee resource groups • Diversity projects • Diversity days/weeks • Living Libraries/Ask Me Anything initiatives • Some practical tips to boost diversity from a teammate perspective • Talking about diversity and inclusivity among teams • Gender-sensitive language guidelines • Gender Impact Assessment tool
12.45 – 13.45	Lunch break
13.45 – 15.15	Own responsibility – self-evaluation of one’s actions enhancing diversity, self-contracting.
15.15 – 15.30	Coffee break
15.30 – 16.00	Closing round



Exemplary Scenario (for the trainer) Day 1

Planned time	Activity
<p>General tips:</p> <p>Below you can find the basic scenario of the workshop. Follow the guidelines and recapitulate the tasks / topics listed therein. At the same time observe the group and its needs - in some cases (if time permits) you can propose additional exercises, energiser, discussion etc.</p> <p>The theoretical content and the framework of the presentation is placed in appendix (Supplementary materials, Handouts and Presentation)</p>	
60 minutes	<p>Initiatory (initial) activities:</p> <ul style="list-style-type: none"> • Introduction of the trainer • Goals of the meeting <ul style="list-style-type: none"> • explain the goals and point out that the main emphasis would be put at the increasing awareness of the participants • include the information about RESET project and its general aims • Agenda of the meeting • Opening round (possibility to get to know one another) (see Supplementary materials 2.4 – Questions for the opening round) <ul style="list-style-type: none"> • create a space for getting to know each other better • ask for participants' needs and expectations about the training and post identified needs on the flipchart on the wall • include the specific expectations of the participants within the programme (if possible) or give some tips where to find information about requested issues • Contract with participants <ul style="list-style-type: none"> • co-create the contract for the meeting with participants. If some important elements are missed add the most essential points (see Supplementary materials 2.4 – Exemplary contract). • place the rules in a visible place for the whole meeting.
45 minutes	<p>Diversity bingo game as an icebreaker and introduction to the topic of diversity and inclusivity.</p> <ul style="list-style-type: none"> • Print and distribute BINGO Game sheets (2.4. Handouts – Bingo) to the participants. • After each player gets a BINGO card, they mingle around introducing themselves and finding other participants who can sign their cards, indicating whether a statement applies to him/her. • To avoid having people only talk to one or two people and filling up their card, limit the signatures they can give to 1 or 2 per card (depending on the group size). • When everyone has reached bingo (all fields on the sheet are filled) or is super close, you can share something you've learned about each other, yourself, and the experience of this ice breaker activity. <p>Lecture and discussion with participants</p> <ul style="list-style-type: none"> • An Introduction to the topic of Diversity and Inclusivity. (see Supplementary materials 2.4) <ul style="list-style-type: none"> • It is worth to define diversity, equality, and inclusion, categories and types of diversity, the need for D&I in the era of internationalisation • some information can be presented briefly (as a reminder) or in more detail to create a reference point for the later project work
15 minutes	Coffee break



Exemplary Scenario (for the trainer) Day 1

Planned time	Activity
15 minutes	Coffee break
30 minutes	<p>Lecture and discussion with participants: Diversity and inclusivity – main assumptions for HEIs.</p> <ul style="list-style-type: none"> • Why is Diversity and Inclusion (D&I) so important in HEIs? <ul style="list-style-type: none"> • invite participants to engage in a discussion • write ideas on the board or flipchart • during the discussion, there might be aspects that you plan to address in the next stage, which is “The main assumptions for HEIs in promoting diversity and inclusivity”. • follow the group’s flow and naturally connect to the points you’ve prepared. • The main assumptions for HEIs in promoting diversity and inclusivity (see Supplementary materials 2.4) <ul style="list-style-type: none"> • the materials include sample assumptions • it is likely that some of them will come up during the discussion with the participants • please avoid duplicating the content. <p>IMPORTANT! The ultimate goal of the workshop is for participants to develop ideas for specific solutions that can be applied in their university units. It’s natural that valuable solutions will emerge during the workshop. We recommend preparing a “Toolbox Flipchart” where you can continuously write the generated ideas, techniques, and tools.</p>
35 minutes	<p>Discussion and case study Diversity and inclusivity – main assumptions for HEIs.</p> <ul style="list-style-type: none"> • Inclusion of vulnerable groups such as women, neurodiverse people, LGBTQIA, migrants, etc. <ul style="list-style-type: none"> • Make a brief introduction and encourage the participants to share about their situation. • Helpful questions below: What does the inclusion of vulnerable groups look like in your university unit and across the whole institution? Does it differ among academic staff, administrative staff, and students? Do you identify as a person belonging to a vulnerable group or groups? What are your experiences? What are your needs? Are there any specific challenges you’re facing? Is there anything you’d like to discuss or address? <p>Feel free to share your thoughts and experiences.</p>



Exemplary Scenario (for the trainer) Day 1

Planned time	Activity
40 minutes	<p>Group work and discussion Diversity and inclusivity – main assumptions for HEIs.</p> <ul style="list-style-type: none"> The positive consequences and challenges of having diverse teams at university (see Supplementary materials 2.4) <ul style="list-style-type: none"> Divide participants into groups of 4-5 individuals (depending on the total number, create 2-4 groups) ask half of them to list the positive consequences of having diverse teams at university and the other half to list the challenges of having diverse teams at university Discuss the perspectives of all groups in the forum.
60 minutes	Lunch break



Exemplary Scenario (for the trainer) Day 2

Planned time	Activity
30 minutes	Opening round (see Supplementary materials 2.4)
75 minutes	<p>Group work and brain storm: Human rights respect in HEIs – how to create ideal conditions?</p> <ul style="list-style-type: none"> Diversity and inclusivity in research and teaching (see Supplementary materials 2.4) <ul style="list-style-type: none"> Divide the participants into 4 groups Ask them to write down on sticky notes the following: <ul style="list-style-type: none"> Group 1: Advantages of D&I in teaching Group 2: Challenges of D&I in teaching Group 3: Advantages of D&I in research Group 4: Challenges of D&I in research Instruct the groups to place their sticky notes on the wall so that you can see the proportion of advantages and challenges Then, collectively brainstorm what can be done to turn challenges into positives. <p>Discussion:</p> <ul style="list-style-type: none"> Recommendations for D&I in the workplace – crucial points to promote and behaviours to avoid (see Supplementary materials 2.4) <ul style="list-style-type: none"> Invite participants to a discussion make sure to explain the key concepts you will address
15 minutes	Coffee break



Exemplary Scenario (for the trainer) Day 2

Planned time	Activity
105 minutes	<p>Mini-lecture, individual work, pair work, discussion: Exemplary tools of individual and group sensitising:</p> <ul style="list-style-type: none"> • Employee resource groups • Diversity projects • Diversity days/weeks • Living Libraries/Ask Me Anything initiatives • Some practical tips to boost diversity from a teammate perspective(see Handouts 2.4 - Some practical tips to boost diversity from a teammate perspective) <ul style="list-style-type: none"> • work in pairs • ask participants to generate practical tips and fill out the sheets • discuss the exercise as a group • Talking about diversity and inclusivity among teams • Gender-sensitive language guidelines (see Handouts 2.4 – My language – Questions to ask yourself) <ul style="list-style-type: none"> • invite participants to individually complete a questionnaire about the language they use • discuss the exercise as a group • ask about feelings, reflections, insights, and resolutions • Gender Impact Assessment tool (see Supplementary materials 2.4) <ul style="list-style-type: none"> • discuss the selected tools • provide examples • encourage participants to share their experiences and ideas.
60 minutes	Lunch break



Exemplary Scenario (for the trainer) Day 2

Planned time	Activity
90 minutes	<p>Mini-lecture, role play, discussion, individual work Own responsibility – self-evaluation of one’s actions enhancing diversity, self-contracting.</p> <ul style="list-style-type: none"> • Eight powerful truths about D&I (see Supplementary materials 2.4) <ul style="list-style-type: none"> • Present the content developed from the Deloitte experience to the participants in an accessible way • Systems Thinking <p>IMPORTANT! Be prepared for the possibility that, depending on the target group with whom you will be conducting the training, there may be resistance, defeatism, resignation, and a belief that such “significant changes” at a structural or systemic level are impossible. We recommend referring to systems theory and emphasizing that every change, no matter how small, when introduced at any level of the system, leads to changes in other parts of that system (see Supplementary materials 2.4)</p> <ul style="list-style-type: none"> • Invite 6 participants to an engaging experiential exercise. • Ask these individuals to interlock their arms with the arms of the people standing to their right and left at elbow height. • Their goal is not to break the circle or let go of hands while they take turns performing tasks: one person ties their shoelaces, another writes something on the whiteboard, another must move the entire circle from one side of the room to the other, another has to jump, another has to stand on one foot, and so on. • When one person in the circle does something, the others feel discomfort, lose their balance, and have to change their position or take action to avoid falling. This is how the system works. Even a small change in one part of it leads to a change in the whole. • Ask the participants in the exercise: How they felt when they were performing a task themselves? How they felt when someone else did it? • Emphasise that if any participant introduces an action that promotes D&I in the organisation, they are genuinely impacting the system and contributing to change. • Ways to Begin Cultivating a D&I Workplace <ul style="list-style-type: none"> • Go back to the toolbox with the participants and expand it with ideas for actions that are relevant to their academic units • In the supplement (see Supplementary materials 2.4) you will find additional suggestions • Invite the participants to discuss and ask them which of these tools, actions, or techniques they perceive as feasible to implement in their organisations • Encourage them to choose at least one action they will try to implement in their environment • What solutions are they ready to propose to their superiors in the near future? • What causes them not to want to try others? • How do they feel about it? • What could help them in trying out new ways?



Exemplary Scenario (for the trainer) Day 2

Planned time	Activity
15 minutes	Coffee break
30 minutes	Closing round <ul style="list-style-type: none"> • ask a couple of questions (see Supplementary materials 2.4) • inquire about the specific thought or concept that they personally take away from the training. • it is recommended that every participant would share their opinions and reflections



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2.4. Scenario Diversity and inclusivity culture in organisation Part 2

SECTIONS





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DAY 1



Introduction and initial activities

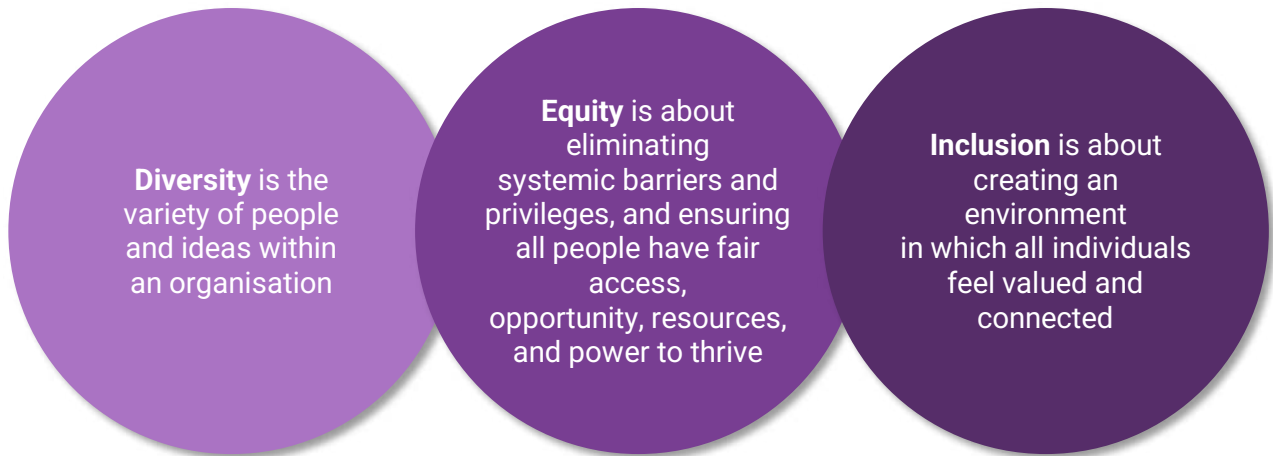
Opening round (exemplary questions/topics)

- Name
- Vocational area (role, tasks and responsibilities)
- Private area (who I am, what I do in a spare time)
- What I know about diversity and inclusivity idea?
- How do I perceive diversity culture in my workplace?
- What is my main objective for this meeting?
- What are my needs and expectations (in reference with the topic and schedule)
- What would I do for myself if I were to win 1 million Euro? (* optional)

General rules for cooperation (exemplary contract)

- We call each other by name (* mandatory)
- We use the pronoun "I", not "we"
- We respect the time
- We don't generalise
- We do not use grand quantifiers expressions
- We do not take out personal content from the group (*mandatory)
- The "here and now" principle - we focus on the workshop (*mandatory)
- We mute our phones
- We engage in exercise rather than passively watch. We have the right to refuse to participate in an exercise
- We don't judge (*mandatory)
- We respect each other (*mandatory)
- We are mutually responsible for the process as well as effects of the workshop (*mandatory)
- We are ready to be confronted (in a benevolent way)

Diversity Equity and Inclusion (DEI)



Inclusion – “the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalised, such as those who have physical or mental disabilities and members of other minority groups”; “the action or state of including or of being included within a group or structure”

Diversity – “the practice or quality of including or involving people from a range of different social and ethnic backgrounds and of different genders, sexual orientations, etc. Diversity is all about empowering people by respecting and appreciating what makes them different in regard to age, gender, ethnicity, religion, disability, sexual orientation, education, national origin and other defining factors about their identity.

Chosen definitions and terms:

How to influence inclusivity? <https://www.artsprofessional.co.uk/magazine/article/how-influence-inclusivity>

Equity vs. Equality and Other Racial Justice Definitions. <https://www.aecf.org/blog/racial-justice-definitions>

Diversity, Equity & Inclusion – Definition, Examples: <https://unitedwaynca.org/blog/diversity-equity-inclusion/>



Introduction to the topic of Diversity and Inclusivity

Categories and Types of Diversity

Social-category differences

- Race
- Ethnicity
- Gender
- Age
- Religion
- Sexual orientation
- Physical abilities

Differences in values or beliefs

- Cultural background
- Ideological beliefs

Differences in social and network ties

- Work-related ties
- Friendship ties
- Community ties
- In-group membership

Differences in knowledge or skills

- Education
- Functional knowledge
- Information or expertise
- Training
- Experience
- Abilities

Personality differences

- Cognitive style
- Affective disposition
- Motivational factor

Organisational or community-status differences

- Tenure or length of service
- Title

This is just one of many categorisations. Can you find other types of diversity?



Chosen definitions and terms:

Mannix, E. and Neale, M.A. (2005) What Differences Make a Difference: The Promise and Reality of Diverse Teams in Organizations. *Psychological Science in the Public Interest*, 6, 31-55. <http://dx.doi.org/10.1111/j.1529-1006.2005.00022.x>

Internationalisation

“Internationalisation at the national, sector, and institutional levels is defined as the process of integrating an international, intercultural, or global dimension into the purpose, functions or delivery of postsecondary education”



Chosen definitions and terms:

Knight, J. (2003). Updated Definition of Internationalization. *International Higher Education*, (33). <https://doi.org/10.6017/ihe.2003.33.7391>

The need for D&I in the era of internationalisation

The need for Diversity and Inclusion (D&I) in the era of internationalisation is increasingly significant as our world becomes more interconnected, global, and culturally diverse.

Global Workforce: In today's business landscape, many organisations operate on a global scale, with employees, clients, and partners from diverse cultural backgrounds. Diverse teams are better equipped to navigate and understand these global complexities.

Competitive Advantage: Internationalisation often involves entering new markets, and a diverse and inclusive workforce can provide a competitive advantage by understanding and serving a broader range of customers.

Innovation and Creativity: Diverse teams tend to be more innovative and creative. Different perspectives and experiences can lead to novel solutions and approaches, which are vital for success in a globalised world.

Problem Solving: Global challenges, such as climate change and public health crises, require diverse and interdisciplinary approaches. Diverse teams are better at problem-solving and adapting to changing circumstances.

Talent Attraction and Retention: In an internationalised world, talented individuals have more options when choosing where to work. Organisations that prioritise D&I are more attractive to a wide range of talent and are better at retaining employees.

Cultural Competence: Cultural competency is essential in international business. A diverse and inclusive workforce is more likely to have members who are familiar with different cultures and can navigate international relationships effectively.

Legal and Ethical Imperatives: Laws and regulations around the world increasingly promote diversity and inclusion. Organisations that do not comply may face legal consequences and reputational damage.

Market Responsiveness: Markets are dynamic and continually changing. Diverse and inclusive organisations are more adaptable and responsive to shifts in consumer preferences and global trends.

Social Responsibility: There is a growing expectation that businesses demonstrate social responsibility, including a commitment to diversity and inclusion. This is essential for maintaining a positive corporate image.

Cross-Cultural Collaboration: In an internationalised world, cross-cultural collaboration is common. Diverse and inclusive organisations are better equipped to foster productive collaborations among employees from various backgrounds.



Diversity and inclusivity – main assumptions for HEIs

Diversity and inclusivity are key principles for Higher Education Institutions (HEIs) that aim to create inclusive, equitable, and productive learning and working environments.

The main assumptions for HEIs in promoting diversity and inclusivity include:

- **Equal Educational Opportunity:** HEIs should ensure that all individuals, regardless of their background, have equal access to educational opportunities. This includes providing financial aid, scholarships, and support services to underrepresented and disadvantaged groups.
- **Diverse Student Body:** HEIs should actively recruit and enrol students from diverse backgrounds, including different racial and ethnic groups, socioeconomic statuses, gender identities, and abilities.
- **Inclusive Curriculum:** HEIs should offer a curriculum that reflects a diverse range of perspectives, cultures, and experiences. This helps students gain a broader understanding of the world.
- **Cultural Competence:** Faculty and staff should receive training in cultural competence and inclusivity, enabling them to better understand and support the needs of a diverse student body.
- **Inclusive Pedagogy:** Educators should employ teaching methods and strategies that accommodate different learning styles and address the diverse needs of students. This can include active learning, universal design for learning (UDL), and online learning accessibility.
- **Accessible Facilities:** HEIs should provide physically accessible campuses and digital resources to ensure that all students, regardless of their physical abilities, can fully participate in educational activities.
- **Inclusive Language and Communication:** Promote the use of inclusive and respectful language in all communications and materials, avoiding gender, racial, or cultural bias.
- **Support Services:** Offer a wide range of support services, including counselling, tutoring, and mental health services, to help students from underrepresented groups succeed academically and emotionally.

- **Diversity in Leadership and Faculty:** Promote diversity in leadership roles and faculty positions. A diverse faculty can serve as role models and mentors for students from underrepresented backgrounds.
- **Anti-Discrimination Policies:** Establish and enforce clear policies that prohibit discrimination and harassment based on race, gender, religion, sexual orientation, or any other protected characteristic.
- **Safe Reporting Mechanisms:** Create safe and confidential reporting mechanisms for students and staff to report instances of discrimination, harassment, or bias.
- **Affirmative Action:** Implement affirmative action or other proactive measures to increase representation of historically underrepresented groups in student and faculty populations.
- **Cultural Awareness Programs:** Organise cultural awareness events, workshops, and programs that educate the campus community about different cultures, traditions, and experiences.
- **Diverse Student Organisations:** Support and encourage the formation of diverse student organisations, clubs, and associations that promote cultural exchange and diversity.
- **Research and Data Collection:** Conduct research on the representation and experiences of underrepresented groups within the institution and use data to inform decision-making and improve inclusivity.
- **Community Engagement:** Engage with the surrounding community to build positive relationships and promote educational opportunities for all members of the community.
- **Continuous Assessment and Improvement:** Regularly assess the effectiveness of diversity and inclusivity initiatives and make improvements based on feedback and data.
- By embracing these assumptions and actively working to promote diversity and inclusivity, HEIs can create environments that foster learning, critical thinking, and personal growth for all students, regardless of their backgrounds or identities.

The positive consequences of having diverse teams at university

Enhanced Creativity and Innovation: Diverse teams at universities foster a rich exchange of ideas, perspectives, and experiences. This diversity of thought acts as a catalyst for creativity and innovation. When individuals from various backgrounds collaborate, they bring unique insights to the table, challenging conventional wisdom and sparking novel solutions to complex problems.

Competitiveness and Profitability: The presence of diverse teams brings a profound understanding of local market knowledge. This insight enables universities to adapt to the specific needs and demands of their diverse student body, making them more competitive in attracting and retaining students. Ultimately, this leads to increased profitability for the institution.

Higher Quality and Targeted Marketing: Diverse teams are better equipped to understand the varying preferences and requirements of students. They can tailor marketing strategies to be more effective and inclusive, resulting in higher-quality promotional efforts and better-targeted outreach.

Attracting and Retaining the Best Talent: A commitment to diversity and inclusion makes universities attractive to a wider range of talented students, faculty, and staff. It not only helps in attracting the best and brightest but also in retaining them, as they feel valued and supported.

Broader and More Flexible Range of Products and Services: Universities with diverse teams are more adept at offering a comprehensive and adaptable range of educational programs, services, and resources. They can better meet the varied needs and preferences of their student population.

Productivity and Better Results from Diverse Teams: Diverse teams often exhibit higher levels of productivity and problem-solving abilities. The combination of different skills and experiences contributes to a broader knowledge base and results in more effective teamwork.

Greater Personal and Professional Development Opportunities: For students, faculty, and staff, working within diverse teams provides opportunities for personal and professional growth. Exposure to different cultures and viewpoints broadens horizons and fosters an inclusive and supportive learning environment.



Chosen definitions and terms:

Reynolds, K. (2018). 13 benefits and challenges of cultural diversity in the workplace <https://www.hult.edu/blog/benefits-challenges-cultural-diversity-workplace/> Accessed: 25.10.2023

The challenges of having diverse teams at university

Less readiness to express one's opinion in some cultures. Colleagues hailing from various cultural backgrounds might exhibit varying degrees of reticence when it comes to expressing their opinions.

Prejudices and stereotypes can hinder team integration. The process of harmonising multicultural teams may encounter challenges due to ingrained biases or unfavourable stereotypes.


Lack of understanding or misinterpretation of professional communication at the language and/or cultural level

Formal difficulties (visas, employment regulations, workplace adaptation costs, e.g., religious matters, holidays, prayer space, etc.)

Different understandings of professional etiquette

Conflicts between work styles in different teams

To read more:



Reynolds, K. (2018). 13 benefits and challenges of cultural diversity in the workplace <https://www.hult.edu/blog/benefits-challenges-cultural-diversity-workplace/> Accessed: 25.10.2023.



Human rights respect in HEIs – how to create ideal conditions?

Attitude

An attitude is a mental and emotional evaluation or judgment that individuals hold about people, objects, ideas, or situations. Attitudes reflect an individual's positive or negative feelings, beliefs, and predispositions toward a particular subject. Attitudes are typically formed through experiences, socialisation, and cognitive processes, and they can influence an individual's thoughts, feelings, and behaviour.

Attitudes can be categorised into three main components:



COGNITIVE COMPONENT

pertains to the cognitive aspect of an attitude, which includes the individual's beliefs and thoughts about the subject. It involves the evaluation of the object based on information and knowledge.



AFFECTIVE COMPONENT

refers to the emotional aspect of an attitude. It involves the individual's feelings or emotions toward the object of the attitude.



BEHAVIORAL COMPONENT

relates to an individual's behavioural intentions or actions toward the subject of their attitude. It reflects the likelihood that an individual will act in a certain way based on their attitude.

Chosen definitions and terms:

Aronson, E., Wilson T.D. Akert R.M. Sommers S.R. (2015). Social Psychology. Pearson.

Stereotypes and prejudices

Stereotypes and prejudices – “refer to social interactions that are marked by an emphasis on peoples’ (assumed) belonging to social groups rather than their individual characteristics (Straub & Niebel, 2021). Moreover, stereotypes are not limited to the perception and assessment of others, but also refer to individuals, who assess themselves in light of their own group affiliations (Hannover & Wolter, 2018). That can be their gender, as well as other social and cultural categories such as age, ethnicity/origin, sexual orientation. or religious affiliation. Often, it is the combination or intersection of these categories. The contents of gender stereotypes are shaped by cultural norms and values (Cuddy et al., 2015). Stereotypes, in contrast to prejudices, are cognitive schemata about social groups as well as about individuals as part of those social groups (including ourselves). They are components of knowledge, structures as well as means of the processing of social information (Straub & Niebel, 2021). They can also influence gender identity in that a person ascribes gendered attributes to oneself, as well as the extent to which a person does so (Hannover & Wolter, 2018)”.

Chosen definitions and terms:

Toolbox for gender-neutral, diversity-oriented institutional communication” WP5, RESET project

Positive discrimination

Positive discrimination “is the practice of favouring someone due to ‘protected characteristics’ - in an attempt to reduce inequality. The goal is usually to increase the number of minority background employees in a business. In the workplace, positive discrimination could occur if someone is hired or promoted because of their belonging to an underrepresented group”.

There are several “protected characteristics”/factors that can lead to someone being discriminated against, among others, age, disability, gender identity, marriage and civil partnership, pregnancy and maternity, race, ethnicity, nationality, religion or belief (or lack thereof), sexual identity, economic status. Examples of positive discrimination: quota system, zipper method.



Chosen definitions and terms:

What Is Positive Discrimination? And Should You Be Doing It?.
<https://www.beapplied.com/post/what-is-positive-discrimination>. Accessed:
25.11.2022.

Inappropriate behaviour

Inappropriate behaviour in the workplace means that the person behaves in an unprofessional manner and has a problem with respecting the rights of others. This kind of behaviour may include e.g., harassment, bullying, aggression and violence.



Chosen definitions and terms:

Safe Work Australia. (2016). Guide for preventing and responding to workplace bullying.

Causes of Prejudice and Discrimination

Pressures to Conform: Normative Rules – Institutional discrimination, encompassing phenomena like institutionalised racism and sexism, represents norms ingrained within the fabric of society. The desire for normative conformity, or the need to be accepted and fit in, often compels individuals to adhere to stereotypical beliefs and the prevailing prejudices of their society without challenging them. As norms evolve, so does prejudice.

Social Categorisation: Us Versus Them – Prejudice is facilitated by the human inclination to categorise people into in-groups and out-groups. Cognitive processes play a pivotal role in the development and perpetuation of stereotypes and prejudice. The act of grouping people leads to in-group bias (a tendency to view in-group members more favourably than out-group members) and out-group homogeneity (an erroneous perception that “they” are all alike).

Cognitive Bias (*pages 22-27*)

Economic Competition: Realistic Conflict Theory posits that prejudice is an inevitable consequence of genuine conflicts between groups over limited resources, whether

related to economics, power, or status. Resource competition leads to derogation and discrimination against the competing out-group, as observed with Chinese immigrants in the nineteenth century and contemporary Mexican immigrants. Scapegoating is a process in which frustrated individuals displace their aggression from its true source onto a convenient target – an out-group that is disliked, visible, and relatively powerless.

Homophily Theory – refers to the tendency that people are more likely to interact with individuals similar to themselves.

Ethnocentrism – the belief that your own culture, nation, or religion is superior to all others is called ethnocentrism. It is universal, probably because it aids survival by increasing people’s attachment to their own group and their willingness to work on its behalf. It rests on a fundamental category: us.

Out-Group Homogeneity - besides the in-group bias, another consequence of social categorisation is the perception of out-group homogeneity, the belief that “they” are all alike In-group members tend to perceive those in the out-group as more similar to each other (homogeneous) than they really are.

Types of conflicts in the workplace (*page 28*)



Chosen definitions and terms:

Aronson, E., Wilson T.D. Akert R.M. Sommers S.R. (2015). Social Psychology. Pearson.

Cognitive Bias

In the supplement, selected cognitive bias are presented. You can find the full list with descriptions here:

<https://gustdebacker.com/cognitive-biases/> Accessed: 15.10.2023

First impression

The initial judgment or evaluation that a person forms when they meet or encounter someone or something for the first time. First impressions are formed rapidly and can be based on various cues, including physical appearance, body language, facial expressions, and the initial behaviours or interactions observed.

First impressions can have a significant impact on subsequent perceptions and interactions with an individual. They can influence how we approach, trust, or engage with someone. Research has shown that first impressions, while not always accurate, can be quite powerful in shaping our perceptions and attitudes towards others.

The speed at which various attributes are identified during initial impressions could be associated with what has been crucial for survival from an evolutionary standpoint. For instance, trustworthiness and attractiveness were the two characteristics that were rapidly identified and assessed in research involving human faces.



Chosen definitions and terms:

Aronson, E., Wilson T.D. Akert R.M. Sommers S.R. (2015). *Social Psychology*. Pearson.

Schaller, M. (2008). Evolutionary bases of first impressions. In N. Ambady & J. J. Skowronski (Eds.), *First impressions* (pp. 15–34). Guilford Publications.

Halo Effect and Reverse Halo (Horn) Effect

The halo effect is the inclination to let a particular characteristic or our general perception of an individual, organisation, or product have a favourable impact on our assessment of their other associated characteristics.

As the term suggests, the inverse halo effect takes place when an individual forms a negative opinion about another person solely on the basis of one known trait. This solitary characteristic taints all the other traits for an individual undergoing the inverse halo effect. For instance, a person might presume that someone they perceive as unattractive is also lacking in kindness.



Chosen definitions and terms:

Ries, A. (2006). Understanding marketing psychology and the halo effect. *Advertising Age*, 17.

Fundamental Attribution Error and Attributional Egotism

The tendency to overestimate the extent to which people's behaviour is due to internal, dispositional factors and to underestimate the role of situational factors.

Attributional egotism refers to a cognitive bias in which individuals tend to attribute their positive actions and outcomes to their own internal qualities or abilities while attributing negative actions or outcomes to external factors or circumstances beyond their control. In other words, it involves taking credit for one's successes and placing the blame for failures on external factors.



Chosen definitions and terms:

Aronson, E., Wilson T.D. Akert R.M. Sommers S.R. (2015). *Social Psychology*. Pearson.

Self-Fulfilling Prophecy

A self-fulfilling prophecy is a psychological phenomenon in which a belief or expectation about a future event influences an individual's behaviour in a way that causes the belief or expectation to come true, even if it was initially unlikely.

We recommend reading about the Rosenthal and Jacobson experiment:
<https://link.springer.com/article/10.1007/BF02322211>



Chosen definitions and terms:

Aronson, E., Wilson T.D. Akert R.M. Sommers S.R. (2015). *Social Psychology*. Pearson.

Rosenthal, R., & Jacobson, L. (1968). Pygmalion in the classroom. *The Urban Review*, 3 (1), 16-20.

Labelling and Stigma

Labelling refers to the process of assigning a particular identity or category to an individual or group based on specific characteristics or behaviours.

Stigma is a negative social perception or mark of shame that is often assigned to people or groups marked as outliers, different, or socially undesirable. Stigma can be the result of labelling and is associated with discrimination, prejudice and social exclusion.

Chosen definitions and terms:

Link, B. G., & Phelan, J. C. (2013). Labeling and stigma. In C. S. Aneshensel, J. C. Phelan, & A. Bierman (Eds.), *Handbook of the sociology of mental health* (pp. 525–541). Springer Science + Business Media. https://doi.org/10.1007/978-94-007-4276-5_25

Four Types of Conflict

Task Conflict

Task conflict arises when there's a difference of opinion regarding the goal or objective of a project, discussion, or any task at hand. It can occur on an organisational level, such as two departments having contrasting expectations from a client situation, or within a team, when alignment on the desired outcome of a project is lacking. As a manager, I've found it beneficial to consistently return to the task's objective, providing clarity and realignment to prevent task conflicts.

Process Conflict

In contrast to task conflict, process conflict revolves around disagreements on how to achieve a goal. I firmly believe that there is rarely a single, perfect approach to a problem; instead, there are multiple valid approaches, each with its merits and drawbacks. To prevent process conflict from escalating into a relationship conflict, I've discovered the value of creating platforms for teams to discuss the steps they intend to take, rather than dictating those steps to them.

Status Conflict

Status conflict arises when there's uncertainty or disagreement regarding who holds authority or leadership. This type of conflict is common in interdepartmental initiatives, but I've observed it occurring within our teams when we have reports collaborating on a project. In such situations, clarifying decision-making authority can be helpful by clearly specifying who has the final say.

Relationship conflict

Relationship conflict often starts somewhere else and only becomes personal when previous disagreements are left unresolved.



Chosen definitions and terms:

Gallo, E. (2017). *HBR Guide to Dealing with Conflict*. Harvard Business Review Press.

Behaviours that can be regarded as improper and can be an indicator of discrimination to other people

The examples of behaviours that can be written on the board or flipchart during self-reflection and discussion on inappropriate or discriminatory behaviour:

- 1 Using offensive language or slurs.
- 2 Making derogatory jokes or comments.
- 3 Ignoring someone's concerns about discrimination.
- 4 Stereotyping based on identity.
- 5 Treating individuals unequally.
- 6 Bullying, harassment, or intimidation.
- 7 Exclusion from opportunities.
- 8 Discriminatory hiring or promotion.
- 9 Displaying bias or prejudice.
- 10 Failing to address discrimination.
- 11 Not respecting someone's personal boundaries.
- 12 Ignoring someone's feelings

These visual aids can help facilitate a discussion on these topics and promote awareness and understanding among participants.

Closing round – Day 1 (exemplary questions/topics)

- What do you think about the part of the training we had?
- What are your main insights and reflections?
- What was particularly memorable for you?
- Has anything surprised you?



Redesigning
Equality and
Scientific
Excellence
Together

DAY 2



Human rights respect in HEIs – how to create ideal conditions?

Opening round – Day 2 (exemplary questions/topics)

- How did you spend your evening?
- What are your main reflections from yesterday?
- Do you have any questions regarding what we did yesterday?
- What are your needs and expectations in terms of the current day?

Diversity and inclusivity in research and teaching

Sample thematic areas that can assist participants in completing the task:

- the importance of adjusting research and teaching practices to promote diversity and inclusivity within the university context
- adapting methods and materials
- incorporating various groups in research and teaching
- accessibility to education and research
- group representation
- abuses in teaching and research
- ethical aspects
- generalisation,
- addressing the needs of different individuals
- ...

Promoting diversity and inclusion (D&I) in the workplace is not only a moral imperative but also has tangible benefits for organisations, including increased innovation and employee satisfaction.

Key Points to Promote:

- **Leadership Commitment:** Ensure that organisational leaders actively champion and demonstrate a commitment to D&I. Their support sets the tone for the entire workforce.
- **Diverse Recruitment:** Implement inclusive hiring practices, such as diverse interview panels, to attract a broader range of candidates.
- **Equal Pay:** Ensure that pay equity exists across all demographic groups. Analyse pay gaps and address any disparities.
- **Data Collection and Analysis:** Collect and analyse data on workforce diversity and inclusion efforts. Use this data to identify areas of improvement and measure progress.
- **Structured Training:** Provide regular, structured training on D&I topics for all employees to increase awareness and understanding. Make these programs accessible and engaging.
- **Open Communication Channels:** Establish and maintain open channels of communication for employees to share their D&I concerns, ideas, and feedback. Encourage open dialogue.
- **Regular Feedback:** Encourage open and honest feedback from employees about D&I initiatives and use this feedback to make improvements.
- **Inclusive Policies:** Develop and implement policies that foster an inclusive environment. These policies should address issues like hiring practices, promotion, and fair treatment of all employees.
- **Employee Resource Groups (ERGs):** Encourage the formation of ERGs that provide support and networking opportunities for employees with shared backgrounds or experiences.
- **Accessible Workspaces:** Make physical and digital workspaces accessible to employees with disabilities.
- **Flexible Work Arrangements:** Promote flexible work arrangements that accommodate various needs and preferences, such as remote work or flexible hours.

Promoting diversity and inclusion (D&I) in the workplace is not only a moral imperative but also has tangible benefits for organisations, including increased innovation and employee satisfaction.

Behaviours to Avoid:

Ignoring the Issue: Failing to acknowledge the importance of D&I can send the message that it's not a priority.

Tokenism: Avoid hiring or promoting individuals from underrepresented groups for the sake of appearance. Ensure that they are given meaningful roles and responsibilities.

Stereotyping: Refrain from making assumptions or generalisations about employees based on their background, race, gender, or other characteristics.

Microaggressions: Educate employees about microaggressions and create a culture where these subtle forms of discrimination are not tolerated.

Exclusion: Ensure that all employees are included in company events, meetings, and decision-making processes, regardless of their background.

Retaliation: Create a culture where employees feel safe reporting incidents of discrimination or harassment without fear of retaliation.

Inflexibility: Avoid rigid policies and practices that do not accommodate the diverse needs of employees, such as those with disabilities or caregiving responsibilities.

Biased Language: Ensure that all communication, from job descriptions to company culture statements, is free from gender or cultural bias.

Lack of Accountability: Hold leaders and employees accountable for their actions and behaviours related to D&I. Address issues promptly.

Failure to Measure Progress: Implement metrics and regular reporting to track the progress of D&I initiatives. Without measurement, it's challenging to identify areas that need improvement.



Exemplary tools of individual and group sensitising

Employee Resource Groups

Employee Resource Groups (ERGs) are groups led by employees on a voluntary basis with the goal of promoting a workplace that values diversity and inclusivity, in line with the goals and values of the organisation they are part of.

Typically, these groups are organised and attended by employees who have a commonality, such as gender, ethnicity, religion, lifestyle, or shared interests. ERGs are established to offer assistance, aid in personal and professional growth, and provide a welcoming environment for employees to express their authentic selves. Additionally, ERGs may extend invitations to allies who wish to support their coworkers.

ERGs are recognised for achieving objectives such as:

- Enhancing working conditions for disengaged employees. ERGs play a role in fostering a sense of connection among marginalised groups and remote workers who share common causes or interests.
- Enhancing the physical work environment for all. This includes initiatives like the creation of gender-neutral facilities and improvements in physical or visual accessibility for staff.
- Fostering a secure space for employees to engage in open conversations and share their experiences comfortably.
- Identifying and nurturing emerging leaders. ERG leaders contribute to the identification of promising talents that might otherwise be overlooked due to unconscious biases. Participants gain fresh opportunities to connect with mentors and supportive colleagues from various business units.
- Addressing organisation-wide challenges. ERGs designed to tackle specific topics or issues help keep leaders informed about matters that are of utmost importance to the group members.
- Reducing the likelihood of suppressed frustrations. ERGs can help bring to light issues that individuals might be reluctant to raise on their own, facilitating the prompt resolution of problems and the mitigation of toxic work environments.



Chosen definitions and terms:

How to Foster Workplace Belonging Through Successful Employee Resource Groups. Forbes <https://www.forbes.com/sites/rebekahbastian/2019/02/11/how-to-foster-workplace-belonging-through-successful-employee-resource-groups/?sh=462d8d53dc>. Accessed: 25.11.2022.

Formation of an Employee Resource Group

Successful ERGs operate through a combination of top-down and bottom-up approaches. They must not only gain support from the employees they intend to serve and their colleagues as allies but also secure endorsement from the executive management team. For an ERG to thrive, senior leaders should provide their backing, allocate resources, and endorse its mission.

How to establish your own ERG:

1. Collect initial data. While ERGs can enhance the employee experience, it's essential to have a clear starting point. Begin by conducting an employee survey and utilising analytics tools to measure the current employee experience. Identify any disparities among different groups and monitor this metric as the ERG progresses.

2. Define guiding principles. Engage with group members to determine the ERG's vision and mission. Who can join the group, and what are the expectations for each member, both in terms of their individual contributions and their interactions with others? Establish these guidelines from the outset to ensure clarity and provide room for inquiries.

3. Secure executive sponsorship. A recommended practice for ERGs is to have a senior leader as their executive sponsor. This sponsor not only acts as a liaison between the executive leadership team and the ERG but actively participates in the ERG's mission.

4. Offer opportunities for growth. While ERGs primarily serve as safe spaces for underrepresented groups, they should also provide avenues for members to pursue professional development. Consider providing leadership training or educational opportunities covering topics such as emotional intelligence and time management.

Once your ERG is established, extend invitations to all employees, whether as members of the specific group or as allies.




Chosen definitions and terms:

<https://www.greatplacetowork.com/resources/blog/what-are-employee-resource-groups-ergs>, Accessed: 15.10.2023.

Diversity days/weeks

Promote inclusivity and acknowledge the diversity of our global community through a calendar that highlights various cultures, traditions, and occasions. Enhance employee contentment and encourage their continued engagement by celebrating the richness of our world.



Below are links with diversity and inclusion calendar for 2023 and 2024. It includes religious holidays, heritage months, and monthly diversity program themes

<https://diversity.social/diversity-calendar-events/>, Accessed: 15.10.2023.

https://www.ucl.ac.uk/equality-diversity-inclusion/sites/equality_diversity_inclusion/files/diversity_calendar_23-24.pdf, Accessed: 15.10.2023.

<https://www.inclusiveemployers.co.uk/diversity-calendar>, Accessed: 15.10.2023.

Living Libraries/Ask Me Anything initiatives

Living Library is an equality-oriented tool that seeks to challenge prejudice and discrimination. It works just like a normal library: visitors can browse the catalogue for the available titles, choose the Book they want to read, and borrow it for a limited period

- Welcome ideas that are different from your own, and support fellow teammates.
- Understand the diversity elements you personally bring to the organisation.
- Think about how you communicate.
- Use “I” messages and speak from your own perspective.
- Use pronouns and terms preferred by the person. Ask about their needs.



To read more:

Pedrelli, R. (2014). 10 Ways Employees can Support Diversity and Inclusion. <https://diversityjournal.com/14154-10-ways-employees-can-support-diversity-inclusion/>. Accessed: 15.10.2023.

7 ways to be an inclusive co-worker. <https://www.inclusiveemployers.co.uk/blog/7-ways-to-be-an-inclusive-co-worker/> Accessed: 15.10.2023.

Inclusive language

Inclusive language is language that avoids terms that might exclude marginalised groups of people. Typically these are terms that perpetuate prejudice, stigma, or erasure. Inclusive language favours alternatives over these terms that are less likely to be experienced as harmful or exclusionary. At the same time, these alternatives aim to keep the intended meaning.



To read more:

Inclusive Language Guide (2023). Oxfam.

Gender-sensitive language guidelines

Gendered pronouns (he or she)

- He/she; she/he; he or she; she or he; s/he
- His/her; her/his; his or her; her or his.
- Use the third person plural (“they”).
- Use gender-neutral pronouns, such as “ze”.
- Rephrase to omit pronoun.
- Replace with definite article (the) or indefinite article (a).

Information about gender and gendered nouns (“female lawyer”)

- Do not provide irrelevant information about people’s gender.
- Avoid using gendered nouns. Use gender-neutral descriptions instead (e.g., police officer).
- Simply use the occupation title with no gender description.

Stereotypical images

- Make sure that that the images you choose to use in communication materials do not reinforce gender stereotypes. Include a wide mix of people in different environments.

Gendering inanimate objects

- Use the pronoun “it” to talk about inanimate objects.

Invisibility or omission

- Do not use “man” or “he” to refer to the experiences of all people.
- Make clear that you are referring to men and women by naming each.

Subordination and trivialisation

- Ensure that your language actively promotes gender equality by not trivialising or subordinating women.
- When referring to women you should use the term Ms which does not denote marital status.
- Always use the same naming conventions for men and women when referencing.
- You should be aware of the word order of your phrases and make sure that you are not always putting the male version first.
- Avoid patronising women using more innocuous terms.



Chosen definitions and terms:

European Institute for Gender Equality (2019). Toolkit on Gender-sensitive Communication. A resource for policymakers, legislators, media and anyone else with an interest in making their communication more inclusive.

Gender Impact Assessment tool

A **Gender Impact Assessment** provides decision makers with a transparent and clear understanding of the gender impacts of the policy proposal and the impact on gender equality. It also outlines where gender analysis has been used to inform the policy design to deliver better gender equality outcomes.

The stages of the GIA process are always the same, even though the number of steps defined may vary from one context to another and depending on the approach taken:

Step 1 Definition of policy purpose

Step 2 Checking gender relevance

Step 3 Gender-sensitive analysis

Step 4 Weighing the gender impact

Step 5 Findings and proposals



To read more:

Gender Impact Assessment. Gender Mainstreaming Toolkit. (2016). European Institute for Gender Equality.



Own responsibility
 – self-evaluation of one’s actions
 enhancing diversity, self-contracting

Eight powerful truths about D&I

- 1 **Diversity of thinking is the new frontier**
 Demographic characteristics (gender, age, race, etc.) are important areas of focus. At the same time, one should look beyond them to the ultimate outcome, which is diversity of thinking.
- 2 Diversity without inclusion is not enough

Deloitte’s inclusion model:



3. Inclusive leaders cast a long shadow

Inclusive leaders, characterised by:

- Commitment
- Courage
- Cognizance of bias
- Curiosity
- Culturally intelligent
- Collaboration

have a significant impact on an employee's sense of inclusion.

4. **Middle managers matter**
 Directors and institute, department, section heads in academia.
5. **Rewire the system to rewire behaviours**
 Diversity training programs can raise awareness, and this is an important first step, but real behaviour change requires a change in the system.
6. Tangible goals make ambitions real

7. Match the inside and the outside
8. Perform a culture reset, not a tick-the-box program

Deloitte proposes seven powerful actions:

- Recognise that progress will take a culture reset
- Create shared purpose and meaning by broadening the narrative to diversity of thinking and inclusion
- Build inclusive leadership capabilities
- Take middle managers on the journey
- Nudge behaviour change by rewiring processes and practices
- Strengthen accountability, recognition, and rewards
- Pay attention to diverse employees and customers
- Nudge behaviour change by rewiring processes and practices
- Strengthen accountability, recognition, and rewards



Chosen definitions and terms:

- Bourke, J., Dillon, B. (2018). The diversity and inclusion revolution: Eight powerful truths. *Deloitte Review*, 22.

Systems Thinking is one of the five disciplines of a “learning organisation”

Systems Thinking focuses on:

- The organisation as a whole
- Interactions between parts, not the parts themselves
- The way systems affect other systems
- Reoccurring patterns rather than just individual events
- Change over time

- How feedback affects the parts

When change happens in one part of a system, other parts are aligned with that change to ensure effective implementation.

Chosen definitions and terms:

Senge, P. M. (2006). *The Fifth Discipline: The Art & Practice of The Learning Organization*. Cornerstone

Try a few Ways to Begin Cultivating a Diverse and Inclusive Workplace

- Revise all job descriptions to incorporate gender-neutral language. Review all your job descriptions to identify and replace any instances of “he/his/him” as the default pronouns with gender-neutral terms like “they”. Text.io is a useful platform for this, and there's also an app available for copying and pasting your job descriptions.
- Express your dedication to fostering a diverse and inclusive culture within your job descriptions and careers page. A single straightforward sentence can convey a powerful message to prospective candidates.
- Craft job descriptions based on results. Research indicates that men tend to apply for a job when they meet just 60% of the qualifications, while women tend to apply only when they meet 100% of the requirements. Rather than emphasising a checklist of skills that might deter highly qualified female and minority candidates, job descriptions should ideally focus on the expected achievements of the candidate over specific timeframes, such as one month, six months, and one year into the job. Here are some adaptable examples.
- Implement blind screenings to reduce unconscious biases in the resume review process. Studies have revealed that individuals with ethnically distinct names often need to send out more resumes before receiving a callback, and resumes with female names are often rated lower than those with male names, all other factors being equal.
- Prohibit the use of “culture fit” as a reason for rejecting a candidate. When interviewers consider rejecting candidates based on “culture fit” or a “gut feeling”, it suggests that unconscious bias is at play. Encourage your interviewers to provide a more specific explanation, as it's an effective way to uncover concealed biases and facilitate open discussions about them (never punish or shame individuals – we all possess inherent biases!).

- Invest in a structured interview process and training. This doesn't mean you have to adhere strictly to a script during interviews – candidates often provide valuable insights when conversations flow naturally. Structured interviews, however, result in higher-quality hires because they help mitigate bias and decisions based on “gut feelings”. By asking each candidate a similar set of questions, you create a consistent “data set” to enhance objective decision-making. Structured interviews also enable your team to learn and enhance your recruitment process more rapidly.
- Ensure the participation of underrepresented employees in your interviews. However, avoid overburdening them. While candidates may wish to meet their diverse potential colleagues, it's unfair to have your sole female engineer participate in every interview panel, as it could affect her performance and well-being.
- Employ Alex to identify gendered language in team communications. Alex is an open-source tool that can be installed wherever you perform text editing, such as in Chrome or Slack. It identifies potentially offensive language and gently suggests how individuals can rephrase their sentences.
- Encourage all employees to complete a work style assessment to foster understanding of each other's work methods and communication approaches. Developing self-awareness enhances empathy toward others and promotes the appreciation of diversity.
- Commemorate holidays and events that recognise underrepresented minorities.
- Provide visible acknowledgment to employees who go the extra mile by taking on additional responsibilities.
- Offer flexible work hours to demonstrate trust in your employees' ability to manage their work while allowing them to create their own work schedules.
- Encourage coworkers to take the Implicit Association Test to help them recognise their own biases. Acknowledging that we all harbour biases and that it's acceptable is often the crucial first step in engaging in more profound discussions about diversity and inclusion.
- Verify the office temperature. The climate settings in many buildings are typically calibrated for the comfort of male individuals. It's entirely plausible that a portion of your workforce may find it challenging to be at ease during work without frequently wearing additional layers such as jackets.
- Create bathroom signs that are inclusive: “For those who identify as”, above the men's and women's designations.
- Display a poster outlining how each employee can make contributions to fostering an inclusive workplace.
- Establish a dedicated room for nursing mothers to express breast milk. If space is limited, consider converting a conference room into a lactation room. When it's not in use for this purpose, it can still serve as a regular conference space.
- Organise team bonding activities during regular working hours. Hosting all the enjoyable activities at 5 PM may exclude working parents from participation.

- Arrange an international food potluck event as a means of celebrating the diverse cultures represented in your workforce and promoting organic discussions.
- Reevaluate the visual content on your careers page. Examine which demographic groups are depicted in your photos and leadership bios. Prospective candidates may interpret a careers page lacking diversity as an indication of a non-inclusive workplace.
- Share discussion topics and an agenda before meetings to ensure that a broader range of voices is heard. Some individuals prefer to discuss new information immediately, while others require time to process it. By presenting issues in advance, you are more likely to engage the latter group and receive their contributions.
- Experiment with the Round Robin technique during meetings, in which each person in the room is invited to contribute to the ongoing discussion. Participants have the option to share their ideas or pass.
- Address instances of interruption. Research indicates that women are disproportionately interrupted in meetings compared to men.
- Implement a parental leave policy.
- Establish regular office hours. If your HR* team has the capacity, organise recurring office hours to encourage input on diversity and inclusion.
- * If your organisation doesn't have a typical HR department, consider creating one, or think about establishing another department responsible for the development and implementation of D&I.
- Collaborate with other companies to facilitate discussions on diversity and inclusion, sharing what strategies are effective and what are not. Often, all that is required is a venue and refreshments to foster idea-sharing.
- Support community organisations that focus on diversity. If there are organisations whose work aligns with your values and aspirations, consider providing financial sponsorship, even if you believe you may lack the resources to assist in other ways.
- Implement a performance review system. Standardised reviews can help reduce bias in promotion decisions. If establishing a formal review process isn't feasible, consider gathering 360-degree feedback to provide managers with a broader perspective.
- Integrate D&I into performance discussions. Even if you're not directly linking D&I to individual goals, you can still address hiring managers' efforts, progress, and the expectations you have for them during performance conversations.
- Offer workshops that enhance skills related to communication and empathy for employees. An inclusive workforce is one characterised by emotional intelligence.
- Provide flexible paid time off (PTO). Empower your employees to decide when it's the right time for them to take a break. By giving them the option to choose when they need time off, you're inherently expressing your trust in their judgment.
- Review your office decor. Make a conscious effort to display decorations, signage, or reminders of positive company values that you want your employees to embrace.

- Allocate a budget for ergonomic workspaces. Recognise that everyone is unique, and promote a healthy working environment by catering to individual needs in their workspaces.
- Expand benefits to include domestic partners. If you have the ability to extend your benefits offerings, your employees will appreciate the extra effort you put in for them.
- Organise a book club. There's a wealth of literature available that can stimulate meaningful conversations. Hosting a book club can encourage employees to engage with each other. Here's an example of a successful office book club.
- Arrange a movie night. Hosting a movie night is another way to foster substantial discussions without the commitment of reading an entire book.
- Most importantly, listen to your employees. Invest in the things they care about. Start with small steps. Don't let the overwhelming scope of necessary changes prevent you from taking any action. While you can discuss diversity and inclusion indefinitely, taking concrete steps is the only way to bring about meaningful change.



To read more:

The Diversity and Inclusion Handbook (2017). Lever

Closing round – Day 2 (exemplary questions/topics)

- What do you think about the training we had?
- What are your main insights and reflections?
- What would you consider changing?
- What was particularly memorable for you?
- Has anything surprised you?

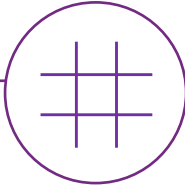


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2.4. Handouts

Diversity and inclusivity culture in organisation

Part 2



BINGO

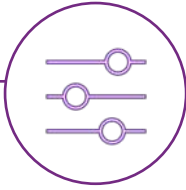
Go around the room and find other people for whom the statement in the square is true.

If you find a person who can agree with the statement, they can put their initials in the box.

- One person can only initial up to TWO boxes
- You may initial up to TWO of your own boxes.

Someone, who...

comes from a big family (5+)	is first generation college student / with higher education (parents do not have college degrees)	identifies as bicultural or biracial	can play a musical instrument or sing	is a vegetarian or a vegan
speaks a language in addition to their native and English fluently	is/has been a member of a sports team	has stood up for someone else's rights	has relatives living in another country	has overcome/ is overcoming a disability
holds a leadership role in a student organisation at her/his school	is a fan of at least one of the same national sports teams		is in love	has experienced or is experiencing discrimination
has / had a broken heart	is an only child	feels lonely	can't swim	Doesn't enjoy reading books
enjoys the same hobbies	has traveled outside of Europe	is left-handed	can drive a car	is proud of themselves



Self-reflection and assessment of one's attitudes toward minorities and people other-than-myself (sameness vs. otherness)

Please mark the level that best reflects your attitudes and beliefs:.

Openness to diversity of other groups:

(Low) ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ (High)

Willingness to learn and change attitudes:

(Low) ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ (High)

Awareness of your own beliefs and biases:

(Low) ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ (High)

Experience in interacting with people of different identities:

(Low) ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ (High)

Willingness to support equality and inclusivity:

(Low) ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ (High)

Openness to different perspectives:

(Low) ○ ○ ○ ○ ○ ○ ○ ○ ○ ○ (High)

Additional questions:

- Have you witnessed or been involved in a situation where someone was discriminated against or objectified due to their identity? How did you react in that situation?
- What stereotypes or beliefs about other groups might influence your thoughts and behavior? Are you aware of these beliefs?
- Do you believe you are open to diversity and different perspectives? Why or why not?



Some practical tips to boost diversity from a teammate perspective

Imagine that you want to provide your team members with some practical tips to boost diversity. What would they sound like? List them.

-
-
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-

Additional questions for discussion and self-reflection

- Which of these tips are you already implementing in your life?
- Which ones do you find challenging?
- What is the reason for this?
- What do you need to start applying them?
- Which ones would you like to implement in your life?



My language - questions to ask yourself

- Who am I including, and who am I excluding through the use of this language?
- Am I inadvertently ignoring or erasing individuals or groups who experience discrimination by not understanding the impacts of my language?
- Am I reinforcing the norms that I wish to disrupt through this language, or challenging those norms and assumptions?
- Am I over-generalizing and making assumptions about what my audience will and won't understand?
- Am I striving to instill a sense of belonging through my communications, or inadvertently isolating individuals or groups by not understanding the impacts of my language?
- Am I making conscious choices about the language I use and applying feminist and anti-racist principles, or am I falling into old habits?

Inclusive Language Guide (2003) Oxfam. DOI 10.21201/2021.7611



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2.4. Presentation

Diversity and inclusivity culture in organisation

Part 2

Diversity and inclusivity culture in organization
Part 2



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Aims of the workshop





- raising awareness and shared responsibility for implementing and rooting diversity culture in HEIs
- learning about the concepts of diversity and inclusivity
- learning about diversity culture in the workplace
- discovering and experiencing tools and methods supporting diversity and inclusivity
- learning about good practices from HEIs and other sectors

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Schedule of the workshop




- Introduction and initial activities
- An Introduction to the topic of Diversity and Inclusivity
- Diversity and inclusivity – main assumptions for HEIs
- The positive consequences and challenges of having diverse teams at university
- Exemplary tools of individual and group sensitizing
- Own responsibility – self-evaluation of one's actions enhancing diversity, self contracting



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RESET

DAY 1

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RESET

Opening round



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General rules for cooperation

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We are beautifully different

Let's play the Diversity BINGO game!

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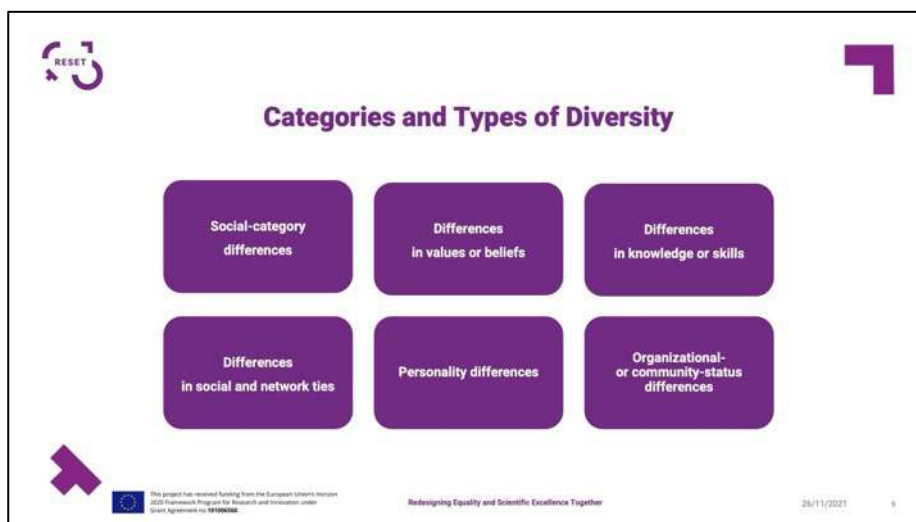


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Diversity Equity and Inclusion (DEI)

- Diversity** is the variety of people and ideas within an organisation
- Equity** is about eliminating systemic barriers and privileges, and ensuring all people have fair access, opportunity, resources, and power to thrive
- Inclusion** is about creating an environment in which all individuals feel valued and connected

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Categories and Types of Diversity

- Social-category differences
- Differences in values or beliefs
- Differences in knowledge or skills
- Differences in social and network ties
- Personality differences
- Organizational- or community-status differences

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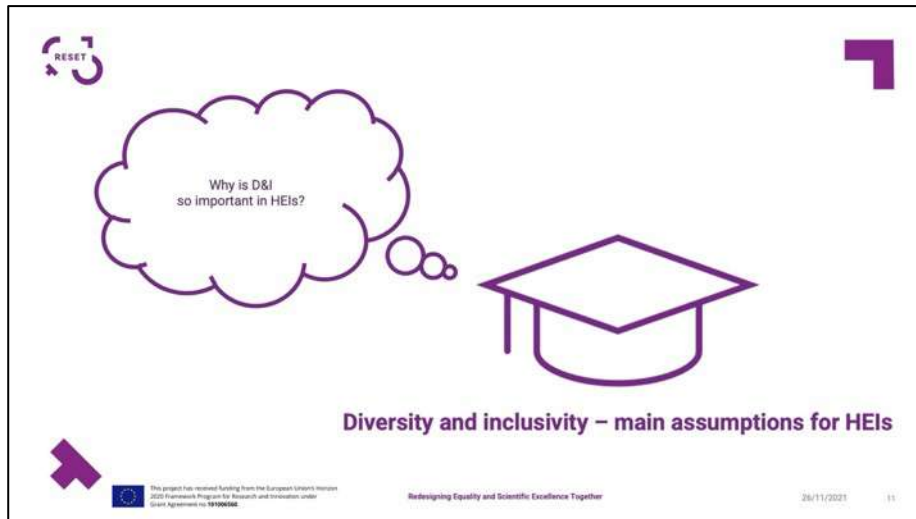


**The need for D&I
in the era of internationalization**

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Why is D&I so important in HEIs?

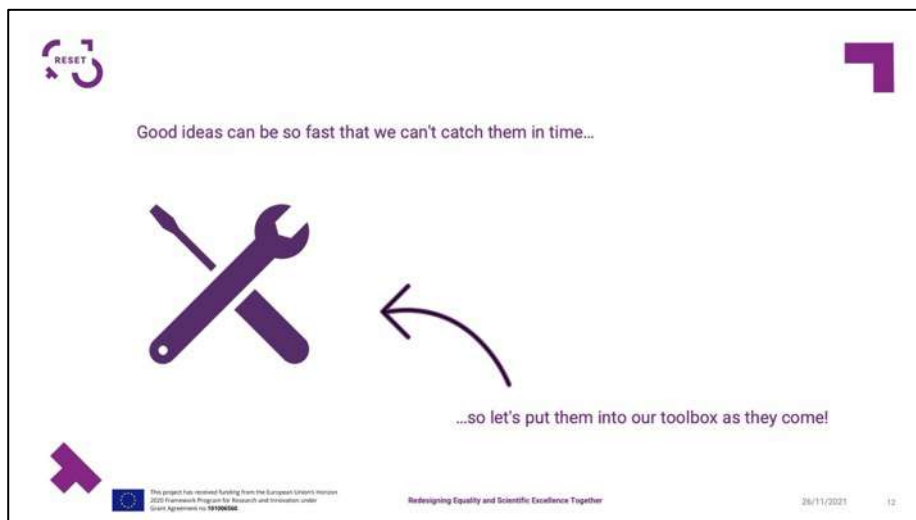


Diversity and inclusivity – main assumptions for HEIs

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Good ideas can be so fast that we can't catch them in time...

...so let's put them into our toolbox as they come!

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Think about...

- What does the inclusion of vulnerable groups look like in your institution?
- Does it differ among academic staff, administrative staff, and students?
- Do you identify as a person belonging to a vulnerable group?
- What are your experiences?
- What are your needs?
- Are there any specific challenges you are facing?
- Is there anything you'd like to discuss or address?



Feel free to share your thoughts and experiences



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The positive consequences of having diverse teams at university

- Enhanced Creativity and Innovation
- Competitiveness and Profitability
- Higher Quality and Targeted Marketing
- Attracting and Retaining the Best Talent
- Broader and More Flexible Range of Products and Services
- Productivity and Better Results from Diverse Teams
- Greater Personal and Professional Development Opportunities



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The challenges of having diverse teams at university

- Less readiness to express one's opinion in some cultures
- Prejudices and stereotypes can hinder team integration
- Lack of understanding or misinterpretation of professional communication at the language and/or cultural level
- Formal difficulties (visas, employment regulations, workplace adaptation costs, e.g., religious matters, holidays, prayer space, etc.)
- Different understandings of professional etiquette
- Conflicts between work styles in different teams



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Attitude

The diagram illustrates the components of attitude. It consists of three stacked purple rectangular boxes. The top box contains a thought bubble icon and the text 'COGNITIVE COMPONENT'. The middle box contains a heart icon and the text 'AFFECTIVE COMPONENT'. The bottom box contains a gear icon and the text 'BEHAVIORAL COMPONENT'.

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Stereotypes **Prejudices**

The diagram shows the relationship between stereotypes, prejudices, and discrimination. On the left, 'Stereotypes' is accompanied by a thought bubble icon. On the right, 'Prejudices' is accompanied by a broken heart icon. Two arrows point from these concepts towards a central area containing two interlocking gear icons, with the word 'Discrimination' written below them.

Discrimination

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Positive Discrimination


- Can you provide examples of positive discrimination?
- Do you see it in your institution?
- What is your opinion on it?

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Causes of Prejudice and Discrimination

- Pressures to Conform: Normative Rules
- Social Categorization: Us Versus Them
- Homophily Theory
- Ethnocentrism
- Out-Group Homogeneity
- Economic Competition: Realistic Conflict Theory
- Types of conflicts in the workplace
- Cognitive Bias



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Four Types of Conflict

TASK
What

PROCESS
How

STATUS
Who

RELATIONSHIP
Personal Conflict

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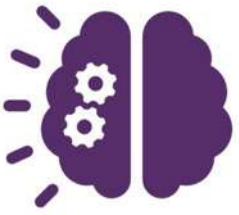
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Cognitive Bias




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First impression

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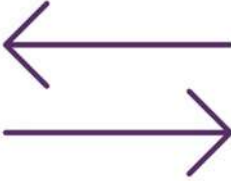


**Halo Effect and
Reverse Halo (Horn) Effect**

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**Fundamental Attribution Error
and Attributional Egotism**

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Self-Fulfilling Prophecy




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Labeling and Stigma




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Inappropriate or Discriminatory Behaviors

1. Using offensive language or slurs.
2. Making derogatory jokes or comments.
3. Ignoring someone's concerns about discrimination.
4. Stereotyping based on identity.
5. Treating individuals unequally.
6. Bullying, harassment, or intimidation.




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**Closing round
- day 1**

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DAY 2

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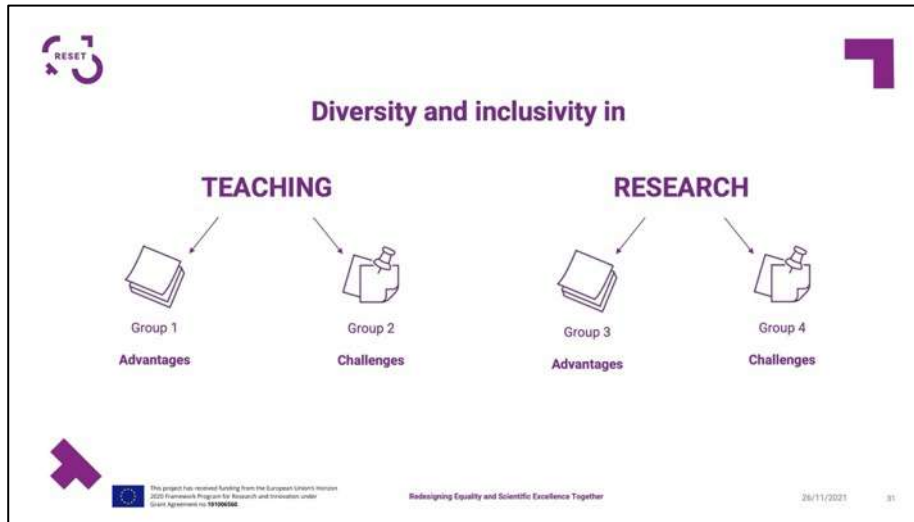


Opening round

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- 
- ### Key Points
- TO PROMOTE:**

 - Leadership Commitment
 - Diverse Recruitment
 - Equal Pay
 - Data Collection and Analysis
 - Structured Training
 - Open Communication Channels
 - Regular Feedback
 - Inclusive Policies
 - Employee Resource Groups (ERGs)
 - Accessible Workspaces
 - Flexible Work Arrangements

TO AVOID:

 - Ignoring the Issue
 - Tokenism
 - Stereotyping
 - Microaggressions
 - Exclusion
 - Retaliation
 - Inflexibility
 - Biased Language
 - Lack of Accountability
 - Failure to Measure Progress
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- 
- ### Exemplary tools of individual and group sensitising:
- Employee resource groups
 - Diversity projects
 - Diversity days/weeks
 - Living Libraries/Ask Me Anything initiatives
 - Some practical tips to boost diversity from a teammate perspective
 - Talking about diversity and inclusivity among teams
 - Gender sensitive language guidelines
 - Gender Impact Assessment tool
- Put them in the toolbox!
- 
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Eight powerful truths about D&I

1. Diversity of thinking is the new frontier
2. Diversity without inclusion is not enough


Deloitte's inclusion model:




FAIRNESS AND RESPECT



VALUED AND BELONGING




SAFE AND OPEN




EMPOWERED AND GROWING

1. Inclusive leaders cast a long shadow
2. Middle managers matter
3. Rewire the system to rewire behaviors
4. Tangible goals make ambitions real

1. Match the inside and the outside
1. Perform a culture reset, not a tick-the-box program .






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Systems Thinking

Systems Thinking focuses on:

- The organization as a whole
- Interactions between parts, not the parts themselves
- The way systems affect other systems
- Reoccurring patterns rather than just individual events
- Change over time
- How feedback affects the parts

When change happens in one part of a system, other parts are aligned with that change to ensure effective implementation.





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Closing round - day 2







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MODULE 2.5

Enhancing diversity and inclusivity culture

Topic

2.5 Enhancing diversity and inclusivity culture



Toolbox goal:

- knowledge
- skills
- attitudes



Participants:

- Top and middle management



Recommended form of training:

Synchronous face-to-face training



Duration of recommended form of training:

36h (6x6h with 1-hour lunch break each day)



Form of basic training:

Synchronous online training



Duration of basic training:

36h (6x6h with 1-hour lunch break each day)



Main objective:

Honing skills allowing for the enhancement of diversity and inclusivity culture



**Learning results
Educational effects**

Specific objectives:

- learning about useful tools and methods that can help to set expectations and contract rules strengthening the diversity and inclusivity culture
- learning about enforcement procedure to strengthen the diversity and inclusivity culture
- training and honing known tools and methods with real, difficult situations of participants
- exchange of ideas concerning rules, principles and standards helping to strengthen the diversity and inclusivity culture

The participant:

- knows how to set expectations and contract rules strengthening the diversity and inclusivity culture
- is able to effectively use the selected methods in order to stop inappropriate behaviour and strengthen the diversity and inclusivity culture (e.g., leader's expose algorithm, algorithm for contracting cooperation with a subordinate team, feedback algorithm, problem conversation algorithm, sanctioning algorithm)
- is aware of the causes of disobeying rules by team members and can manage them
- can effectively use the enforcement procedure and graduate interventions according to the behaviour of colleagues and its intensity
- can deal with different situations during difficult conversations with colleagues



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2.5. Scenario Enhancing diversity and inclusivity culture



Exemplary Agenda (for the participants) Day 1

Planned time	Activity
9.00 – 10.00	Introduction and initial activities
10.00 – 10.45	The role and challenges of a Leader in relation to enhancing diversity and inclusivity culture
10.45 – 11.00	Coffee break
11.00 – 12.15	The mechanism of negative projections and how it is linked with the role of a leader
12.15 – 13.15	Lunch break
13.15 – 14.15	The PCI Model and the ways to reach one's interests
14.15 – 14.30	Coffee break
14.30 – 15.00	Closing round



Exemplary Agenda (for the participants) Day 2

Planned time	Activity
9.00 – 9.30	Opening round
9.30 – 10.30	Setting expectations
10.30 – 10.45	Coffee break
10.45 – 12.45	Practice of the Leader's Expose Algorithm
12.45 – 13.45	Lunch break
13.45 – 14.15	Contracting
14.15 – 14.30	Coffee break
14.30 – 15.00	Closing round



Exemplary Agenda (for the participants) Day 3

Planned time	Activity
9.00 – 9.30	Opening round
9.30 – 10.30	Enforcement with a human face part 1 - Feedback
10.30 – 10.45	Coffee break
10.45 – 12.00	Feedback Experience
12.00 – 13.00	Lunch break
13.00 – 14.15	Practice and honing skills connected with giving feedback
14.15 – 14.30	Coffee break
14.30 – 15.00	Closing round



Exemplary Agenda (for the participants) Day 4

Planned time	Activity
9.00 – 9.30	Opening round
9.30 – 11.00	Feedback from another perspective: strokes (units of recognition)
11.00 – 11.15	Coffee break
11.15 – 12.15	Mechanisms referring to strokes and best practices useful in building satisfactory relationships
12.15 – 13.15	Lunch break
13.15 – 14.15	Practice and honing skills connected with giving positive strokes
14.15 – 14.30	Coffee break
14.30 – 15.00	Closing round



Exemplary Agenda (for the participants) Day 5

Planned time	Activity
9.00 – 9.30	Opening round
9.30 – 10.15	Enforcement with a human face part 2. The Principle of Gradual Intervention by Supervisors
10.15 – 10.30	Coffee break
10.30 – 12.45	Practice of the problem conversation algorithm
12.45 – 13.45	Lunch break
13.45 – 14.30	Sanctioning with a human face
14.30 – 15.00	Closing round



Exemplary Agenda (for the participants) Day 6

Planned time	Activity
9.00 – 9.30	Opening round
9.30 – 9.50	Introduction to the Methods of Balint Group and Action Learning
9.50 – 10.05	Coffee break
10.05 – 12.30	Working on a real situation with the Balint Group and Action Learning structures
12.30 – 13.30	Lunch break
13.30 – 14.30	Working on a real situation with the Balint Group and Action Learning structures
14.30 – 15.00	Closing round



Exemplary Scenario (for the trainer) Day 1

Planned time	Activity
<p>General tips:</p> <p>Below you can find the basic scenario of the workshop. Follow the guidelines and recapitulate the tasks / topics listed therein. At the same time observe the group and its needs - in some cases (if time permits) you can propose additional exercises, energiser, discussion etc.</p> <p>The theoretical content and the framework of the presentation is placed in appendix (Supplementary materials, Handouts and Presentation).</p>	
60 minutes	<p>Initiatory (initial) activities:</p> <ul style="list-style-type: none"> • Introduction of the trainer • Goals of the meeting <ul style="list-style-type: none"> • explain the goals and point out that the main emphasis would be put at the increasing awareness of the participants • include the information about RESET Project and its general aims • Agenda of the meeting • Opening round (possibility to get to know one another) <ul style="list-style-type: none"> • (see Supplementary materials 2.5 - Questions for the opening round) • create a space for getting to know each other better • ask for participants' needs and expectations about the training and post identified needs on the flipchart on the wall • include the specific expectations of the participants within the programme (if possible) or give some tips where to find information about requested issues • Contract with participants <ul style="list-style-type: none"> • co-create the contract for the meeting with participants. If some important elements are missed add the most essential points (see Supplementary materials - Exemplary contract). • place the rules in a visible place for the whole meeting
45 minutes	<p>Lecture and discussion with participants - The role and challenges of a Leader in relation to enhancing diversity and inclusivity culture; Dilemmas in the role of a leader: Management in the spirit of cooperation and setting an example, in accordance with the principle of "Soft to people, hard to the problem")</p> <ul style="list-style-type: none"> • it is worth engaging the participants by eliciting their experiences with dilemmas and their strategies for dealing with them. • when describing the role of a leader, it's important to emphasise the importance of proper and effective communication as well as the necessity of setting expectations and the modeling mechanism within the authority-subordinate relationship.
15 minutes	Coffee break



Exemplary Scenario (for the trainer) Day 1

Planned time	Activity
75 minutes	<p>Lecture and discussion with participants - (see Supplementary materials 2.5):</p> <p>The mechanism of negative projections and how it is linked with the role of a leader</p> <ul style="list-style-type: none"> • what are projections and why they influence our relationships? • how to minimise the risk of a negative attitude from colleagues and subordinates? How to avoid negative projections towards others? How to build an atmosphere of openness and trust in relation to others? <p>Working in pairs/threes. The exercise of self-disclosing and getting to know one another in terms of minimising potential projectons (see 2.5. Presentation as well as 2.5. Handouts - A Projection Mechanism – A Few Topics To Discuss)</p> <p>Lecture and discussion with participants about the norm of reciprocity and the principle of modelling, and how it interferes with building openness.</p> <p>The trainer may give some tasks to the participants in order to encourage them to test the knowledge and skills in a daily life (see 2.5 Handouts - A Projection Mechanism – Tasks To Do In A Daily Life).</p>
60 minutes	Lunch break
60 minutes	<p>Lecture and discussion with participants - (see Supplementary materials 2.5):</p> <p>The PCI Model and the ways to reach one's interests.</p> <ul style="list-style-type: none"> • you may start with the presentation of PCI model and comparing it to the iceberg • it is good to describe the model with a couple of examples (both from vocational as well as private field) • it is important to describe the tools helpful in reaching the other person's interest, sometimes it may be necessary to do a short exercise to train asking questions and paraphrasing (e.g., "the interview with an interesting person" – tell your partner why do you work at the university) • when describing the tools, it is of great importance to show the exemplary questions and phrases connected with revealing the needs • it is important to discuss with the participants the value of revealing supervisors' interests, as well as aligning with employees' interests. This can be achieved by presenting potential scenarios in which these skills prove beneficial, such as giving feedback, delegating, communicating changes and managing conflicts
15 minutes	Coffee break
30 minutes	<p>Closing round</p> <ul style="list-style-type: none"> • ask a couple of questions: what do you think, what are your main insights and reflections, what would you consider to change • it is recommended that every participant would share their opinions and reflections



Exemplary Scenario (for the trainer) Day 2

Planned time	Activity
30 minutes	Opening round (see Supplementary materials 2.5 - Questions for the opening round – Day 2)
60 minutes	<p>Lecture and discussion with participants - (see Supplementary materials 2.5- Setting expectations):</p> <ul style="list-style-type: none"> • Presentation of the so-called “Double Expectations Model” - how to minimise the risk of unwanted behaviors and increase the frequency of desired ones • It’s worthwhile to engage the participants in an exchange of ideas about the rules and principles necessary to enhance diversity and inclusivity culture and to prevent inappropriate behaviours within teams and organisations (in terms of areas of preference as well as boundaries of acceptance) • Presentation of the so-called “Leader’s Expose Algorithm” - how to convey expectations regarding goals, areas of preference, and behaviours unacceptable under the authority of the superior
15 minutes	Coffee break
120 minutes	<p>Practice of the “Leader’s Expose Algorithm” on real situations reported by the participants</p> <p>IMPORTANT: Get familiarised with the description of the method Tool coaching. Be prepared to modify the structure or use the elements of the structure in accordance with the group dynamics, timeline and other factors influencing the work-flow of the training. Sometimes it is useful to shorten the work-flow and present the algorithm in order to encourage people to train it using their real cases.</p> <ul style="list-style-type: none"> • at the beginning the trainer encourages the participants to make some reflections and write down their expose to their team and communicate the most important rules/expectations • the one of the participants does diagnostic staging of the conversation, the other players act as real as possible (it is essential to define the context earlier as well as define all possible behaviours of an actors as if they were real subordinates) • after gathering the list of assets as well as areas of improvement, the list of good practices for such a conversation is prepared • The group is divided into 2-3 smaller subgroups, every participant is encouraged to train their conversation using the algorithm and known principles, whereas others participate in an exercise as actors (subordinates) and observers (see 2.5 Presentation as well as 2.5 Handouts – “Leader’s Exposé Algorithm – Training”) • every staging is equipped with analysis of strengths and areas for improvement
60 minutes	Lunch break



Exemplary Scenario (for the trainer) Day 2

Planned time	Activity
30 minutes	<p>Lecture and discussion with participants - (see Supplementary materials 2.5 - Contracting):</p> <ul style="list-style-type: none"> • Introduction to goals and expectations contracting: 3 contract levels according to Transaction Analysis - administrative, professional, and psychological • Algorithm for contracting cooperation with a subordinate team - a way of establishing mutual rules and principles as an alternative to the leader's expose
15 minutes	Coffee break
30 minutes	<p>Closing round</p> <ul style="list-style-type: none"> • ask a couple of questions: what do you think, what are your main insights and reflections, what would you consider to change • it is recommended that every participant would share their opinions and reflections



Exemplary Scenario (for the trainer) Day 3

Planned time	Activity
30 minutes	Opening round (see Supplementary materials 2.5 - Questions for the opening round – Day 3)
60 minutes	<p>Lecture and discussion with participants - (see Supplementary materials 2.5 - Enforcement with a human face part 1 - Feedback as a way to improve diversity and inclusivity culture and enforcement of desired cooperation standards.</p> <p>During the lecture, the trainer should encourage participants to engage in discussions and exchange their ideas. It is also beneficial if the trainer divides the groups into subgroups and invites them to discuss the chosen topics before presenting the information and concepts. The following topics will be presented/discussed</p> <ul style="list-style-type: none"> • Why is it so challenging to provide feedback when addressing inappropriate behaviors? • What are the most common causes of resistance from the sender's perspective when giving feedback?
15 minutes	Coffee break
75 minutes	<p>Feedback Experience, Lecture, and Discussion with Participants - (see 2.5 Presentation as well as 2.5 Handouts - Feedback Experience)</p> <p>The exercise begins with reading two examples of feedback. The trainer presents each message and then prompts the participants to reflect, imagining themselves as the receivers of the feedback:</p> <ul style="list-style-type: none"> • What were your impressions of the person delivering feedback in this manner? • What emotions did their statement trigger? How did you feel as the recipient of the message? • Which words and phrases had the most significant impact on you? Why were those particular words impactful? • As the recipient of this message, what would you want to do or say after hearing it? <p>Subsequently, these two examples are compared, and the trainer engages in a discussion with the participants regarding the following topics:</p> <ul style="list-style-type: none"> • Communication: "You" vs. "Me" • Recognizing feedback pitfalls and avoiding communication barriers <p>Participants are encouraged to introspect about their own communication styles and techniques when providing feedback</p>
60 minutes	Lunch break



Exemplary Scenario (for the trainer) Day 3

Planned time	Activity
75 minutes	<p>Practice and honing skills connected with giving feedback (see 2.5 Presentation)</p> <p>IMPORTANT: Be prepared to modify the structure in accordance with the group dynamics, timeline and other factors influencing the work-flow of the training. Sometimes the groups need more dynamic and changes, thus role-playing can be also considered by the trainers. You may also consider using the method of tool coaching.</p> <ul style="list-style-type: none"> • TASK: Think about your subordinate (the chosen one) • Try to figure out at least two Confrontive I-Messages (that you would like to send them – concerning the behaviour you assess as interfering with your expectations). Write them down using the algorithm of feedback • Think about the other subordinate you would like to appreciate (for obeying the rules and meeting your expectations in terms of diversity and equality). Write down your message using the algorithm of feedback • the one of the participants disclose themselves and read out loud their examples and written sentences whereas other participants note some suggestions and possible modifications, the trainer moderates the discussion and also gives some tips • in further steps the participants are encouraged to work in groups disclosing themselves as well as showing and discussing their examples • Working in subgroups is an opportunity to provide others with some suggestions and exchange ideas about giving proper feedback
15 minutes	Coffee break
30 minutes	<p>Closing round</p> <ul style="list-style-type: none"> • ask a couple of questions: what do you think, what are your main insights and reflections, what would you consider to change • it is recommended that every participant would share their opinions and reflections



Exemplary Scenario (for the trainer) Day 4

Planned time	Activity
30 minutes	Opening round (see Supplementary materials 2.5 - Questions for the opening round – Day 4)
45 minutes	<p>Lecture and discussion with participants: Feedback from another perspective: strokes (units of recognition) and building capital in relation to difficult situations</p> <ul style="list-style-type: none"> A short introduction to Transactional Analysis: Parent-Adult-Child Model. The concept of “hunger” in relation to Transactional Analysis Basic definition of strokes in TA, types and examples of strokes <ul style="list-style-type: none"> during discussion try to ask participants to engage into discussion and ask them about some examples of described types of strokes point out that people need strokes to survive physically and psychologically point out that feedback is an example of conditional stroke the main idea is to be aware of types of strokes in order to get deeper understanding of mechanisms referring to strokes and best practices useful in building satisfactory relationships
45 minutes	<p>Working in groups about:</p> <ul style="list-style-type: none"> providing examples of strokes (based on the experience and business relationships of Participants (see Supplementary materials 2.5 – Example of strokes as well as 2.5 Handouts - Types Of Strokes (Units Of Recognition)) exchanging the observations and reflections in terms of common as well as rarely noticed strokes among teams/faculties and organisation of Participants, see Supplementary materials 2.5 – A Few Questions To Think About And Discuss) discussion about the role of a leader in terms of providing positive strokes and fostering a culture of positive reinforcement as opposed to negative criticism. Exploring how a leader should react and model appropriate behaviours
15 minutes	Coffee break
60 minutes	<p>Lecture and discussion with participants:</p> <ul style="list-style-type: none"> Mechanisms referring to strokes and best practices useful in building satisfactory relationships <ul style="list-style-type: none"> during discussion put a great emphasis on point no. 3 (you may also show the video by John Gottman, https://www.youtube.com/watch?v=AKTyPgwfPgg&t=2s&ab_channel=TheGottmanInstitute) as well as point no. 5 explain carefully every point asking participants for their opinions <p>Working in pairs/threes and exchanging the ideas (ask the groups some questions, see Supplementary materials 2.5 -</p> <p>Mechanisms related to strokes - a few questions for contemplation and discussion. It is particularly essential to inquire about the rules participants can implement in their teams as leaders and to encourage them to discuss these mechanisms with their teams</p>



Exemplary Scenario (for the trainer) Day 4

Planned time	Activity
60 minutes	Lunch break
60 minutes	<p>Practice and honing skills connected with giving positive strokes (conditional and unconditional)</p> <ul style="list-style-type: none"> giving appreciative I-Message (positive and conditional strokes) giving positive unconditional strokes <p>IMPORTANT: Be prepared to modify the structure and content or focus on the chosen skills in accordance with the group dynamics, timeline and other factors influencing the work-flow of the training. Sometimes it is useful to focus on one skill carrying out an in-depth training, sometimes the groups need more dynamic and changes, thus role-playing can be also considered by the trainers. You may also consider using the method of tool coaching.</p> <p>TASK: Think about 2 chosen subordinates you would like to appreciate for their work or attitude that fosters the climate of diversity and inclusivity. Try to figure out as much Appreciative I-Messages (that you would like to give your subordinates) as possible. Write them out.</p> <p>Think about other 2 subordinates (the chosen ones). Try to figure out as much compliments in terms of unconditional strokes. Write them down.</p> <ul style="list-style-type: none"> the one of the participants disclose themselves and read out loud their examples whereas other participants note some suggestions and possible modifications, the trainer moderates the discussion and also gives some tips in further steps the participants are encouraged to work in groups disclosing themselves as well as showing and discussing their examples it is worth to divide the exercise into four steps (every step referring to one single skill, e.g., giving compliments) every further step should be carried out in other teams (the trainer should ask the participants to exchange the composition of a team in order to work with other people)
15 minutes	Coffee break
30 minutes	<p>Closing round</p> <ul style="list-style-type: none"> ask a couple of questions: what do you think, what are your main insights and reflections, what would you consider to change it is recommended that every participant would share their opinions and reflections



Exemplary Scenario (for the trainer) Day 5

Planned time	Activity
30 minutes	Opening round (see Supplementary materials 2.5 - Questions for the opening round – Day 2)
45 minutes	<p>Lecture and discussion with participants - (see Supplementary materials 2.5): Enforcement with a human face part 2.</p> <ul style="list-style-type: none"> • you may start by emphasizing that the real aim of enforcement is to support the independence and responsibility of employees. • it is essential to describe enforcement as a process. The trainer should explain in detail every step of the logic of enforcement interventions, following the spirit of "looking for causes, not the guilty" (The Principle of Gradual Intervention by Supervisors). • it is recommended to ask the participants how they usually enforce and what interventions they use in their organisations (which are effective and which are not, when, and why). • while discussing the stage "Identifying the Causes of Recurring Difficulties", the trainer should describe the mechanism of attribution and common errors. • then, the common mistakes and traps in enforcement should be identified. At this stage, it is valuable to engage the participants in self-reflection and group discussion (in subgroups)
15 minutes	Coffee break



Exemplary Scenario (for the trainer) Day 5

Planned time	Activity
45 minutes	<p>Lecture and discussion with participants - (see Supplementary materials 2.5): Enforcement with a human face part 3</p> <ul style="list-style-type: none"> at the very beginning, the trainer should engage the participants in a discussion about what to do when discussing a problem and contracting rules or standards does not work. How to react in a situation of "recidivism"? then, the trainer should describe some psychological mechanisms connected with sanctioning (e.g., resistance, backfire, a sense of injustice) the next step will be to engage the participants in figuring out a repertoire of formal and informal sanctions that can be applied in their organisations (they can work in subgroups or share their ideas with the whole group) the trainer should emphasise the most important principles of "sanctioning with a human face": firmness, respect, and empathy towards the other person it is essential to emphasise that sanctioning should be considered a last resort at the end, the trainer should describe the last-resort conversation algorithm If needed, there is a possibility to practice and hone skills connected with using the algorithm for conducting a disciplinary conversation/last resort conversation. The trainer may consider the following task for the Participants: <p>TASK: Think about one of your subordinates who repeatedly violates the established rules or standards of diversity and inclusivity. Try to come up with at least three informal sanctions that can be applied in this case. Then, write down specific sentences using the last-resort conversation algorithm.</p> <ul style="list-style-type: none"> one of the participants should share their examples and written sentences aloud while other participants take notes and offer suggestions. The trainer moderates the discussion and provides tips. in further steps, participants are encouraged to work in groups, sharing and discussing their examples. working in subgroups provides an opportunity to offer suggestions and exchange ideas about conducting such conversations
30 minutes	<p>Closing round</p> <ul style="list-style-type: none"> ask a couple of questions: what do you think, what are your main insights and reflections, what would you consider to change it is recommended that every participant would share their opinions and reflections



Exemplary Scenario (for the trainer) Day 6

Planned time	Activity
30 minutes	Opening round (see Supplementary materials 2.5- Questions for the opening round – Day 6)
20 minutes	<p>Introduction to the Methods of Balint Group and Action Learning</p> <ul style="list-style-type: none"> the trainer describes the objectives and structure of these methods (see Supplementary materials 2.5 as well as 2.5 Handouts - Balint Group And Action Learning): it is valuable to illustrate the flow with an example additionally, it's important to emphasise that these methods are commonly used not only in psychotherapy but also in the business and organisational sectors every participant thinks about the difficult situations they would like to discuss and get help with. Their task is to describe the situation with context and main actors and formulate question for others the trainer should recall the main rules of collaboration and emphasise that in this case, discretion and openness are of utmost importance the trainer should point out that during this training session, a maximum of 3 rounds of using Balint Group and Action Learning will be established. The main idea is to familiarise the participants with the way these methods work and to encourage them to use them in their daily lives. The second aim is to provide the whole group with practical tips useful in dealing with difficulties they commonly encounter
15 minutes	Coffee break
60 minutes	Working on a real situation of the one of the Participants with the Balint Group and Action Learning structures
15 minutes	<p>Discussing the experience of using Balint Group and Action Learning to support each other and find answers to important questions or seek help and tips for real difficulties.</p> <ul style="list-style-type: none"> it is worth asking what was easy and what was challenging when working with these structures. the trainer should also inquire about the main conclusions and ideas to enhance this experience for the entire group
60 minutes	Working on a real situation of the another Participant with the Balint Group and Action Learning structures.



Exemplary Scenario (for the trainer) Day 6


Planned time	Activity
60 minutes	Lunch break
60 minutes	Working on a real situation of the another Participant with the Balint Group and Action Learning structures.
15 minutes	Coffee break
25 minutes	Closing round (of this day and the whole training) <ul style="list-style-type: none"> ask a couple of questions: what do you think, what are your main insights and reflections, what would you consider to change it is recommended that every participant would share their opinions and reflections





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2.5. Supplementary materials for trainers Enhancing diversity and inclusivity culture


SECTIONS


- 


The role and challenges of a Leader in relation to enhancing diversity and inclusivity culture
- 

Setting expectations
- 

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- 

Feedback from another perspective: strokes (units of recognition)
- 

Enforcement with a human face part 2. The Principle of Gradual Intervention by Supervisors
- 

Working on a real situation with the Balint Group and Action Learning structures
- 

Practice and honing skills connected with getting to the one's interests and needs Practice of the negotiations algorithm



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DAY 1



The role and challenges of a Leader in relation to enhancing diversity and inclusivity culture

Opening round (exemplary questions/topics)

- Name
- Vocational area (role, task and responsibilities)
- Private area (who I am, what I do in my spare time)
- What do I know about conflicts and conflict resolution strategies?
- What is my main objective for this meeting?
- What are my needs and expectations (in reference with the topic and schedule)
- What would I do for myself if I were to win 1 million Euro? (* optional)

General rules for cooperation (exemplary contract)

- We call each other by name (* mandatory)
- We use the pronoun “I”, not “we”
- We respect the time
- We don’t generalise
- We do not use grand quantifiers expressions
- We do not take out personal content from the group(*mandatory)
- The “here and now” principle - we focus on the workshop (*mandatory)
- We mute our phones
- We engage in exercise rather than passively watch. We have the right to refuse to participate in an exercise
- We don’t judge (*mandatory)
- We respect each other (*mandatory)
- We are mutually responsible for the process as well as effects of the workshop (*mandatory)
- We are ready to be confronted (in a benevolent way)



Setting expectations

The mechanism of negative projections, what happens when guesses meet with unclear intentions?

Projection is a very common psychological mechanism that we all succumb to as human beings. It is unconscious, which means that most often we do not realise that we create projections and succumb to them. It appears in interpersonal communication and most often both people succumb to it, i.e., it is two-sided. Finally, projection can take a positive and negative form.

What is projection? To put it simply, it is attributing one's own thoughts, intentions, emotions, motivations to other people with deep conviction and belief that the other person thinks, feels and experiences it exactly.

As humans, in the course of our lives, we collect various experiences, experience different emotions and generate different thoughts and beliefs about ourselves, the world around us and others. We gather experiences from birth to death. We accumulate them in our memory and return to them at different times. We compare them to currently experienced situations in order to find ourselves better in them and behave adequately. We are also constantly accompanied by emotions, signalling us various dangers and mobilising us to specific behaviours. In our head, however, swirl various thoughts, opinions, assessments, conclusions and beliefs. Our brain is constantly analysing reality.

All this makes up our inner world. We can imagine it as an impermeable “bubble” whose contents are largely inaccessible to other people. We also do not have insight and access to what other people are experiencing, thinking, feeling, we are not able to look into their “bubbles”.

When two people meet, interact or communicate in any way, they can observe each other's behaviour and hear each other's statements. However, having no access to what is behind these statements or behaviours, they begin to guess it, conclude it, think about it. That's when the projection mechanism kicks in.

When seeing the behaviour or hearing the other person speak, our brain often unconsciously asks itself: “Why do they say what they say?” or “Why do they do what

they do?”. We need answers to such questions in order to be able to respond adequately to the situation. Unfortunately, we can only guess what is hidden in the inner world of another person basing on our own thoughts, emotions and experiences.

The entire course of the projection mechanism often takes place in a fraction of a second and most often outside our consciousness and control. It makes us start to attribute to the other person intentions, goals, hidden motives or aspirations. Often we do not distinguish these imaginary intentions (our convictions) from the real ones, really hidden in the inner world of another person (we are sure that our thoughts are the facts).

In addition, once we succumb to projections, it is very difficult for us to free ourselves from them, correct them, and acknowledge that we have made a mistake in our assessment of reality. It is much more likely that we will start to look for elements in the behaviours or statements of the other party that, detached from the context, will fit our projection and confirm it. Everything that the other person says or does, and that could contradict our projections, we filter quite efficiently and it escapes our attention.

How to minimise negative projections?

When you are a provider of the information:

On a very general level, what we can do to limit our projections is to reduce that question mark (in terms of our intentions).

How to do it in practice, in everyday conversations with work-mates? Below you can find two fairly simple and useful tools: “Naming intentions” and “Disclosing your emotions – revealing the human face”.

Naming intentions:

As humans, we don't have access to other people's inner world. Therefore, intentions and motives so clear to you are invisible and unclear to others.

What you can actively do to minimise this ambiguity is to “name intentions”, that is, openly reveal and communicate those intentions and motives that guide you when you say or do something. Talk about what is important to you, what you care about, what you

would like to avoid and what to take care of. This reduces the risk of negative projections of the other side.

To make it easier for you to reveal your intentions, below you can find a few sentence beginnings that you can use in difficult situations when there is a risk that people will attribute negative intentions of yours:

- I want you to know that...
- It is important to me...
- I care about...
- I don't want you to think that...
- I don't want you to take it as...

How to minimise negative projections?

When you are a provider of the information:

Disclosing your emotions - revealing the human face

Emotions, as something natural and human, accompany communication at every step. They are communicated directly, named, revealed or expressed in the form of a tone of voice, in gestures and non-verbal communication. Emotions have a strong impact on our messages, they affect not only how we speak, but also what we say. They also affect how we behave in a relationships.

One of the common emotions we experience as senders of a message is the fear of disclosing ourselves. Each person has a different limit of what they want to bring to the relationship and reveal to the other people..

In such situations, intuition most often tells us to hide our state, hide it deep inside ourselves. In this way, we put on the mask of a boss, a professional, an expert who delivers their messages without emotions. However, by putting on such a mask, we lose both authenticity and consistency. In addition, hiding emotions costs us so much energy that we are not able to persevere in it for long and our emotions most often come to light, especially in non-verbal speech, in behaviour, in facial expressions.



Feedback

The PCI model, why what people say does not always mean what they really think or need?

The Position – Context – Interest Model explains how what people say or behave, can be related to various important needs, ulterior motives, aspirations or interests. The PCI model can be represented by a metaphor – an iceberg.

In this metaphor, the tip of the iceberg is Position. A position is an explicit expectation, request, demand, or opinion. To put it simply, this is the answer to the question “What do I want?”. Positions are open and visible. We usually express them openly and directly communicate to the others.

Just below the water, a floor lower than the site, is the context. Context is all external factors that affect the specific positions of an individual. Of course, the context is true and at the same time subjective. This means that both the arguments of one side and the other are true and relevant. Arguments from the level of context are supposed to convince the other side to our position.

Perhaps you know from your experience such a situation when both sides are trying to convince each other to be right? The paradox lies in the fact that arguments, although true and important, have the power to convince and confirm the position, but only the one who puts forward the argument. This means that the longer we argue, the more attached we are to our position and the harder it is for us to hear and understand the other side's perspective. Does this mean that appealing to external arguments based on context is a bad thing? Not exactly. After all, these factors, the external context, have a real impact on what positions we express. At the same time, context is not the source of our positions. To make it easier to find a solution and reach an agreement, it is worth see what is hidden even deeper under the water.

At the bottom of the PCI model, are hidden interests. Interests are needs, aspirations, motivations, expectations and fears hidden in the inner world of both parties, which are the source of the positions expressed. Interests answer the question “What do I want to

secure for myself through this position?” or “What do I want to protect myself from thanks to such a position?”

How do interests facilitate agreement in conflict situations? This is due to two reasons. First of all, for one particular interest, there are usually many different solutions, decisions and positions that can take care of this interest. In everyday communication, we most often reach for the simplest and first solution that comes to our mind and it becomes our position. If we delve into what interests are hidden behind the position of one and the other side, we get to know them and analyse them, there is a chance that we will find other positions, closer to reconciliation or completely consistent with our perspective, which will implement these interests.

Secondly, there may be more than one interest behind each position. Some of the interests of both parties may be independent and not affect the subject matter of the dispute. Some interests may even be coherent and harmonise with each other. Both sides will want to take care of such aspirations or needs and can help each other in this. Finally, some interests may be contradictory, i.e., taking care of these needs will collide with the needs of the other party and vice versa. Having a mutual understanding of what interests are hidden behind the position of the other side, it may turn out that our, at first glance, contradictory positions are not so distant from each other and in many issues we strive for the same thing, and only a small part of our motivations collide with each other.

Tools for active listening and reaching one’s interests

Active listening is a skill that requires a lot of cognitive effort and the use of several communication tools actively and consciously.

Questions

Questions are a natural form of expressing curiosity about our interlocutor. They are used to deepen and broaden the threads and topics we talk about and are a very useful tool for active listening.

The simplest division of questions concerns open and closed questions. Closed questions usually begin with the particle “whether” and the answer to them boils down to one of the alternatives: yes, no or I do not know when we have doubts about the right answer.

Open-ended questions are all those questions to which the answer remains open. They allow the other side to develop their statement, to go in the direction of their choice. They usually start with pronouns: what, why, how, who, for what. Open-ended questions are useful when we really want to get to know the perspective of the other person, understand their way of thinking, get to know what is hidden in their inner world or get a broad answer to the doubt bothering us.

Examples of questions helpful to understand other person's needs:

- “Why is this important to you?”
- “What do you want to provide yourself with?”
- “What makes you fight so hard for this?”
- “Why do you care so much about this?”
- “What's stopping you from agreeing to this?”
- “What are you afraid of about this?”
- “What do you want to avoid by this?”
- “What do you want to protect yourself against with such a decision?”



Feedback

Tools for active listening and reaching one's interests

Paraphrases

Paraphrase is a communication tool for active listening. It is a kind of quoting someone's statement using different words. In a way that modifies, develops, supplements, expands or sometimes narrows it, while maintaining the original sense of the author's statement.

Paraphrasing gives our interlocutor the feeling that they are being listened to and thus important to us in the relationship. As humans, we all like to feel important. The fact that the other person devotes their time and effort to understand us often encourages us to be more open and develop our speech, to reveal our inner world. Thus, it increases trust and builds positive capital for relationships.

One of the most popular phrases that begin a paraphrase is the phrase: "I understand that..." and all its forms of the type: "From what I understood, this..." or "If I understand correctly, then..."

Apart from the phrase "I understand that..." other useful beginnings of sentences to paraphrase include:

- "You say that..."
- "From what you said, it seems that..."
- "You mean that..."
- "I guess you mean..."
- "I'm guessing you mean..."

The sentence beginnings discussed here are a good basis for effective paraphrase, but they need to be supplemented with the content of what we have heard, understood and perceived in the other person's message. It is the content that determines how much the paraphrase will retain the sense of our interlocutor's message.



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DAY 2



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The role and challenges of a Leader in relation to enhancing diversity and inclusivity culture

Opening round – Day 2 (exemplary questions/topics)

- How did you spend your evening/last week/last month?
- What are your key takeaways from the previous training session?
- Do you have any questions about the topics we covered previously?
- What are your needs and expectations for today?



Setting expectations

Setting expectations and contracting

Why is it worth communicating the vision and principles of cooperation

We increase our understanding of what we want and what we don't want.

We provide our colleagues with a clear vision of expectations, becoming more understandable, transparent, and therefore more trustworthy.

We set and clarify expectations regarding both the desired direction of collaboration, as well as the dangerous deviations from norms. This creates a better foundation for enforcing desired behaviours.

We give our colleagues clear boundaries that allow them to make a decision about how much they want to fully engage in the team and provide them with clear guidelines for self-assessment in relation to our expectations.

We also create a solid foundation for “contracting” the principles of collaboration, which means jointly determining what we need from each other to work in a safe environment.

Model of Managerial Expectations

The “dual expectations” model is recommended. In this model, when communicating our vision and principles of cooperation, we focus primarily on two dimensions.

Firstly, we articulate our “acceptance boundaries”, which are behaviours that pose the greatest obstacles to achieving important organisational and personal interests. We encourage you to reflect on and identify what you do not accept, and what you believe has a destructive impact on team functioning and our collaboration.

Secondly, we name the attitudes, behaviours, and situations that are exemplary and go above and beyond the standard approach to work and collaboration. We encourage you to emphasise aspects that contribute to team building, those that you particularly value, and that serve as benchmarks for excellence.

Leader's expose algorithm

Explain the purpose and sense of meeting (reveal your intention).

I invited you here because I want to share with you my vision of collaboration and what is important to me in the functioning of our team.

Name and define behaviours that hinder good collaboration. Define "boundary of acceptance".

Firstly, I will share with you a few things that are triggers for me, and I will react decisively to them. I hope that there will be as few instances of such behaviour as possible, maybe even none at all. For effective collaboration, I would need to be informed of any potential delays in a timely manner so that we can prevent or prepare for them. Honesty between us is of particular importance to me. I am very sensitive to any deception or untruthfulness.

Name and define behaviours and attitudes that you particularly appreciate and that go beyond the standard of collaboration.

I also want you to know what I appreciate and what behaviours serve as a model for me. I greatly appreciate mutual accountability, the willingness to monitor each other's adherence to work standards and commitments.

End the meeting.

Direct the meeting in the direction you have planned. Give employees the floor, encourage them to ask questions, or ask about their expectations and important needs.

Contracting roles, responsibilities and cooperation

Conditions of a good contract:

1. mutual consent (voluntary; both parties agree to the contract)
2. fair exchange (what can I give, what I would like to receive, what about other party)
3. competence (of the two parties to conduct cooperation/project)
4. legality (conformity of the contract with the cultural, ethical, and legal norms in force in the given country)
5. reality of the contract – (goal of relation/cooperation formulated in such a way that it is achievable from the perspective of the two parties)

Contralateral levels according to E. Berne

Administrative:

concerns the formal issues, i.e., tasks to be done, remuneration, time frames and due dates, number and length of meetings, structure of meetings, mutual accessibility between meetings, method of arranging and cancelling meetings, responsibility for booking a room, etc.

Professional:

defines the boundaries of roles and mutual responsibility between co-workers. It contains arrangements as to what the purpose and desirable effect of the work may be, what methods would be suitable and sufficient, what tools we will use, what I will expect from you, what I can offer you, and what I will not do or rather avoid doing during the cooperation.

Psychological:

concerns mutual psychological expectations, needs, the depth of the relationship, motives, to what extent our motivations and ideas are conducive to the cooperation process and to what extent they can hinder it; to what extent the coworker agrees to work together with me and opposite, especially when what I can offer them is far from their initial ideas or expectations; analysis of possible sources of psychological coercion and their influence on the relationship and the process of collaboration.

Algorithm for contracting cooperation

1. Explain the purpose and sense of contracting (reveal your intention).
** Define the contract levels and specify what is included in each level.*
2. Establish your suggestions of the rules, your needs, requests and expectations.
3. Ask about ideas, important needs, expectations of your subordinates.
** Ask how your subordinates see the 3 level arrangements, where do you agree, where do you disagree. What does it mean for you, what are you ready to make an appointment for, what is possible to arrange now and what requires a contract with others*
4. Summarise and conclude the contract.
5. Appreciate the commitment.



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DAY 3



The role and challenges of a Leader in relation to enhancing diversity and inclusivity culture

Opening round – Day 3 (exemplary questions/topics)

- How did you spend your evening/last week/last month?
- What are your key takeaways from the previous training session?
- Do you have any questions about the topics we covered previously?
- What are your needs and expectations for today?



Feedback

Feedback as a way to improve diversity and inclusivity culture and enforcement of desired cooperation standards

The basic model of feedback (algorithm) consists of the following steps:

- Describing the behaviour (facts).
- Describing emotions/opinions.
- Indicating the consequences or tangible effects of that behaviour

To enhance the impact of feedback, it's valuable to supplement these steps with the following elements:

Establishing a foundation, mitigating negative projections, and nurturing the relationship (intention and a human approach).

Formulating requests, expectations, or consequences.

The decision to employ all of the above-mentioned steps or focus on selected ones rests with the feedback provider. At times, it suffices to present facts, emotions, and behavioural effects. However, particularly when anticipating resistance or the receiver's frustration, it becomes crucial to set a proper foundation for delivering the feedback



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DAY 4



The role and challenges of a Leader in relation to enhancing diversity and inclusivity culture

Opening round – Day 4 (exemplary questions/topics)

- How did you spend your evening/last week/last month?
- What are your key takeaways from the previous training session?
- Do you have any questions about the topics we covered previously?
- What are your needs and expectations for today?



Feedback from another perspective: strokes (units of recognition)

A few words about Transactional Analysis

What TA is?

- “Transactional analysis is a theory of personality and a systematic psychotherapy for personal growth and personal change”.
- Outside the therapeutic field, TA is used in educational and organisational settings.
- TA can be used in any field where there is a need for understanding of individuals, relationships and communication.

Main principles:

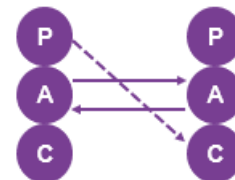
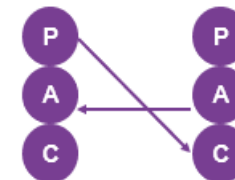
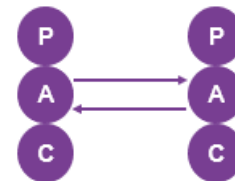
- People are OK
- Everyone has the capacity to think
- People decide their own destiny, and these decisions can be changed
- Contractual method
- Open communication

Transactions

A transaction takes place when I offer some kind of communication to you and you reply to me.

Three types of transactions:

- **Complementary transactions:**
Communication between two people whose ego states are parallel
- **Crossed transactions:**
Communication between two people whose ego states do not align
- **Ulterior transactions:**
Communication in which the sender of information appears to be engaging in an adult-to-adult interaction but simultaneously sends information to the receiver's child-ego state as well



Chosen definitions and terms:

(source: Stewart, I., Joines V.S. (2008). TA Today. A New Introduction to Transactional Analysis. Nottingham/Chapel Hill: Lifespace Publishing.

Psychological Needs (Hungers):

There are 3 hungers which are experienced by all of us

- **STIMULUS:**
The need for physical and mental stimulation (stimulus-hunger), need related to the physical feeling of external stimuli (touch, but also smell, taste, light)
- **RECOGNITION:**
The need for being acknowledged by others (recognition-hunger), the need for being accepted, important to others, noticed, and recognised by others
- **STRUCTURE:**
The need for time-structuring, the need for order, understanding, predictability, coping with the time we have in life

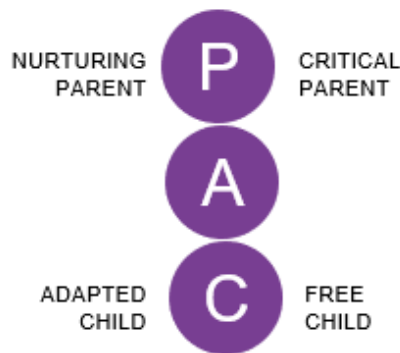


Chosen definitions and terms:

(source: Stewart, I., Joines V.S. (2008). *TA Today. A New Introduction to Transactional Analysis*. Nottingham/Chapel Hill: Lifespace Publishing.

The ego-state model (PAC model)

Each of our personalities is made up of various parts: **the Parent, the Adult, and the Child** ego states.



The Parent ego state is a set of thoughts, feelings, and behaviours that are learned or “borrowed” from our parents or other caretakers. The Parent ego state can be divided into two functions. One part includes the nurturing side and can be soft, loving, and permission giving. This is called **the Nurturing Parent** ego state. It can also set limits in a healthy way.

The other side of the Parent ego state is called **the Critical Parent**. (It is also sometimes called the Prejudged Parent.) This part of our personality contains the prejudged thoughts, feelings, and beliefs that we learned from our parents. Some of the messages that we hold in our Parent ego state can be helpful in living while other Parent messages are not.

The Adult ego state is our data-processing centre. It is the part of our personality that can process data accurately, that sees, hears, thinks, and can come up with solutions to problems based on the facts and not solely on our prejudged thoughts or childlike emotions.

The Child ego state is the part of our personality that is the seat of emotions, thoughts, and feelings and all of the feeling state “memories” that we have of ourselves from childhood.

The Child ego state can be divided into two parts: **the Free Child** ego state (also referred to as the Natural Child) and **the Adapted Child** ego state (which also contains the Rebellious Child ego state).



Chosen definitions and terms:

(source: Solomon, C. [2003]. Transactional Analysis Theory: The Basics. *Transactional Analysis Journal* 33(1): 15-22. <https://doi.org/10.1177/036215370303300103>).

Strokes

Stroke is a “unit of human recognition”. A stroke can be a look, a nod, a smile, a spoken word, a touch. Any time one human being does something to recognise another human being, that is a stroke. Babies need strokes to survive.

“People need strokes to survive physically and psychologically. Stroke hunger is a form of informational hunger, which is a fundamental, constant, and pervasive drive in all living beings” (Steiner 2003, 178).

The exchange of strokes is one of the most important activities in which people engage in their daily lives. The recognition is a basic, biological need with profound motivational implications. Contact or strokes are essential to a person's life. Without them, Berne said, “the spinal cord will shrivel up”.



Chosen definitions and terms:

(source: Solomon, C. [2003]. Transactional Analysis Theory: The Basics. *Transactional Analysis Journal* 33(1): 15-22. <https://doi.org/10.1177/036215370303300103>).

Types of strokes

VERBAL – NONVERBAL

POSITIVE – NEGATIVE

CONDITIONAL – UNCONDITIONAL

8 different combinations

Examples of strokes:

Positive: I love you, You are my best friend. I like the way you did this report. Your work is really extraordinary.

Negative: I hate you, You are the worst coworker I have ever worked with. This presentation is awful.

Unconditional strokes: are those that come to us just for being. They are a very rich kind of strokes.

E.g., I like You, You are an excellent Leader.

Conditional strokes: are given for what we do, for what we accomplish, or for a particular trait that we happen to possess. Thus, they are based on some condition.

E.g.. You did your work very well yesterday.

Types of strokes (units of recognition) - exemplary result

Types of strokes	Examples
Conditional, positive, verbal	You've made a nice report.
Conditional, negative, nonverbal	This is really poor piece of work.

Conditional, positive, nonverbal	Applauding after the presentation.
Conditional, negative, verbal	Rolling your eyes after somebody says something that you assess as stupid.
Unconditional, positive, nonverbal	Hugging somebody after coming back from holiday.
Unconditional, negative, nonverbal	Ignoring somebody's presence and saying hallo to others.
Unconditional, positive, verbal	I like you.
Unconditional, negative, verbal	I hate you.

Strokes – a few questions to think about and discuss

- What are the main common strokes in your team / faculty/university? What strokes predominate? What is their intensity?
- Do you and others get enough positive strokes?
- Do you receive positive strokes? Are they rather conditional or unconditional?
- Do the strokes differ in terms of gender?

Mechanisms referring to strokes – a few questions to think about and discuss

- How is it possible to take care of positive strokes avoiding stereotyping and gender inequality?
- What practices do you want to consider? What will you do after the training?
- How do you want to put these tips into practice? Which strokes will you give more?
- What relationship would you most like to change?



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DAY 5



The role and challenges of a Leader in relation to enhancing diversity and inclusivity culture

Opening round – Day 5 (exemplary questions/topics)

- How did you spend your evening/last week/last month?
- What are your key takeaways from the previous training session?
- Do you have any questions about the topics we covered previously?
- What are your needs and expectations for today?



Enforcement with a human face part 2. The Principle of Gradual Intervention by Supervisors

Enforcing as a Process of Supporting Independence

Independence and responsibility relate to individuals' attitudes towards tasks, work, and themselves. We don't have the ability to force an adult to be independent or responsible. Therefore, the task of a leader who values the development of independence and responsibility is to "firmly support" them.

Enforcing directives and cooperation rules is a process aimed at supporting the independence and responsibility of subordinates while ensuring the important interests of the leader and the organisation.

Look at enforcement as a process, not a one-time event. Such a process requires both emotional and motivational engagement, and it is much easier to sustain with the support of others rather than in solitude. It is easier to change your attitude when someone is helping you. The role of the leader in enforcing is to help employees achieve independence while safeguarding the important interests of the leader and the company.

The Principle of Gradual Intervention by Supervisors

According to the principle of graduality and consistency, it is beneficial to modify and intensify supervisory actions in response to recurring mistakes or difficulties. Following this principle, there are five stages of intervention, each with different goals and dynamics.

Stage I – Set Clear Expectations

Stage II - Consistently Provide Honest Feedback

Stage III - Identify the Causes of Recurring Difficulties

Stage IV - Impose Disciplinary Consequences Only as a Last Resort

Stage V - Terminate

Problem conversation algorithm

I. Clearly name the emerging problem

Name the purpose of the meeting and minimise negative projections.

Identify the problem using constructive feedback.

II. Find the causes of the problem and sources of difficulties

Encourage openness and joint exploration of the causes.

I believe there must be reasons for the difficulties. It is crucial for me to understand them because only then can we avoid them in the future

Inquire and paraphrase until you understand the true causes.

Encourage the employee to provide both external and internal causes.

Why did this happen? What could have led to this?

What difficulties do you see? What prevented you from carrying it out?

Summarise everything you have established and select the causes to address.

Okay, so the difficulty in maintaining the standard arises from various causes. Each of them is valid.

In your opinion, what is the main cause within our area of competence?

III. Generate possible solutions together (eliminating potential causes of difficulties)

Name the purpose of jointly seeking solutions.

Encourage the employee to propose solutions and offer your own suggestions.

Alright, what's your idea? What could we do differently in the future to...?

If there are no ideas, expect future input and offer possible assistance.

It may happen that there are no ideas at the moment. In that case, it's good to set expectations for the future and offer possible assistance.

IV. Reach common agreements for the future.

Summarise the shared agreements.

Alright, so we've agreed that as a first step, we'll ...

V. Determine how you'll verify task completion.

It's worth announcing or deciding together how the process of monitoring the agreements will look. How you'll check what's done and what's not. How you'll make sure that the jointly made agreements make sense and are effective.

VI. Express gratitude and acknowledge collaborative work.

Thank you for approaching this matter so openly.

Several important principles regarding discipline

- Impose consequences privately. Never reprimand in front of the team.
- Impose consequences for specific behaviours. Never judge the person, their attitude, commitment, beliefs, or values.
- When assigning a punishment, specify a time frame.
- If you consider imposing consequences, announce it during the earlier stage of enforcement.
- Tailor the “penalty” more to the individual than the severity of the offense.
- In the case of recurring offenses, escalate the punishment and consider whether further cooperation is possible and beneficial for both parties.
- Impose penalties only in direct conversation with the employee.

Algorithm for conducting a disciplinary conversation/last resort conversation

Reveal your intention (the human face) and immediately state the purpose of the conversation.

Let the employee know why you are meeting and address important interpersonal matters.

This is the moment to minimise negative projections and maintain a good relationship with the subordinate despite the difficult situation.

Outline the context of the decision to impose the penalty and describe what led to it.

Name the facts, show specifically what the employee did that led you to decide to discipline them. Avoid judgments and interpretations.

Name the results of this behaviour in terms of interests and in regards with the rules enhancing diversity and inclusivity.

Explain the consequences this behaviour has brought for you. State the losses that this behaviour has exposed you, your team, and the company to.

Refer to previous agreements.



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DAY 6



The role and challenges of a Leader in relation to enhancing diversity and inclusivity culture

Opening round – Day 6 (exemplary questions/topics)

- How did you spend your evening/last week/last month?
- What are your key takeaways from the previous training session?
- Do you have any questions about the topics we covered previously?
- What are your needs and expectations for today?



Working on a real situation with the Balint Group and Action Learning structures

Introduction to the method of Balint Group and Action Learning



BALINT GROUP AND ACTION LEARNING

Objective:

- supporting the participants in the difficult situations they experience
- strengthening the change and application of the tools and solutions discussed during the workshops

Structure:

- The group's work begins with the presentation of the work logic using the Action Learning method.
- Trainer moderates the meeting.
- A person who wants to get help or consult something presents a case according to the scheme:



1. Presentation of the situation by the Participant. Formulating a question or a dilemma to be solved (up to 15 min).



2. Questions from the group to clarify the understanding of the situation – the participant answers the questions (up to 20 min).



3. Hints and suggestions for the Participant from the group. Sharing the understanding of the situation and experiencing difficulties. Creating a pool of possible solutions, advice



4. The Participant summarises the advice he/she/they heard and decides whether and to what extent he/she/they wants to do something with them (e.g., practice, ask for an explanation etc.)

- This cycle repeats with reference to other participants and their difficult situations.

See also:

<https://balint.co.uk/about/the-balint-method/>

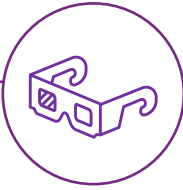
Cho, Y. (2009). Action Learning Research: A Systematic Review and Conceptual Framework. *Human Resource Development Review* 8:431-462.



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2.5. Handouts

Enhancing diversity and inclusivity culture



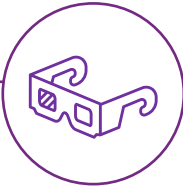
A projection mechanism – a few topics to discuss

Think about yourself and try to write down true endings of these sentences in order to make others get to know you better.

This exercise (taken among the participants) can help you to prepare to minimise projections among your teams and in daily collaborating.

- It is important for me in relations with subordinates/in cooperation with others to...
- It is difficult for me in relations with subordinates /in cooperation with others to...
- I get stressed when my subordinates/co-workers...
- Other people may perceive me as...

After 10 minutes of consideration and preparation, find another person (it will be best if you do not know him/her/them) and discuss the above-mentioned topics (trying to disclose yourself as well as trying to listen attentively to the other person in order to get them to know you better).



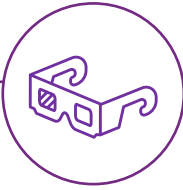
A projection mechanism – tasks to do in a daily life

Task #1:

- Have you ever discussed these topics with your subordinates/colleagues/management? (It is important for me in relations with colleagues/in cooperation with others to...; It is difficult for me in relations with colleagues/in cooperation with others to..., I get stressed when my co-workers...; Other people may perceive me as...)
- Do these people know the answers to these questions?
- Do you know the answers to these questions about the above-mentioned people?
- If not, what are you exposed to?
- Whether, when, with whom can you try to discuss these topics?

Task #2:

- Think about two or three difficult communication situations from the last months or weeks
- Please think about what projections your interlocutor might have had about you in these situations? What might they have thought of you?
- What intentions did they attribute to you?
- Write down these potential projections of your interlocutor, and then next to these projections write down in full sentences what intentions you could have revealed in that situation (what exactly to say?) to minimise the projections.
- Also write down a sample statement naming your emotions that accompanied you at that moment and that could trigger the empathy of your interlocutor. Write it word for word, like direction for an actor in a script.



A projection mechanism – tasks to do in a daily life

Task #3:

- On the basis of the same situations (or another one that's important for you), please think what are your projections towards the interlocutor?
- What does this person do/say/react that makes you think of them this way?
- What other (more neutral or positive) motives and intentions might be behind the person's behaviour?
- What can you do in the near future to minimise your projections? What questions to ask?
- Write them down



Reaching the real interests of others - training

Think over and write down on a piece of paper one true, current EXPECTATION or REQUEST to your co-worker.

From my colleague I would expect ... or I would like to ask my colleague to...

This expectation or request should be valid. Something you really care about.

For example: rather “Tom, I would like you to devote 1 hour a week to talk to me” instead of “I wish you were more accessible”.



A. COWORKER:
 You ask about the needs of
 the other person



B. YOU
 You make a request
 (at the level of your
 position)



C. OBSERVER:
 You give feedback to person A after the
 exercise

IMPORTANT!!! The order in which the
 exercise should be discussed after
 finishing every round

1. - A - How was the conversation conducted? What am I happy with? What I can do better (in future)?
2. - B – How did the A person talk? What questions and paraphrases of A person did help to reach my needs? What hindered this conversation?
3. - C – What were the assets of person A? What was risky or less profitable?

REMEMBER:

After the conversation and discussion, the roles in the threes are changed and the round starts again.
 So there will be 3 rounds of training and discussion.



Leader's exposé algorithm – Training

Think about the questions listed below:

Have you ever presented an exposé to your team? If yes, how did your subordinates react?

Did any employees make excuses or evade responsibility?

What exactly did you say, and how did you say it?

What aspects were challenging for you?

If you haven't, do you think they would engage in a discussion or receive the information enthusiastically?

What potential challenges do you anticipate?

Write down your exposé, incorporating the known principles and guidelines, as well as utilizing the Leader's Exposé Algorithm



A. YOU:
You conduct an exposé using the algorithm



B. COWORKER(S)
You react naturally, without holding back



C. OBSERVER:
You give feedback to person A after the exercise

IMPORTANT!!! Discussion Order for the Exercise After Each Round

A - How was the conversation conducted? What am I happy with? What can I do better in the future?

B - How did person A communicate? Which sentences, behaviours, and rules helped to understand the expectations and build collaboration? What hindered this conversation?

C - What were the strengths of person A? What was risky or less effective?

REMEMBER:

After the conversation and discussion, the roles are swapped, and the next round begins



Feedback experience

In a moment, I will read the examples of feedback. Imagine that these messages are directed specifically to you.

Let's start with the first message.

You make me angry when you're late again. How many times do I have to tell you that responsible people don't act like this? You didn't even bother to let me know about it. What do you think, that you're the only one on my agenda?! Because of you, I wasted the whole day.

After listening to this message, please write down your reflections.

- What did you think about the person who addressed you in this way?
- What emotions did their statement evoke in you? How did you feel as the recipient of the message?
- Which words and phrases had the greatest impact on you? Why specifically those?
- As the recipient of this message, what would you like to do or say after hearing it?

Now let's move on to the next message:

I get frustrated when we agree to meet at 3:00 PM and you arrive at 3:30 PM without giving me any notice that you'll be late. This has happened for the second time this week, which annoys me even more and makes me feel disregarded. I had other meetings scheduled for today that I could have rescheduled if I knew you'd be running late. Now, I'm worried that I won't be able to manage all these matters on time.

Once again, please reflect on the following questions and write down your answers:

- What did you think about the person who addressed you in this way?
- What emotions did their statement evoke in you? How did you feel as the recipient of the message?
- Which words and phrases had the greatest impact on you? Why specifically those?
- As the recipient of this message, what would you like to do or say after hearing it?



Feedback experience

- What did you think about the person who addressed you in this way?
- What emotions did their statement evoke in you? How did you feel as the recipient of the message?
- Which words and phrases had the greatest impact on you? Why specifically those?
- As the recipient of this message, what would you like to do or say after hearing it?



Types of strokes (units of recognition)

Provide examples of strokes (based on your experience and professional relationships) from each of the types listed below.

Types of strokes	Examples
Conditional, positive, verbal	
Conditional, negative, nonverbal	
Conditional, positive, nonverbal	
Conditional, negative, verbal	
Unconditional, positive, nonverbal	
Unconditional, negative, nonverbal	
Unconditional, positive, verbal	
Unconditional, negative, verbal	



„Problem conversation’ algorithm - training

Think about and analyze selected “problem situations” from your experience and professional life when your employees repeatedly exhibited inappropriate behaviors despite you having provided them with feedback, and clearly communicated that such behavior was unacceptable.

- What were these situations about? What was the context?
- Who else was involved besides you?
- What was the main topic of the conversation?
- How did the employees react when you initiated the conversation?
- Did the employees offer any excuses or explanations?
- What exactly did you say (and how did you say it)?



A. YOU
 Conducts the problem conversation,
 holds the structures of the algorithm



B. COWORKER
 Reacts naturally, does not
 hinder



C. OBSERVER:
 Gives feedback to the person A after the exercise

IMPORTANT!!! The order in which the exercise should be discussed after finishing every round

1. - A - How was the conversation conducted? What am I happy with? What I can do better (in future)?
2. - B – How did the A person talk? What behaviours of the leader served to get along and agree? What hindered it for me? What hindered this conversation?
3. - C – What were the assets of person A? What was risky or less profitable?

REMEMBER:

After the conversation and discussion, the roles in the threes are changed and the round starts again. So there will be 3 rounds of training and discussion.



Balint group and action learning



BALINT GROUP AND ACTION LEARNING

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2.5. Presentation Enhancing diversity and inclusivity culture

Enhancing diversity and inclusivity culture



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Aims of the workshop





- honing skills allowing for the enhancement of diversity and inclusivity culture
- learning about useful tools and methods that can help to set expectations and contract rules strengthening the diversity and inclusivity culture
- learning about enforcement procedure to strengthen the diversity and inclusivity culture
- training and honing known tools and methods with real, difficult situations of participants
- exchange of ideas concerning rules, principles and standards helping to strengthen the diversity and inclusivity culture



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26/11/2021

2

Schedule of the workshop





- introduction and initial activities
- the role and challenges of a Leader in relation to enhancing diversity and inclusivity culture
- psychological mechanisms of communication in relation between leader and employees as basics for enhancing diversity and inclusivity culture
- setting expectations and contracting
- enforcement with a human face
- feedback as a way to improve diversity and inclusivity culture and enforcement of desired cooperation standards
- feedback from another perspective: signs of recognition (according to Transactional Analysis) and building capital in relation to difficult situations
- the responsibility of the leader in the event of a recurring problem in cooperation
- what is worth doing when talking about a problem and contracting rules or standards does not work? How to react in a situation of "recidivism"?
- practice: work with case studies of real business training with diagnostic and corrective staging




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3



RESET

DAY 1

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RESET

Opening round



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RESET



General rules for cooperation

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Dilemmas in the role of a leader

SOFTLY FIRMLY

PEOPLE TASKS

UP DOWN

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A projection mechanism

1. 2. 3. PROJECTIONS 1. 2. 3.

FORMULA: + + + =

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A projection mechanism – a few topics to discuss

- It is important for me in relations with subordinates/in cooperation with others to...
- It is difficult for me in relations with subordinates/in cooperation with others to...
- I get stressed when my subordinates/co-workers...
- Other people may perceive me as...

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Two important mechanisms helping to gain openness in our relationships


- **The rule of reciprocity:** a psychological mechanism that leads us to "give" to others what we have received from them
- **Modeling:** the process of learning from others by observing what they do or how they behave



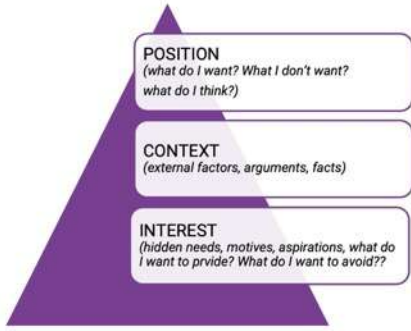
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Model of Position - Context - Interest



POSITION
(what do I want? What I don't want? what do I think?)

CONTEXT
(external factors, arguments, facts)

INTEREST
(hidden needs, motives, aspirations, what do I want to provide? What do I want to avoid??)



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How to reach the real needs and interests of your colleagues?



Questions




Paraphrases



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Questions helpful to achieve interests (motives and needs)


- Why is this important? Why is this important to you?
- What do you want to achieve by this?
- What would happen if you didn't achieve it?
- What do you want to avoid?
- What are you afraid of?
- What's bothering you?
- What will it protect you from?
- What will it do for you?
- What makes you come to me with this right now?
- Why do you think this is necessary?
- How will it improve your work/help you? What will it do for you?
- Why do you care about it?

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Phrases helpful to reveal your interests (motives and needs)

- I want to assure myself...
- I want to guarantee myself...
- I want to be sure/guaranteed...
- I care about fulfilling the tasks for which I am responsible...
- I want to avoid...
- I want to minimise the risk...
- I don't want to expose myself to...
- I want to increase the chance of...




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Closing round





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RESET

DAY 2

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RESET

Setting expectations and contracting – „dual expectations" model

BELOW STANDARD STANDARD ABOVE STANDARD

Leader's boundary of acceptance

Leader's area of preferences

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RESET


Leader's Exposé Algorithm

1. Explain the purpose and sense of meeting (reveal your intentions).
2. Define your "boundary of acceptance": name and define behaviours that are inappropriate.
3. Define your "area of preference": name and define behaviours and attitudes that you particularly appreciate.
4. End the meeting:
 - by asking people for questions that require answers
 - by asking people about their expectations regarding mutual collaboration
 - this could also be a starting point for establishing "contracts" with subordinates

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Preparing to the 'Leader's Exposé Algorithm training - a few questions to think about

Think about the questions listed below:

- Have you ever presented an exposé to your team? If yes, how did your subordinates react?
- Did any employees make excuses or evade responsibility?
- What exactly did you say, and how did you say it?
- What aspects were challenging for you?
- If you haven't, do you think they would engage in a discussion or receive the information enthusiastically?
- What potential challenges do you anticipate?
- Write down your exposé, incorporating the known principles and guidelines, as well as utilizing the 'Leader's Exposé Algorithm'



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'Leader's Exposé Algorithm – training



A. YOU:
You conduct an exposé using the algorithm



B. COWORKER(S)
You react naturally, without holding back





C. OBSERVER:
You give feedback to person A after the exercise

IMPORTANT!!! Discussion Order for the Exercise After Each Round

A - How was the conversation conducted? What am I happy with? What can I do better in the future?

B - How did person A communicate? Which sentences, behaviours, and rules helped to understand the expectations and build collaboration? What hindered this conversation?

C - What were the strengths of person A? What was risky or less effective?


REMEMBER:
After the conversation and discussion, the roles are swapped, and the next round begins



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Algorithm for contracting cooperation



1. Explain the purpose and sense of contracting (reveal your intention).
2. Establish your suggestions of the rules, your needs, requests and expectations.
3. Ask about ideas, important needs, expectations of your subordinates.
4. Summarise and conclude the contract.
5. Appreciate the commitment.



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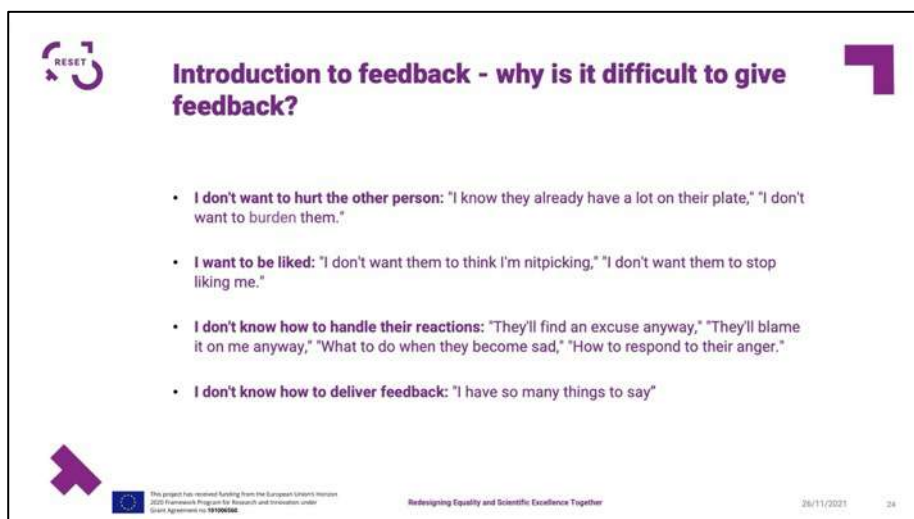


DAY 3

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Introduction to feedback - why is it difficult to give feedback?

- **I don't want to hurt the other person:** "I know they already have a lot on their plate," "I don't want to burden them."
- **I want to be liked:** "I don't want them to think I'm nitpicking," "I don't want them to stop liking me."
- **I don't know how to handle their reactions:** "They'll find an excuse anyway," "They'll blame it on me anyway," "What to do when they become sad," "How to respond to their anger."
- **I don't know how to deliver feedback:** "I have so many things to say"

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Introduction to feedback - people's reactions to challenging feedback - SARA model

SHOCK	ANGER	RESISTANCE	ACCEPTANCE
What? Did I hear you right? Are you kidding? I don't think so! Stunned silence Non-responsive	No way! Obviously others don't get what I do. I just can't talk about this now.	I get it – but I don't buy it. It's a mistake. This doesn't apply to me. What's the point of trying?	What do I need to consider? What can I do? What might be possible? Who might be able and willing to help?

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How to deal with anger and resistance of colleagues?

- What are your ideas on how to handle the shock, resistance, and emotions of others when confronted with challenging feedback?
- Attempt to brainstorm as many solutions as possible, and then we will discuss and gather them

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Introduction to feedback - how to deal with resistance of the receiver?


Reveal positive intentions:

- Clearly state why you do what you do or say what you say.
- The more people know about the reasons behind your actions, the fewer assumptions and biases there will be.
- "It's important for me to let you know that...", "It matters to me because...", "I don't want you to think that...", "My intention is..."

Show your "Human Face":

- Share your emotions and what you're experiencing, to the extent that it feels safe and comfortable for you.
- Psychologically, we relate better to people similar to us who experience emotions, rather than "heartless cyborgs."
- "I feel [emotion] in this situation...", "I feel...", "I'm stressed about...", "I'm happy because..."


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Introduction to feedback - how to deal with anger from the receiver?

- Allow them to "vent." Let them release their anger
- Paraphrase and reflect on their feelings
- Provide clear signals that people have the right to be angry and express their emotions in an acceptable and non-hurtful manner
- Invite a conversation about the sources of anger
- Be mindful not to be provoked
- Set boundaries for behaviors that are hurtful to you or others



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Feedback experience – your findings

- ...
- ...
- ...



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Communication: You vs Me

The "You Message" is a form of communication that says nothing about the "Sender" and at the same time intrudes into the psychological field of the "Receiver."



In contrast to "You Messages," "I Messages" focus on the Sender. They inform people how their behavior affects us and what it triggers in us. They are based on facts, take responsibility for our own emotions, and avoid communication barriers.



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Feedback pitfalls and mistakes - how to avoid communication barriers?

- Judgments: e.g., "You are sloppy!"
- Interpretations: e.g., "You surely didn't want to do it!"
- Generalizations: e.g., "You always do it wrong!"
- "Supposed" feelings: e.g., "I feel offended!"
- Lecturing: e.g., "You should do it like me!"
- Passive voice: e.g., "It was done poorly!"
- Plural form: e.g., "We need to try harder!"
- Softening: e.g., "You didn't quite do it right!"
- Indirectness: e.g., "Some people keep making mistakes!"
- Jokes/sarcasm: e.g., "You, sir, are the king of errors!"

- Which of these pitfalls do you find yourself using when giving feedback?
- What can you do to limit them?




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The I – message model as a starting point for feedback


Feedback can take the form of critical, corrective information (commonly referred to as negative feedback) or reinforcing, appreciative information (commonly known as positive feedback).

There are three key elements:

- Description of behavior (facts),
- Description of emotions/opinions,
- Indicating the consequences or tangible effects of that behavior.

The remaining elements of the algorithm serves to:

- Set the ground, minimize negative projection and take care of the relationship (intention and human face)
- Enhance the impact of feedback (request, expectation, sanction announcement, etc.).



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The I – message model as a starting point for feedback

Algorithm of feedback:



```

graph TD
    A[FACTS] --- B[EMOTIONS]
    B --- C[CONSEQUENCES]
    C --- D[EXPECTATIONS]
    
```




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Practice of the feedback algorithm on real situations



- Think about your subordinate (the chosen one)
- Try to figure out at least two Confrontive I-Message (that you would like to send them – concerning the behaviour you assess as interfering with your expectations). Write them out using the algorithm of feedback
- Think about the other subordinate you would like to appreciate (for obeying the rules and meeting your expectations in terms of diversity and equality). Write down your message using the algorithm of feedback



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DAY 4

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A few words about Transactional Analysis (TA)

the ego-state model (PAC model)

ERIC BERNE
USA, the 1960'

simple models and concepts understanding psychological mechanisms change

people are OK everyone has the capacity to think people decide their own destiny, and these decisions can be changed

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Ego state model (PAC model)

Ego states

NURTURING PARENT P CRITICAL PARENT
A
ADAPTED CHILD C FREE CHILD

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A few words about Transactional Analysis (TA)


Transactions

A transaction takes place when I offer some kind of communication to you and you reply to me.

Three types of transactions:


- Complementary transactions
- Crossed transactions
- Ulterior transactions

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Feedback from another perspective - strokes

Stroke is a "unit of human recognition."




It can be a look, a nod, a smile, a spoken word, a touch. Any time one human being does something to recognise another human being, that is a stroke. Babies need strokes to survive.



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Types of strokes


- Verbal - nonverbal
- Positive – negative
- Conditional – unconditional



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Examples of different types of strokes


- I can never count on you!!!
- You are a great employee!
- When you interrupt me, I lose my train of thoughts and it's hard for me to get back to the point of what I'm saying.
- You fu... up this report.

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Mechanisms referring to strokes and best practices useful in building satisfactory relationships:

1. Give people positive strokes. There cannot be "too many" positive strokes, as long as they are true.
2. Avoid giving negative strokes.
3. The 'healthy ratio' is 3: 1 (positive to negative).
4. Better any sign of recognition than none. When people are not able to get positive strokes, they will make their best effort to get negative ones, since negative strokes are better than no strokes at all.
5. Unconditional strokes are stronger than conditional ones.
6. Unshown (or unspoken) positive critical signs of recognition (critical feedback) are negative signs of recognition.
7. Everyone has their own individual pattern of strokes exchange.
8. The space and organisation of work have an impact on the patterns of the strokes exchange.
9. Each change in the system means the necessity to build a new system for the exchange of strokes.
10. Building relationships needs time. Be patient and take care of the amount of recognition you give to other people.



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DAY 5



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Enforcement with a human face part 2 - Enforcing as a Process of Supporting Independence

The Principle of Gradual Intervention by Supervisors:

- Stage I** - Set Clear Expectations
- Stage II** - Consistently Provide Honest Feedback
- Stage III** - Identify the Causes of Recurring Difficulties
- Stage IV** - Impose Disciplinary Consequences Only as a Last Resort
- Stage V** - Terminate



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Enforcement with a human face part 2 - common mistakes and traps in enforcement

- Vague definition of task goals or imposition on employees without mutual agreements
- Inconsistent response to rule violations
- Unchanging behaviour in cases of "recidivism"
- Demanding solutions without understanding the causes
- Reluctance to apply sanctions or the use of excessively severe sanctions
- Insufficient knowledge and/or interpersonal skills



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Preparing to the problem conversation algorithm training - a few questions to think about

Think and analyze selected 'problem situations' from your experience and professional life when your employees repeatedly exhibited inappropriate behaviors despite you having provided them with feedback, and clearly communicated that such behavior was unacceptable.

- What were these situations about? What was the context?
- Who else was involved besides you?
- What was the main topic of the conversation?
- How did the employees react when you initiated the conversation?
- Did the employees offer any excuses or explanations?
- What exactly did you say (and how did you say it)?



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A list of „problem situations" from your life and experience




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Preparing for simulation

The aim for the conversation:

The context (what had happened):

The effects:

Reactions of the other side, that may be difficult:



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The most important conclusions from the simulation


- What has been helpful?
- What made the conversation difficult?



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Problem conversation algorithm


1. Clearly name the emerging problem, identify the problem using constructive feedback.
2. Find the causes of the problem and sources of difficulties.
 - Encourage openness and joint exploration of the causes.
 - Inquire and paraphrase until you understand the true causes.
 - Summarize everything you have established and select the causes to address.
3. Generate possible solutions together (eliminating potential causes of difficulties)
 - Name the purpose of jointly seeking solutions.
 - Encourage the employee to propose solutions and offer your own suggestions.
 - If there are no ideas, expect future input and offer possible assistance.
4. Reach common agreements for the future.
5. Determine how you'll verify task completion.
6. Express gratitude and acknowledge collaborative work.




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Problem conversation algorithm - training




A. YOU
Conducts the problem conversation, holds the structures of the algorithm



B. COWORKER
Reacts naturally, does not hinder






C. OBSERVER:
Gives feedback to the person A after the exercise

IMPORTANT!!! The order in which the exercise should be discussed after finishing every round

1. - A - How was the conversation conducted? What am I happy with? What I can do better (in future)?
2. - B - How did the A person talk? What behaviours of the leader served to get along and agree? What hindered it for me? What hindered this conversation?
3. - C - What were the assets of person A? What was risky or less profitable?


REMEMBER:
After the conversation and discussion, the roles in the three are changed and the round starts again. So there will be 3 rounds of training and discussion.



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The main conclusions of the exercise


- What was easy or difficult about the experience?
- What made it easier or more difficult for you to go through the sequence of the conversation?
- Did you achieve your goals?
- Are you satisfied with this conversation?



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Enforcement with a human face part 3

- What is worth doing when talking about a problem and contracting rules or standards does not work?
- How to react in a situation of "recidivism"?



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Repertoire of formal and informal sanctions that can be applied in your organisations

Informal sanctions

Formal sanctions



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Algorithm for conducting a disciplinary conversation/last resort conversation

1. State the purpose of the meeting and reveal the "human face."
2. Describe specifically what happened. Stick to the facts and concrete behaviours.
3. Describe the results of these behaviours in terms of the company's interests, the team's interests, and your own.
4. Refer to previous agreements.
5. Impose the penalty openly and directly.
6. Defend your decision if necessary, but avoid punishing the employee.
7. Offer assistance for the future.
8. Announce an escalation of penalties in case of a recurrence.
9. Conclude the conversation.



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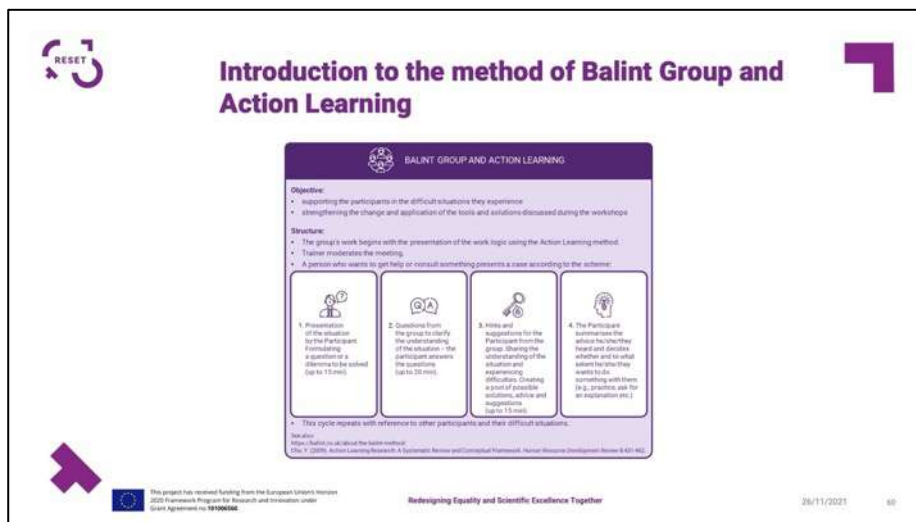
Closing round

This slide features the RESET logo in the top left and a stylized icon of three people in a circle in the center. The footer contains the European Union logo, project funding information, the title 'Redesigning Equality and Scientific Excellence Together', the date '26/11/2021', and the slide number '58'.



DAY 6

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Introduction to the method of Balint Group and Action Learning

BALINT GROUP AND ACTION LEARNING

Objective:

- supporting the participants in the difficult situations they experience
- strengthening the change and application of the tools and solutions discussed during the workshops

Structure:


- The group's work begins with the presentation of the work logic using the Action Learning method.
- Trainer moderates the meeting.
- A person who wants to get help or consult something presents a case according to the scheme:

<p>1. Presentation of the situation by the Participant Formulating a question or a dilemma to be solved (6 to 15 min)</p>	<p>2. Questions from the group to clarify the understanding of the situation - the participant answers the questions (6 to 15 min)</p>	<p>3. Ideas and suggestions for the Participant from the group, sharing the understanding of the situation and experiencing difficulties. Drawing a point of possible solutions, advice and suggestions (6 to 15 min)</p>	<p>4. The Participant summarizes the advice he/she/they heard and decides whether and to what extent he/she/they wants to do something with them (6 to 15 min, ask for an explanation etc.)</p>
--	---	--	--

• This cycle repeats with reference to other participants and their difficult situations.

Source:
Günther, Hubertus et al. (2016) The Action Learning Cycle. In: (2016), Action Learning Research - A Systematic Review and Conceptual Framework, Human Resource Development Review 5 (4): 401-402


This slide features the RESET logo in the top left and a detailed diagram of the Balint Group and Action Learning process. The footer contains the European Union logo, project funding information, the title 'Redesigning Equality and Scientific Excellence Together', the date '26/11/2021', and the slide number '60'.




Individual action plan

Choose those things you can change about yourself
(what you can do differently, more/less):

- How much might you want to change it?
- How important is this change for you (and others), what benefits can it bring?
- What difficulties you may experience?
- How you can react to them/how to minimise them/who can help you?
- What is your first step? What will you do tomorrow?



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MODULE 2.6

Preventing discrimination and unconscious bias

Topic

2.6 Preventing discrimination and unconscious bias



Toolbox goal:

- knowledge
- skills
- attitudes



Participants:

- Top and middle management
- Administrative staff
- Academic staff
- Ph.d students



Recommended form of training:

Synchronous face-to-face training



Duration of recommended form of training:

7h with 1-hour break



Form of basic training:

Short webinars



Duration of basic training:

0,5h



Main objective:

Getting acquainted with the challenges of discrimination and unconscious bias



Learning results Educational effects

Specific objectives:

- introducing the issue of unconscious bias in everyday professional situations
- learning about causes of discrimination
- discovering areas of gender discrimination at HEIs
- learning about situations of discrimination
- learning about types of discrimination
- learning about improper behaviours

The participant:

- knows what discrimination is
- understands the challenges and costs of discrimination and unconscious bias in the workplace
- is aware of the mechanisms of discrimination, such as stereotypes and prejudices
- knows the types of discrimination
- can indicate the types of improper behaviours



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2.6. Scenario Preventing discrimination and unconscious bias



Exemplary Agenda (for the participants)

Planned time	Activity
9.00 – 9.30	Introduction and initial activities
9.30-10.45	Stereotypes – prejudice – discrimination.
10.45 – 11.00	Coffee break
11.00 – 12.15	Discriminatory behaviours at HEIs
12.15 – 13.15	Lunch break
13.15 – 13.45	Unconscious biases
13.45 – 14.30	How to cope with improper behaviours at HEIs
14.30 – 15.00	Closing round



Exemplary Scenario (for the trainer)

Planned time	Activity
<p>General tips:</p> <p>Below you can find the basic scenario of the workshop. Follow the guidelines and recapitulate the tasks / topics listed therein. At the same time observe the group and its needs - in some cases (if time permits) you can propose additional exercises, energiser, discussion etc.</p> <p>The theoretical content and the framework of the presentation is placed in appendix (Supplementary materials, Handouts and Presentation).</p>	
30 minutes	<p>Initiatory (initial) activities:</p> <ul style="list-style-type: none"> • Introduction of the trainer • Goals of the meeting <ul style="list-style-type: none"> • explain the goals and point out that the main emphasis would be put at the increasing awareness and skills of the participants • include the information about RESET Project and its general aims • Agenda of the meeting • Opening round (possibility to get to know one another) <ul style="list-style-type: none"> • (see Supplementary materials 2.6) • create a space for getting to know each other better • ask for participants' needs and expectations about the training and post identified needs on the flipchart on the wall • include the specific expectations of the participants within the programme (if possible) or give some tips where to find information about requested issues • Contract with participants <ul style="list-style-type: none"> • co-create the contract for the meeting with participants. If some important elements are missed add the most essential points (see Supplementary materials – Exemplary contract). • place the rules in a visible place for the whole meeting
75 minutes	<p>Lecture, discussions and short tasks for participants about: Stereotypes – prejudice – discrimination: definitions of stereotypes, prejudice, discrimination, examples of the negative phenomena in the culture and at HEIS, causes of them, mechanisms following the stereotypes and stereotype content model, effects of stereotypes and prejudice at HEIs and approach to cope with them</p> <ul style="list-style-type: none"> • it is worth engaging the participants by proposing them common discussion about examples of stereotypes and prejudice in their culture and workplaces. • when proposing examples it is worth showing some from the culture of country where the training is organised
15 minutes	Coffee break



Exemplary Scenario (for the trainer)

Planned time	Activity
75 minutes	<p>Lecture and practical exercise about Discriminatory behaviours at HEIs</p> <ul style="list-style-type: none"> • what is discrimination and its types? • why it is so important to prevent from stereotypes and prejudice when discussing discriminatory issues. <p>Working in pairs/threes. The brainwash exercise about different discriminatory situations which may happen in different processes starting from recruitment. Participants are divided into smaller groups. Each group develops examples related to one process (see 2.6. Presentation). Each group share its thoughts and the trainer summarises the final effect adding other examples if necessary.</p> <ul style="list-style-type: none"> • what are the costs of discrimination?
60 minutes	Lunch break
30 minutes	<p>Lecture and practical exercises about unconscious biases</p> <ul style="list-style-type: none"> • start with the definition of unconscious biases • prepare some kind of exercise in which you can ask the participants for matching the exemplary biases with their definitione (see Supplementary materials 2.6) • when implicit bias may occur? • tell two stories about uncinscious biases at HEIs using case studies (see Supplementary materials 2.6), ask about types of biases participants can identify • ask for more examples from HEIs • share post-its in two different colours. Ask for ideas about consequences and ways of mitigation of unconscious biases. Collect all answers and comment on them • how to minimalise the risk of unconscious biases?
45 minutes	<p>Brief Introduction to the topic: How to cope with improper behaviours at HEIs</p> <ul style="list-style-type: none"> • present the multidimensional approach to changing HEIs into diverse and inclusive institutions, say about the roles and stakeholders who are involved in the change process • present one of possible approches to manage improper behaviours in HEIs • divide participants into smaller group. Each group choose one process and follow the procedure (see 2.6. Handouts – How to deal improper behaviours and discrimination at work?) • summarise the results. Make them visible for all. • introduce frameworks for change and the idea of psychological safety • exchange pracites (see 2.6 Handouts – Best practices)
30 minutes	<p>Closing round</p> <ul style="list-style-type: none"> • show the self-reflection exercies (see 2.6 Handouts – Self-reflection), explain the idea and give few minutes to reflect on the topic. Reccomend to spend more time on this exercises as a kind of homework for further improvements • ask about three things which are especially important for the participants, two they want to remember and one they need to self-study about more • it is recommended to share post-its to give the space to everybody to share her/his thoughts










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2.6. Supplementary materials for trainers

Preventing discrimination and unconscious bias

SECTIONS

	Introduction and initial activities
	Stereotypes and prejudice
	Discrimination
	Discriminatory behaviours at HEIs
	Unconscious biases
	How to cope with improper behaviours at HEIs?
	Self-reflection and closing round



Introduction and initial activities

Opening round (exemplary questions/topics)

- Name
- Vocational area (role, tasks and responsibilities)
- Private area (who I am, what I do in a spare time)
- What are my needs and expectations about this workshop?
- Choose 10 things which describe you. Have you ever considered which of them might make you seem biased or might lead to you being discriminated against?

General rules for cooperation (exemplary contract)

- We call each other by name (*mandatory)
- We use the pronoun “I”, not “we”
- We respect the time
- We don’t generalise
- We do not use grand quantifiers expressions
- We do not take out personal content from the group (*mandatory)
- The “here and now” principle - we focus on the workshop (*mandatory)
- We mute our phones
- We engage in exercise rather than passively watch. We have the right to refuse to participate in an exercise
- We don’t judge (*mandatory)
- We respect each other (*mandatory)
- We are mutually responsible for the process as well as effects of the workshop (*mandatory)
- We are ready to be confronted (in a benevolent way)



Stereotypes and prejudice

Stereotypes – prejudice – discrimination

Stereotype:

A generalisation about a group of people in which certain traits are assigned to virtually all members of the group, regardless of actual variation among the members. Stereotypes are beliefs and opinions about the characteristics, attributes, and behaviours of members of various groups (Hilton & von Hippel 1996).

Prejudice:

A hostile or negative attitude toward people in a distinguishable group based solely on their membership in that group; it contains cognitive, emotional, and behavioural components.

Prejudice must include two essential elements: there must be an attitude of favour or disfavour and there must be an over generalised, erroneous belief. This definition captures how most people think of prejudice. Contemporary psychologists take a more fine-grained approach, separating beliefs, or stereotypes, from the evaluation component of those beliefs and from the behaviour toward members of the groups about which the beliefs are held (Allport, 1954).

Discrimination:

Unjustified negative or harmful action toward a member of a group solely because of his or her membership in that group

Causes of stereotypes, prejudice and discrimination

- personal experiences
- socialisation process (social learning)
- own motivations
- historical context
- culture
- the need to categorisation and sorting of information about people = result of thinking



Chosen definitions and terms:

For more see e.g., Allport GW. The Nature of Prejudice. Reading, MA: Addison-Wesley; 1954

Stereotype activation and application

- **Stereotype activation** - the extent to which the prime activates the trait stereotypically associated with the social group (e.g., threatening).
- **Stereotype application** - the extent to which the activated stereotypic trait is applied to judgments of the target.



Chosen definitions and terms:

Source: Reichardt, R., Rivers, A. M., Reichardt, J., & Sherman, J. W. (2020). Further validation of measures of target detection and stereotype activation in the Stereotype Misperception Task. *Frontiers in Psychology*, 11, 573985.

Stereotype content model

“Two dimensions persist in social cognition when people are making sense of individuals or groups. The stereotype content model (SCM) terms these two basic dimensions perceived *warmth* (trustworthiness, friendliness) and *competence* (capability, assertiveness)”.

Warmth × Competence space maps basic, recurring intergroup arrays

- Society’s defaults (reference groups), which are allegedly high in both warmth and competence: Such people include the middle class, citizens, and dominant religionists. People report pride and admiration for these groups.
- The lowest of the low, stereotyped as untrustworthy and incompetent: the homeless, refugees, undocumented migrants, drug addicts, and nomads. People report disgust and contempt for them.

	Low Competence (Capability, Assertiveness)	High Competence (Capability, Assertiveness)
High Warmth (Friendliness, Trustworthiness)	Common: Elderly, Disabled, Children United States: Italians, Irish Emotions Evoked: Pity, Sympathy	Common: Citizens, Middle Class, Defaults United States: Americans, Canadians, Christians Emotions Evoked: Pride, Admiration
Low Warmth (Friendliness, Trustworthiness)	Common: Poor, Homeless, Immigrants United States: Latinos, Africans, Muslims Emotions Evoked: Disgust, Contempt	Common: Rich, Professional, Technical Experts United States: Asians, Jews, British, Germans Emotions Evoked: Envy, Jealousy

Chosen definitions and terms:

Fiske, S. T. (2018). Stereotype Content: Warmth and Competence Endure. *Current Directions in Psychological Science*, 27(2), 67-73.
<https://doi.org/10.1177/0963721417738825>

Effects of prejudice and stereotypes

- **self-fulfilling prophecy** – a false definition of the situation evoking a behaviour which makes the originally false conception come true” (Merton, 1968, p. 477).
- **Golem effect** – a psychological phenomenon in which lower expectations placed upon individuals either by supervisors or the individual themselves lead to poorer performance by the individual (Babad, Indal Rosenthal 1982)
- **stigma consciousness** – refers to individual differences in the extent to which people believe that their stereotyped status pervades their interactions with members of the outgroup (EC Pinel 1999)
- **stereotype threat** – refers to the concern that one’s actions may fulfil a negative cultural stereotype of one’s group (Steele 1997)



Discrimination

Different types of discrimination

- **Direct discrimination** – an approach when you're treated differently and worse than someone else for certain reasons
- **Indirect discrimination** – a practice, policy, or rule applied to everyone puts certain groups of people at a disadvantage.
- **Harassment** – any unwanted behaviour, physical or verbal (or even suggested), that makes a reasonable person feel uncomfortable, humiliated, or mentally distressed.
- **Victimisation** – the way of being treated badly because of reporting or/and complaining about discrimination by someone who is a witness or because helping someone who has been discriminated



Discriminatory behaviours at HEIs

Examples of improper behaviours in HEIs – process approach

- Improper behaviour in the workplace means that the person behaves in an unprofessional manner and has a problem with respecting the rights of others.
- This kind of behaviour may include, e.g., harassment, bullying, aggression and violence.

The examples of improper behaviours in the recruitment process could be:

- Choosing colleague and friends instead of people who have the best qualifications
- Offering lower salary to women
- Consider photos/physical appearance
- Selection from homogenous committees



Unconscious biases

Unconscious biases - examples

- **confirmation bias** - focusing on and remembering information in a way that confirms one's preconceptions
- **conformity bias** - the tendency to change one's beliefs or behaviour to fit in with others
- **anchor bias** people's tendency to rely too heavily on the first piece of information they receive on a topic.
- **halo effect bias** - occurs when our positive impressions of people, brands, and products in one area lead us to have positive feelings in another area
- **attribution bias** - the tendency to explain a person's behaviour by referring to their character rather than any situational factor
- **affinity bias** - the tendency to favour people who share similar interests, backgrounds, and experiences with us.
- **loss aversion** - a cognitive bias that describes why, for individuals, the pain of losing is psychologically twice as powerful as the pleasure of gaining
- **in-group favouritism** - the tendency for people to give preferential treatment to others who belong to the same group that they do
- **expectation bias** - occurs when an individual's expectations about an outcome influence perceptions of one's own or others' behaviour

Unconscious biases – short cases

I.

Imagine a prestigious university known for its rigorous academic programs and world-class faculty. The university has a renowned mathematics department with a reputation for producing some of the brightest mathematicians in the world.

Dr. Alice Thompson, a mathematics professor at the university, is highly regarded in academic circles and enjoys a stellar reputation as an exceptional researcher. She has published groundbreaking research papers, received numerous awards, and is often invited to speak at prestigious international conferences. Her students adore her for her insightful lectures and supportive teaching style.

(developed with the help of Chat GPT)

II.

Elite University is a prestigious institution known for its high-quality education and research programs. The university is reviewing its tuition pricing for the upcoming academic year, considering the current economic conditions and competition from other universities.

The university's administration is faced with the task of setting tuition rates for the upcoming academic year. To inform their decision, they consult with a financial advisor who provides an anchor in the form of the current year's tuition rate, which is \$40,000.

(developed with the help of Chat GPT)



How to cope with improper behaviours at HEIs?

Psychological safety

“Team psychological safety is a shared belief held by members of a team that it’s OK to take risks, to express their ideas and concerns, to speak up with questions, and to admit mistakes – all without fear of negative consequences”.

1. If you make a mistake on this team, it is not held against you.
2. Members of this team are able to bring up problems and tough issues.
3. People on this team sometimes accept others for being different.
4. It is safe to take a risk on this team.
5. It isn’t difficult to ask other members of this team for help.
6. No one on this team would deliberately act in a way that undermines my efforts.
7. Working with members of this team, my unique skills and talents are valued and utilised.

Chosen definitions and terms:

Source: A. Gallo, What Is Psychological Safety?, <https://hbr.org/2023/02/what-is-psychological-safety>



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2.6. Handouts

Preventing discrimination and unconscious bias

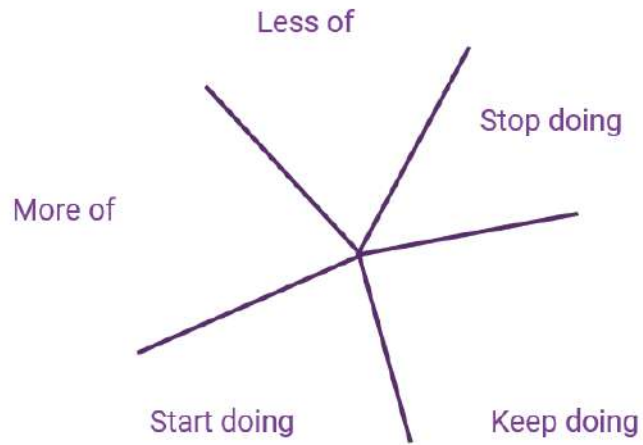


How to deal improper behaviours and discrimination at work?

Element	
Identify the problem	
Analyse the causes	
Indicate stakeholders affected by the problem and consequences for them in short and long period of time	
Design and implement mechanism/tools/approaches preventing the problem in the future	
Evaluate if the proposed solution works, apply improvements if required	



Self-reflection





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2.6. Presentation

Preventing discrimination and unconscious bias

Preventing discrimination and unconscious bias



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Aims of the workshop






- introducing the issue of unconscious bias in everyday professional situations
- learning about causes of discrimination
- discovering areas of gender discrimination at HEIs
- learning about situations of discrimination
- learning about types of discrimination
- learning about improper behaviours


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Schedule of the workshop



- The issue of stereotypes, prejudice, discrimination
- Different types of discrimination
- Causes of discrimination, stereotypes and prejudice
- Examples of improper behaviours in HEIs
- Costs of discrimination
- Unconscious biases
- Types and consequences of unconscious biases.
- How to deal with improper behaviours and discrimination at work? Best practices and rules of safe organisation.

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General rules for cooperation



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Opening round




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Stereotypes – prejudice – discrimination

Stereotypes – oversimplified ideas about groups of people

Prejudice – biased thought based on flawed assumptions about a group of people

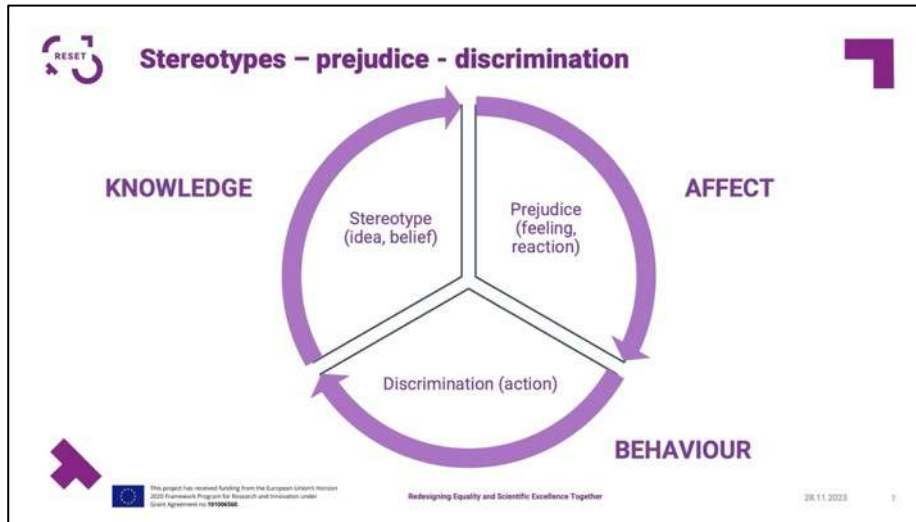
Discrimination – consists of action against a group of people



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Stereotypes – prejudice – discrimination

Stereotype
A generalisation about a group of people in which certain traits are assigned to virtually all members of the group, regardless of actual variation among the members. Stereotypes are beliefs and opinions about the characteristics, attributes, and behaviours of members of various groups (Hilton & von Hippel 1996).

Prejudice
A hostile or negative attitude toward people in a distinguishable group based solely on their membership in that group; it contains cognitive, emotional, and behavioural components. Prejudice must include two essential elements: there must be an attitude of favour or disfavour and there must be an overgeneralised, erroneous belief. (Allport, 1954).

Discrimination
Unjustified negative or harmful action toward a member of a group solely because of his or her membership in that group

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Stereotypes – prejudice – discrimination


Stereotype
„People in tracksuits behave badly.“

Prejudice
„I do not like people in tracksuits“

Discrimination
„I do not allow people in tracksuits in to my shop.“

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RESET **Stereotypes – prejudice – discrimination**




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RESET **Stereotypes?**

Tailor-made training: Show some examples from your society which reveal a stereotypical way of thinking about any group of people. You may use, for example, advertisements etc.

Source: <https://comm63.wordpress.com/2016/02/29/gender-stereotypes/> Redesigning Equality and Scientific Excellence Together 28.11.2023 11

RESET **Causes of stereotypes, prejudice and discrimination**



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Stereotypes

Stereotype activation Stereotype application

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Stereotype content model

Paternalistic prejudice	Admiration
Contemptuous prejudice	Envious prejudice

The stereotype content model (SCM) is a psychological theory that explains how people form impressions and judgments of individuals and groups based on their perceived warmth and competence (Fiske, 2018).

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Gender based stereotypes – it all begins in the early years...

Girls should play with dolls and boys should play with trucks.

Boys should like the colours blue and green and girls should like red and pink.

Boys should not wear dresses and make-up.

.....

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Effects of prejudice and stereotypes

- self-fulfilling prophecy
- Golem effect
- stigma consciousness
- stereotype threat



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How to cope with stereotypes and prejudice?



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Stereotypes and prejudice may lead to discrimination

Discrimination is a way of treating someone differently due to their being a member of a particular group.



Race	Nationality
Sex	Socioeconomic situation
Age	Marital status
Religion	Place of living
Disability	Political beliefs
Sexual orientation	

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Different types of discrimination

- Direct discrimination
- Indirect discrimination
- Harrasment
- Victimisation

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Examples of improper behaviours in HEIs – process approach

Recruitment → Everyday activities/duties → Promotion → Contract termination

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Costs of discrimination

Costs of discrimination

- individual
- organisational
- social
- economic

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RESET **Unconscious biases**



- occurs automatically as the brain makes snap judgments based on past experiences and information;
- negative and unconscious attitude towards a specific group;

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RESET **Unconscious biases**

Bias - a preference, positive or negative attitude toward something, someone or group. Biases can be **individual, group or institutional**

Unconscious bias - implicit or cognitive distortion. They relate to gender, race, job function, social and material status , nationality, language ability, gender identity, etc.

(P. Fuller, Leader's Guide to Unconscious Bias...)

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RESET **Do you know cognitive biases?**



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Unconscious biases - examples


When implicit bias may occur?

Information overload <ul style="list-style-type: none"> • confirmation effect • anchor effect 	Feeling more important than facts <ul style="list-style-type: none"> • in-group favoritism 	The need for speed <ul style="list-style-type: none"> • attribution bias • loss aversion bias
--	--	--

P. Fuller, Leader's Guide to unconscious bias...


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Unconscious biases – examples from HEI's



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Unconscious biases



consequences



mitigation

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How to minimise the risk of unconscious biases in professional situations

workshops, campaigns, tools like Gender Impact Assessment, gender sensitive language etc., diversity and inclusivity culture

```

  graph LR
    A[scrutiny analysis of the situation] --> B[cost and benefits analysis]
    B --> C[consequences for all involved in the situation]
    C --> D[possibilities to mitigate the effects and to improve the situation]
  
```

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Unconscious biases

„The impact of our biases is performance“

The diagram shows a semi-circular arc with a person's silhouette at the base. The arc is divided into three zones:

- DAMAGING ZONE** (left side): Includes 'Abused', 'Harassed', and 'Stigmatized'.
- LIMITING ZONE** (middle): Includes 'Ignored' and 'Tolerated'.
- HIGH-PERFORMANCE ZONE** (right side): Includes 'Respected', 'Included', and 'Valued'.

P. Fuller, Leader's Guide to unconscious bias...Franklin Covey Model. This project has received funding from the European Union's Horizon 2020 Framework Program for Research and Innovation under Grant Agreement no 101006560. Redesigning Equality and Scientific Excellence Together. 28.11.2023 29

Improper behaviours at HEI's – from violations to respect and dignity

Different perspectives of the same issue

The diagram shows a central human silhouette with boxes representing different perspectives:

- Left side:** victim
- Right side:** institution, group, superior, ???
- Below the silhouette:** prosecutor, rescuer/ally, observer
- Far right:** Dean, Rector

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How to deal with improper behaviours and discrimination at work?

- Identify the problem
- Analyse the causes
- Indicate stakeholders affected by the problem and consequences for them in short and long period of time
- Design and implement mechanism/tools/approaches preventing the problem in the future
- Evaluate if the proposed solution works, apply improvements if required

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Improper behaviours at HEI's – from violations to respect and dignity

Frameworks for change

Communication	Procedures and policies	Culture
<ul style="list-style-type: none"> mediation feedback official channels to communicate about violations 	<ul style="list-style-type: none"> antidiscrimination preventing mobbing and harrasment whistleblowing code of ethics and code of conduct recruitment, promotion 	<ul style="list-style-type: none"> D&I psychological safety responsibility and sustainability human rights language

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Psychological safety

"a belief that the context is safe for interpersonal risk-taking - that speaking up with ideas, questions, concerns, or mistakes will be welcomed and valued".

A. Edmondson: The power of Psychological Safety

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RESET

Improper behaviours at HEIs – from violations to respect and dignity

Good examples from participants



RESET

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RESET

Preventing discrimination and unconscious biases

Self-reflection



RESET

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RESET

Closing round



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MODULE 2.7

Building positive relationships and enhancing positive attitudes toward diversity at work

Part 1 – Conflict resolution

Topic

2.7 Building positive relationships and enhancing positive attitudes toward diversity at work

Part 1 – Conflict resolution



Toolbox goal:

- knowledge
- skills
- attitudes



Participants:

- Top and middle management
- Researchers
- Teachers
- Administration staff
- PhD students, students



Recommended form of training:

Synchronous face-to-face or online training



Duration of recommended form of training:

14h (2x7h with 1-hour lunch break each day)



Form of basic training:

Webinar or synchronous online training



Duration of basic training:

4h



Main objective:

Improving knowledge and awareness about the ways to build positive relationships and resolve conflicts

Specific objectives:

- improving knowledge and awareness about the phenomenon of conflict
- honing skills helping to meet the interests of both sides of a conflict



**Learning results
Educational effects**

The participant:

- knows the most common drivers of conflicts in their organisational area
- is aware of their “most preferred” attitude to conflicts resolution
- is able to effectively use a couple of methods to solve problems and conduct difficult conversations/negotiate in the spirit of cooperation, with empathy and assertiveness
- can effectively identify the needs of his/her/their partner and reveal his/her/their own interests
- is able to listen actively and use I-messages (shift gears) in difficult situations



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2.7. Scenario

Building positive relationships and
enhancing positive attitudes toward
diversity at work

Part 1 – Conflict resolution



Exemplary Agenda (for the participants) Day 1

Planned time	Activity
9.00 – 10.00	Introduction and initial activities
10.00 – 10.30	Introduction to the concept of conflicts and their most frequent drivers
10.30 – 10.45	Coffee break
10.45 – 11.15	Assessment of the most common causes/drivers of conflicts in participants' organisation
11.15 – 12.15	Thomas-Kilmann Model for resolving conflicts. Your approach to conflicts
12.15 – 13.15	Lunch break
13.15 - 14.00	<ul style="list-style-type: none"> • "A credo for my relationships with others" by Thomas Gordon • A Behaviour Window – Gordon Model
14.00 – 15.15	The mechanism of negative projections and how it is linked with the conflicts
15.15 – 15.30	Coffee break
15.30 – 16.00	Closing round



Exemplary Agenda (for the participants) Day 2

Planned time	Activity
9.00 – 9.30	Opening round
9.30 – 10.45	The PCI Model and the ways to reach one's interests
10.45 – 11.00	Coffee break
11.00 – 12.00	Practice of reaching one's interests and needs
12.00 – 13.00	Lunch break
13.00 – 15.15	<ul style="list-style-type: none"> • Negotiations with others. Main principles and best practices. • Practice of the negotiations algorithm on real situations reported by the participants
15.15 – 15.30	Coffee break
15.30 – 16.00	Closing round



Exemplary Scenario (for the trainer) Day 1

Planned time	Activity
<p>General tips:</p> <p>Below you can find the basic scenario of the workshop. Follow the guidelines and recapitulate the tasks / topics listed therein. At the same time observe the group and its needs - in some cases (if time permits) you can propose additional exercises, energiser, discussion etc.</p> <p>The theoretical content and the framework of the presentation is placed in appendix (Supplementary materials, Handouts and Presentation).</p>	
60 minutes	<p>Initiatory (initial) activities:</p> <ul style="list-style-type: none"> • Introduction of the trainer • Goals of the meeting <ul style="list-style-type: none"> • explain the goals and point out that the main emphasis would be put at the increasing awareness of the participants • include the information about RESET Project and its general aims • Agenda of the meeting • Opening round (possibility to get to know one another) <ul style="list-style-type: none"> • (see Supplementary materials 2.7– Questions for the opening round) • create a space for getting to know each other better • ask for participants’ needs and expectations about the training and post identified needs on the flipchart on the wall • include the specific expectations of the participants within the programme (if possible) or give some tips where to find information about requested issues • Contract with participants <ul style="list-style-type: none"> • co-create the contract for the meeting with participants. If some important elements are missed add the most essential points (see Supplementary materials 2.7 – Exemplary contract). • place the rules in a visible place for th whole meeting
30 minutes	<p>Lecture and discussion with participants – (see Supplementary materials 2.7 – The Circle of Conflict model by Christopher Moore. The five drivers of conflicts):</p> <ul style="list-style-type: none"> • it is worth to engage the participants with evoking their experience of conflicts and difficult situations they had to handle with in vocational environment • when describing the Circle of Conflict it is worth to give some examples from the trainer perspective <p>Introduction to the concept of conflicts and their most frequent drivers. The Circle of Conflict model by Christopher Moore. The five drivers of conflicts</p>
15 minutes	Coffee break



Exemplary Scenario (for the trainer) Day 1

Planned time	Activity
30 minutes	<p>IMPORTANT: before starting this activity it is recommended that you should think over the most common causes/drivers of conflicts in your organisation and write your conclusions down. Be prepared to expand the topic with your ideas and perspective when gathering the main conclusions of the participants (see Supplementary materials 2.7 – Tailor made training – your input):</p> <p>Assessment of the most common causes/drivers of conflicts in participants’ organisation</p> <ul style="list-style-type: none"> • every participant is accompanied by a few guiding questions (see Supplementary materials 2.7) and is asked to reflect about oneself and write down their own conclusions <p>Working in pairs/threes. Exchanging of experiences of participants about good practices and coping with different kinds of conflicts</p>
15 minutes	<p>Lecture and discussion with participants - (see Supplementary materials 2.7 – Thomas-Kilmann Model for resolving conflicts):</p> <p>Thomas-Kilmann model for resolving conflicts.</p> <ul style="list-style-type: none"> • two dimensions of conflict management: assertiveness and empathy • five conflict resolution strategies: Competing, Avoiding, Accommodating, Collaborating and Compromising
45 minutes	<p>An in-depth analysis of the approach to conflicts. Self – assessment of an individual approach to conflicts:</p> <ul style="list-style-type: none"> • how was conflict handled in my family home? • what do I feel and think when I experience conflict? • how are conflicts dealt with in my team? • to what extent are conflicts desirable? To what extent is the swift resolution of conflicts being sought? • which resolving strategy is most desirable for my team/faculty/university? <p>* it is possible to use also Thomas-Kilmann test or ask the participants to self – reflect about their own most commonly preferred approach in terms of what they have been acquainted with during the first part of the training (where am I at the two dimensions: assertiveness and empathy) – the decision is up to the trainer depending on the time constraints, the needs of the group as well as the availability of the free test in their native language)</p> <p>Working in pairs/threes. Exchanging of experiences of participants (see Supplementary materials 2.7):</p> <ul style="list-style-type: none"> • to what extent are these approaches consistent with my approach to conflict, and how they are different? • how (and when) my individual approach to conflicts may boost them and create difficulties? • what does this mean for me? What does this expose me to? What difficulties can I experience? • what does this expose other people of my team to? • how does this affect the whole organisation?



Exemplary Scenario (for the trainer) Day 1

Planned time	Activity
60 minutes	Lunch break
15 minutes	<p>Presentation of “A credo for my relationships with others” by Thomas Gordon.</p> <p>Discussion with the participants.</p> <p>Self – assessment and self – reflection about individual’s approach to relationships in terms of above mentioned credo.</p> <p>Working in pairs/threes. Exchanging of experiences of participants (see Presentation 2.7. as well as Handouts 2.7. – A few questions to think about)</p>
30 minutes	<p>Lecture and discussion with participants – (see Supplementary materials 2.7):</p> <p>A Behaviour Window – Gordon Model</p> <ul style="list-style-type: none"> • you may start with the activating the real experience of the participants and asking several questions in terms of recalling particular difficult situations when dealing with other people • it is important to describe in detail all 4 areas of the Behaviour Window and point out, what reactions and interventions are the most suitable and useful in each sections in order to prevent yourself and others by conflicts • the conflict resolution procedure (the area: “we own a problem”) will be described and trained in further parts of this training
75 minutes	<p>Lecture and discussion with participants – (see Supplementary materials 2.7):</p> <p>The mechanism of negative projections and how it is linked with the conflicts</p> <ul style="list-style-type: none"> • what are projections and why do they influence our relationships? • how to minimise the risk of a negative attitude from colleagues? How to avoid negative projections towards colleagues? How to build an atmosphere of openness and trust in relation to others? <p>Working in pairs/threes. The exercise of self-disclosing and getting to know one another in terms of minimising potential projections (see Presentation 2.7. as well as Handouts 2.7)</p> <p>Lecture and discussion with participants about the norm of reciprocity and the principle of modelling, and how it interferes with building openness.</p> <p>The trainer may give some tasks to the participants in order to encourage them to test the knowledge and skills in a daily life (see Handouts 2.7).</p>



Exemplary Scenario (for the trainer) Day 1

Planned time	Activity
15 minutes	Coffee break
30 minutes	<p>Closing round</p> <ul style="list-style-type: none"> ask a couple of questions: what do you think, what are your main insights and reflections, what would you consider to change it is recommended that every participant would share their opinions and reflections



Exemplary Scenario (for the trainer) Day 2

Planned time	Activity
30 minutes	Opening round (see Supplementary materials 2.7 – Questions for the opening round – Day 2)
75 minutes	Lecture and discussion with participants – (see Supplementary materials 2.7): The PCI Model and the ways to reach one's interests. <ul style="list-style-type: none"> • you may start with the presentation of PCI model and comparing it to the iceberg • it is good to describe the model with a couple of examples (both from vocational as well as private field) • it is important to describe the tools helpful in reaching the other person's interest, sometimes it may be necessary to do a short exercise to train asking questions and paraphrasing (e.g., "the interview with an interesting person" – tell your partner why do you work at the university) • when describing the tools, it is of great importance to show the explanatory questions and phrases connected with revealing the needs
15 minutes	Coffee break
60 minutes	Practice of reaching one's interests and needs <ul style="list-style-type: none"> • Working in groups. Training the ways of getting to the real needs and interests basing on real cases of requests and expectations (see Presentation 2.7. as well as Handouts 2.7.)
60 minutes	Lunch break



Exemplary Scenario (for the trainer) Day 2

Planned time	Activity
135 minutes	<p>Negotiations with others. Main principles and best practices.</p> <p>Practice of the negotiations algorithm on real situations reported by the participants</p> <p>IMPORTANT: Get familiarised with the description of the method Tool coaching. Be prepared to modify the structure or use the elements of the structure in accordance with the group dynamics, timeline and other factors influencing the work-flow of the training. Sometimes it is useful to shorten the work-flow and present the algorithm in order to encourage people to train it using their real cases.</p> <ul style="list-style-type: none"> at the beginning the trainer encourages the participants to think and analyse the selected conflict situation from their experience and professional life (see Presentation 2.7) having the list of "conflict situations" completed and written down, the trainer and the group choose the situation that will be deeply analysed the one of the participants does diagnostic staging of the conversation, the other player acts as real as possible (it is essential to define the context earlier as well as define all possible behaviours of an actor) after gathering the list of assets as well as areas of improvement, the list of good practices for such a conversation is prepared it is worth supplementing the list of good practices by describing the roadblocks to communication by Thomas Gordon, Ury and Fisher principles for effective negotiation, Conflict Resolution procedure by Thomas Gordon then the negotiations algorithm is presented every participant is encouraged to train their conversation using the algorithm and known principles, whereas others participate in an exercise as an actors (e.g., work-mate) and observers (see Presentation 2.7. as well as Handouts 2.7.) every staging is equipped with analysis of strengths and areas for improvement
15 minutes	Coffee break
30 minutes	<p>Closing round</p> <ul style="list-style-type: none"> ask a couple of questions: what do you think, what are your main insights and reflections, what would you consider to change it is recommended that every participant would share their opinions and reflections




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2.7. Supplementary materials for trainers


Building positive relationships and
enhancing positive attitudes toward
diversity at work


Part 1 – Conflict resolution


SECTIONS


- 


Introduction and initial activities
- 

Introduction to the concept of conflicts and their most frequent drivers
- 

Thomas-Kilmann Model for resolving conflicts. Your approach to conflicts
- 

**“A credo for my relationships with others” by Thomas Gordon
A Behaviour Window – Gordon Model**
- 

The mechanism of negative projections and how it is linked with the conflicts
- 

The PCI Model and the ways to reach one’s interests
- 

**Practice and honing skills connected with reaching one’s interests and needs
Practice of the negotiations algorithm**



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DAY 1



Introduction and initial activities

Opening round (exemplary questions/topics)

- Name
- Vocational area (role, tasks and responsibilities)
- Private area (who I am, what I do in a spare time)
- What do I know about conflicts and conflict resolution strategies?
- What is my main objective for this meeting?
- What are my needs and expectations (in reference with the topic and schedule)?
- What would I do for myself if I were to win 1 million Euro? (* optional)

General rules for cooperation (exemplary contract)

- We call each other by name (*mandatory)
- We use the pronoun “I”, not “we”
- We respect the time
- We don’t generalise
- We do not use grand quantifiers expressions
- We do not take out personal content from the group (*mandatory)
- The “here and now” principle - we focus on the workshop (*mandatory)
- We mute our phones
- We engage in exercise rather than passively watch. We have the right to refuse to participate in an exercise
- We don’t judge (*mandatory)
- We respect each other (*mandatory)
- We are mutually responsible for the process as well as effects of the workshop (*mandatory)
- We are ready to be confronted (in a benevolent way)



Introduction to the concept of conflicts and their most frequent drivers

The Circle of Conflict model by Christopher Moore The five drivers of conflicts

Moore's Conflict Circle is a tool aimed at precisely determining the cause/drive of the conflict, and thus allowing it to be solved more easily.

Data conflict

This is the most common form of conflict. It consists in discrepancies in the information possessed, relying on false data or divergent interpretations of the set of information.

Conflict of interest

One of the key and very frequent conflicts among employees. Its cause arises from competition for specific goals or from an inability to meet needs. Conflicts of interest can be divided into 3 types:

- material
- procedural
- psychological (our unmet needs)

Structural conflict

It is a conflict caused by the structure in which people function (unclear roles, responsibilities, scope of tasks, lack of a cooperation contract). It can be the structure of the company, a specific social situation, the dominant model of culture or

environment. This is a conflict superior to the others. Until it is resolved at a structural level, the dispute will return like a boomerang.

Relationship conflict

The conflict of relations is well known to every employee in the world. At work, there are people who are more or less sympathetic. There are also those that you do not like at all. Relationship conflict is based on a negative emotional attitude towards the other person. It is associated with stereotypical perception, reluctance or simple misunderstanding. Usually, it is a conflict transferred from the sphere of interests to the sphere of relations.

Conflict of values

The conflict of values arises due to the clash of different value systems and differences in world views. At work, it may occur as a result of a different approach to professional duties, as well as a different work ethic. It's the most difficult to manage because it's related to employees' personal, deep-seated beliefs and ways of behaving.

Remember that some conflicts cannot be avoided, no matter what we do, no matter how we behave.


Your conclusions in terms of the main causes of conflicts in your university

Questions:

- familiarise yourself with the descriptions of the 5 common causes/drivers of conflicts and try to think over what causes of conflicts are the most common at your university
- ask other people (from your vocational circle) what they notice
- prepare your own list in order to present it during the discussion with participants

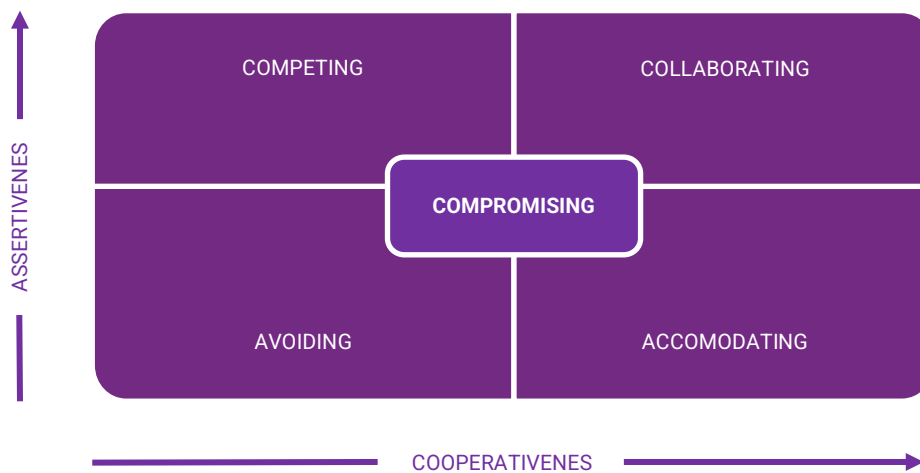
A few questions to think about and discuss with others

- What are the main causes of conflicts in your team/faculty and work environment (in terms of the circle of conflict by Moore)
- (How) are they combined with the gender dimension
- Analyse the most common difficult situations and conversations in which you participate or witness
- Exchange experiences as well as conclusions and discuss with others:
 - *How did you react to them?*
 - *What was effective and what did not help?*



Thomas-Kilmann Model for resolving conflicts. Your approach to conflicts

Thomas-Kilmann Model for resolving conflicts



Assertiveness refers to the ability to speak up and stand by your opinions.

Empathy refers to understanding another person's point of view and feelings.

Five conflict resolution strategies (cited by Gordon Training International):

Competing: high assertiveness and low empathy. We use competing as a conflict resolution strategy whenever we resort to being aggressive. Drawback: leads to negative emotions such as anger, frustration, aggression and hostility; doesn't help to build good relationships; might result in losing opportunities because the other party doesn't want to work with you anymore.

Avoiding: low assertiveness and low empathy. This means that you neither take care of your needs nor do you consider or emphasise the other party's needs or point of view. Avoiding is often seen as passive and weak. However, sometimes it seems to be the most profitable or safe way of behaving in conflict. Nevertheless, there are some "better" ways of dealing with conflict.

Accommodating: low assertiveness and high empathy. This is connected with making concessions.

Collaboration: high assertiveness and high empathy. The idea is to work together towards achieving a shared goal and fulfil everybody's needs. The main objective is to reach an agreement with each other.

Compromising: moderate level of both assertiveness and empathy. The idea is to take the middle road between opposing views. This means agreeing to specific terms and giving up on certain other items.

A few questions to think about and discuss with others

Exchange experiences as well as conclusions and discuss with others:

- To what extent are these approaches consistent with my approach to conflict, and how are they different?
- How (and when) my individual approach to conflicts may boost them and create difficulties?
- What does this mean for me? What does this expose me to? What difficulties can I experience?
- Which resolving strategy is most desirable for my team/faculty/university?
- What does this expose other people of my team to?
- How does this affect the whole organisation?



**“A credo for my relationships with others” by
Thomas Gordon
A Behaviour Window – Gordon Model**

A credo for my relationships with others

You and I are in a relationship which I value and want to keep. Yet each of us is a separate person with our own unique values and needs and the right to meet those needs.

So that we will better know and understand what each of us values and needs, let us always be open and honest in our communication.

When you are having problems meeting your needs, I will listen with genuine acceptance and understanding so as to facilitate your finding your own solutions instead of depending on mine. And I want you to be a listener for me when I need to find solutions to my problems.

At those times when your behaviour interferes with what I must do to get my own needs met, I will tell you openly and honestly how your behaviour affects me, trusting that you respect my needs and feelings enough to try to change the behaviour that is unacceptable to me. Also, when some behaviour of mine is unacceptable to you, I hope you will tell me openly and honestly so I can try to change my behaviour.

And when we experience conflicts in our relationship, let us agree to resolve each conflict without either of us resorting to the use of power to win at the expense of the other's losing. I respect your needs, but I also must respect my own. So let us always strive to search for a solution that will be acceptable to both of us. Your needs will be met, and so will mine—neither will lose, both will win.

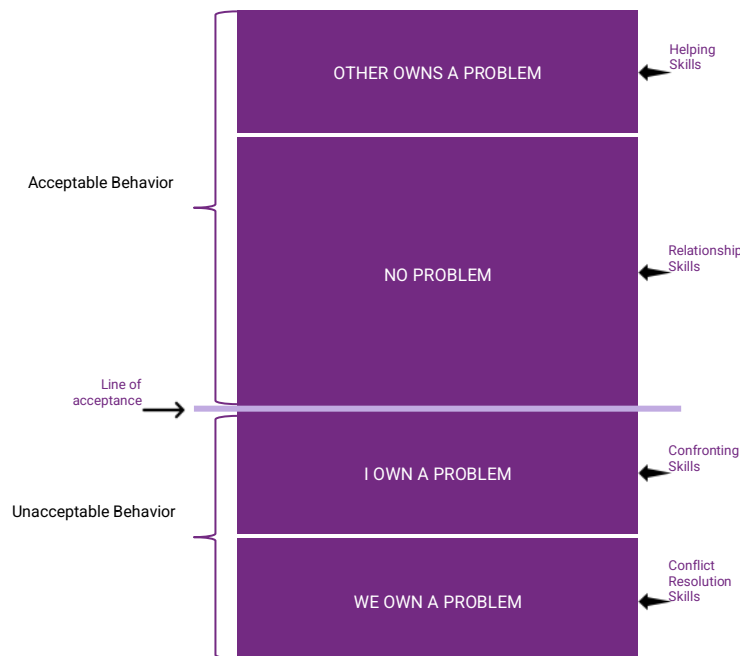
In this way, you can continue to develop as a person through satisfying your needs, and so can I. Thus, ours can be a healthy relationship in which both of us can strive to become what we are capable of being. And we can continue to relate to each other with mutual respect, love and peace.

Dr. Thomas Gordon, Copyright 1964

You may point out to the participants the following ideas:

- This credo can be a kind of basis for your relationships with others and acting in difficult situations
- You can treat it as an “assumption”/belief that will allow you to seek cooperation in difficult situations
- An assumption/conviction with which you enter into a relationship or negotiation greatly affects your actions and the goal you define (e.g., if you are convinced that it is impossible to find solutions that are good for 2 parties and you always have to make some concessions, you will probably talk to others in a such way)
- Perhaps you will want to print the above-mentioned credo and read it calmly in difficult situations (before you take action)

A Behaviour Window – Gordon Model



Task for the participants:

- Recall 2-3 difficult situations in cooperation (when something did not go well in cooperation, when you could not agree on a solution to the problem)
- What was the difficulty?
- What was the other person doing that made it difficult for you? How did you react to that?
- What behaviours might have been difficult for the other person?
- Who had a problem in these situations? What did it consist of (for you, for the other person)?

The most suitable strategies to be used depending on who owns a problem:

- “No problem area”: taking care of the relationship, the Appreciative I-Messages
- “Other’s problem area”: active listening, supporting others, asking about their needs
- “My problem area”: the Preventive I-Messages (when you see trouble coming, share your needs ahead of time), the Confrontive I-Messages
- “We own a problem area”: Conflict Resolution procedure. A six-step process: define the problem in terms of unmet needs, brainstorm to generate as many solutions as possible, evaluate solutions, decide what to do, contract and determine who does what by when, check and re-evaluate



The mechanism of negative projections and how it is linked with the conflicts

The mechanism of negative projections

Projection is a very common psychological mechanism that we all succumb to as human beings. It is unconscious, which means that most often we do not realise that we create projections and succumb to them. It appears in interpersonal communication and most often both people succumb to it, i.e., it is two-sided. Finally, projection can take a positive and a negative form.

What is projection? To put it simply, it is attributing one's own thoughts, intentions, emotions, motivations to other people with deep conviction and belief that the other person thinks, feels and experiences it exactly.

As humans, in the course of our lives, we collect various experiences, experience different emotions and generate different thoughts and beliefs about ourselves, the world around us and others. We gather experience from birth to death. We accumulate them in our memory and return to them at different times. We compare them to currently experienced situations in order to find ourselves better in them and behave adequately. We are also constantly accompanied by emotions, signalling us various dangers and mobilising us to specific behaviours. In our head, however, swirl various thoughts, opinions, assessments, conclusions and beliefs. Our brain is constantly analysing reality.

All this makes up our inner world. We can imagine it as an impermeable “bubble” whose contents are largely inaccessible to other people. We also do not have insight and access to what other people are experiencing, thinking, feeling, we are not able to look into their “bubbles”.

When two people meet, interact or communicate in any way, they can observe each other's behaviour and hear each other's statements. However, having no access to what is behind these statements or behaviours, they begin to guess it, conclude it, think about it. That's when the projection mechanism kicks in.

When seeing the behaviour or hearing the other person speak, our brain often unconsciously asks itself: “Why do they say what they say?” or “Why do they do what they do?”. We need answers to such questions in order to be able to respond adequately to the situation. Unfortunately, we can only guess what is hidden in the inner world of another person basing on our own thoughts, emotions and experiences.

The entire course of the projection mechanism often takes place in a fraction of a second and most often outside our consciousness and control. It makes us start to attribute to the other person intentions, goals, hidden motives or aspirations. Often we do not distinguish these imaginary intentions (our convictions) from the real ones, really hidden in the inner world of another person (we are sure that our thoughts are the facts).

In addition, once we succumb to projections, it is very difficult for us to free ourselves from them, correct them, and acknowledge that we have made a mistake in our assessment of reality. It is much more likely that we will start to look for elements in the behaviours or statements of the other party that, detached from the context, will fit our projection and confirm it. Everything that the other person says or does, and that could contradict our projections, we filter quite efficiently and it escapes our attention.

How to minimise negative projections?

When you are a provider of the information:

On a very general level, what we can do to limit our projections is to reduce that question mark (in terms of our intentions).

How to do it in practice, in everyday conversations with work-mates? Below you can find two fairly simple and useful tools: “Naming intentions” and “Disclosing your emotions - revealing the human face”.

Naming intentions:

As humans, we don't have access to other people's inner world. Therefore, intentions and motives so clear to you are invisible and unclear to others.

What you can actively do to minimise this ambiguity is to “name intentions”, that is, openly reveal and communicate those intentions and motives that guide you when you say or do something. Talk about what is important to you, what you care about, what you would like to avoid and what to take care of. This reduces the risk of negative projections of the other side.

To make it easier for you to reveal your intentions, below you can find a few sentence beginnings that you can use in difficult situations when there is a risk that people will attribute negative intentions of yours:

- I want you to know that...
- It is important to me...
- I care about...
- I don't want you to think that...
- I don't want you to take it as...

How to minimise negative projections?

When you are a provider of the information:

Disclosing your emotions - revealing the human face

Emotions, as something natural and human, accompany communication at every step. They are communicated directly, named, revealed or expressed in the form of a tone of voice, in gestures and non-verbal communication. Emotions have a strong impact on our messages, they affect not only how we speak, but also what we say. They also affect how we behave in a relationships.

One of the common emotions we experience as senders of a message is the fear of disclosing ourselves. Each person has a different limit of what they want to bring to the relationship and reveal to the other people. However, in certain situations, especially when we are in an exposure situation, we appear in front of a larger group or we are in a prominent role, we often have a more or less noticeable fear of negative assessment.

In such situations, intuition most often tells us to hide our state, hide it deep inside ourselves. In this way, we put on the mask of a boss, a professional, an expert who delivers their messages without emotions. However, by putting on such a mask, we lose both authenticity and consistency. In addition, hiding emotions costs us so much energy that we are not able to persevere in it for long and our emotions most often come to light, especially in non-verbal speech, in behaviour, in facial expressions.

As you probably already guessed, psychology suggests a solution completely opposite to what intuition suggests. It is worth, especially in difficult situations when you

experience emotions and feel that they influence your behaviour, to disclose these emotions, talk about them directly and openly. It is called revealing the human face.

Interestingly, revealing your emotions can not only limit the projections of your recipients, but also increases the chances of getting support and understanding from them, which can help you cope with these emotions and difficult state.

This is because, as humans, the vast majority of us are equipped with a mechanism called empathy. Empathy allows us to identify with the state of another person and triggers in us behaviours and reactions that support and protect other people. We are simply closer to someone similar to us, who experiences different emotions.

Below you can find some examples of the beginnings of sentences and phrases that you can use to reveal a “human face”:

- It is... (stupid, hard, nice, sorry, etc.) for me
- I feel... (tense, good, bad, stressed, etc.)
- I'm angry...
- I'm glad...
- I feel stupid when...
- I'm glad when...
- I get stressed when...

When you are a receiver of information:

When you do not know, what the true intentions of the other person are (you perceive only their behaviours or listen to their statements) and uncertainty arises, you may carry out the following actions:

- Ask open questions
- Clarify
- Paraphrase
- Reveal your thoughts and emotional states (name your projections)



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DAY 2



Introduction and initial activities

Opening round – Day 2 (exemplary questions/topics)

- How did you spend your evening?
- What are your main reflections from yesterday?
- Do you have any questions in terms we did yesterday?
- What are your needs and expectations in terms of the current day?



The PCI Model and the ways to reach one's interests

The PCI Model and the ways to reach one's interests

The Position – Context – Interest Model explains how what people say or behave, can be related to various important needs, ulterior motives, aspirations or interests. The PCI model can be represented by a metaphor – an iceberg.

In this metaphor, the tip of the iceberg is Position. A position is an explicit expectation, request, demand, or opinion. To put it simply, this is the answer to the question “What do I want?” Positions are open and visible. We usually express them openly and directly communicate to the others.

Just below the water, a floor lower than the site, is the context. Context is all external factors that affect the specific positions of an individual. Of course, the context is true and at the same time subjective. This means that both the arguments of one side and the other are true and relevant. Arguments from the level of context are supposed to persuade the other side over to our position.

Perhaps you know from your own experience such a situation when both sides are trying to convince each other to be right? The paradox lies in the fact that arguments, although true and important, have the power to convince and confirm the position, but only the one who puts forward the argument. This means that the longer we argue, the more attached we are to our position and the harder it is for us to hear and understand the other side's perspective. Does this mean that appealing to external arguments based on context is a bad thing? Not exactly. After all, these factors, the external context, have a real impact on what positions we express. At the same time, context is not the source of our positions. To make it easier to find a solution and reach an agreement, it is worth seeing what is hidden even deeper under water.

At the bottom of the PCI model, are hidden interests. Interests are needs, aspirations, motivations, expectations and fears hidden in the inner world of both parties, which are the source of the positions expressed. Interests answer the question “What do I want to secure for myself through this position?” or “What do I want to protect myself from thanks to such a position?”

How do interests facilitate agreement in conflict situations? This is due to two factors. First of all, for one particular interest, there are usually many different solutions,

decisions and positions that can take care of this interest. In everyday communication, we most often reach for the simplest and first solution that comes to our mind and it becomes our position. If we delve into what interests are hidden behind the position of one and the other side, we get to know them and analyse them, there is a chance that we will find other positions, closer to reconciliation or completely consistent with our perspective, which will implement these interests.

Secondly, there may be more than one interest behind each position. Some of the interests of both parties may be independent and not affect the subject matter of the dispute. Some interests may even be coherent and harmonise with each other. Both sides will want to take care of such aspirations or needs and can help each other in this. Finally, some interests may be contradictory, i.e., taking care of these needs will clash with the needs of the other party and vice versa. Having a mutual understanding of what interests are hidden behind the position of the other side, it may turn out that our seemingly contradictory positions are not so distant from each other, that in many issues we strive for the same thing, and that only a small part of our motivations clash with each other.



Practice and honing skills connected with reaching one's interests and needs Practice of the negotiations algorithm

Active listening

Active listening is a skill that requires a lot of cognitive effort and the use of several communication tools actively and consciously.

Questions

Questions are a natural form of expressing curiosity about our interlocutor. They are used to deepen and broaden the threads and topics we talk about and are a very useful tool for active listening.

The simplest division of questions concerns open and closed questions. Closed questions usually begin with the particle “whether” and the answer to them boils down to one of the alternatives: “yes”, “no”, or “I do not know” when we have doubts about the right answer.

Open-ended questions are all those questions to which the answer remains open. They allow the other side to develop their statement, to go in the direction of their choice. They usually start with pronouns: what, why, how, who, for what. Open-ended questions are useful when we really want to get to know the perspective of the other person, understand their way of thinking, get to know what is hidden in their inner world or get a broad answer to the doubt bothering us.

Examples of questions helpful to understand other person's needs:

- “Why is this important to you?”
- “What do you want to provide yourself with? ”
- “What makes you fight so hard for this? ”
- “Why do you care so much about this?”
- “What's stopping you from agreeing to this?”

- “What are you afraid of about this?”
- “What do you want to avoid by this?”
- “What do you want to protect yourself against with such a decision?”

Paraphrases

Paraphrase is a communication tool for active listening. It is a kind of quoting someone's statement using different words. In a way that modifies, develops, supplements, expands or sometimes narrows it, while maintaining the original sense of the author's statement.

Paraphrasing gives our interlocutor the feeling that they are being listened to and thus important to us in the relationship. As humans, we all like to feel important. The fact that the other person devotes their time and effort to understand us often encourages us to be more open and develop our speech, to reveal our inner world. Thus, it increases trust and builds positive capital for relationships.

One of the most popular phrases that begin a paraphrase is the phrase: “I understand that...” and all its forms of the type: “From what I understood, this...” or “If I understand correctly, then...”.

Apart from the phrase “I understand that...” other useful beginnings of sentences to paraphrase include:

- “You say that...”
- “From what you said, it seems that...”
- “You mean that...”
- “I guess you mean...”
- “I'm guessing you mean...”

The sentence beginnings discussed here are a good basis for effective paraphrase, but they need to be supplemented with the content of what we have heard, understood and perceived in the other person's message. It is the content that determines how much the paraphrase will retain the sense of our interlocutor's message.

Practice and honing skills connected with reaching one's interests and needs

1. Ordering, Directing, Commanding

("You have to...", "You must...", "You will...") Clearly, power-based responses like this show neither empathy for the team member nor acceptance of his/her strong feeling. Such responses very frequently stop further communication immediately, denying the leader any chance of learning why the team member is upset. Such responses convey that the leader wants to be in charge, so they have no place in a consensual and collaborative relationship. Orders, directives and commands are typically used by authoritarians who do possess power. They carry a high risk of making team members feel they are being treated like children. Most people resent such controlling commands and often retaliate against the leader who uses them.

2. Warning, Threatening, Admonishing

("If you don't, then...", "You'd better or...", "Stop that, or I'll...") Messages in this category certainly don't convey acceptance or empathy of the team member's feeling. Like orders and commands, this Roadblock also can cause resentment and resistance. Team members are likely to respond to warning and threats with an attitude of "How do you know?" or "Who says so?"

3. Moralising, Preaching, Shoulds and Oughts

("What you really should do is...", "You ought to...", "It's your responsibility...") Telling team members what they should or ought to feel or do is seldom helpful. Such messages bring to bear on others the pressure of some external and often unknown authority-duty, obligation, religion. People frequently respond to such "shoulds", "oughts", and "musts" by resisting and defending their own postures even more strongly. These messages can communicate to team members that you do not trust their ability to judge ideas and values for themselves, so they should accept what others deem right. They may also cause feelings of guilt in team members.

Moralising messages do not communicate empathic understanding and acceptance. In fact, they convey criticism (“You ought to know better”). Like other authority-based responses, these have a high risk of blocking further communication and harming the relationship since they convey that the team member is not as wise as the moraliser.

4. Advising, Giving Solutions, Suggesting

(“What I would do is...”, “Why don’t you...”, “Let me suggest...”)

At first glance, advice may not seem like a roadblock. But it is when given as a response to a message that signals the team member has a strong feeling, a need or a problem. It communicates a lack of confidence in the team members’ ability to solve their own problems. Further, it prevents them from thinking through a problem, considering alternative solutions and trying them out. Offering advice and suggestions can cause dependency and resistance.

5. Using Logic, Arguing

(“Doesn’t it make sense that if...”, “Here’s where you’re wrong...”, “The facts are...”)

These are attempts to influence the team member with facts, counterarguments, logic, information or your own strong opinions. When you take on such a persuasive role, it’s difficult to stop instructing or using arguments, yet this kind of “teaching” often makes team members feel you’re seeing them as inferior, subordinate or inadequate. Logic and facts often make others very defensive and resentful. People seldom like to be shown they’re wrong. Usually, it makes them defend their positions even more strongly. They often go to great lengths to discount your “facts”. They may even ignore your facts and assume an “I don’t care what others say” attitude. Heavy pushing doesn’t build effective relationships with team members, nor does it encourage them to keep talking.

6. Criticising, Judging, Blaming

(“You aren’t thinking clearly...”, “You have nobody to blame but yourself...”, “I couldn’t disagree with you more...”)

Hearing others’ problems often tempts us into making negative judgments or evaluations of them. These messages, probably more than any of the others, will make team members feel defensive, inadequate, inferior, stupid,

unworthy or bad. Criticisms and negative evaluations also help shape others' self-concepts. As we judge others, so will they judge themselves. Negative criticism also evokes counter-criticism. Negative evaluations will strongly influence team members to keep their feelings to themselves. They quickly learn that it isn't safe to reveal their problems. People hate to be judged negatively, so they usually respond defensively to protect their self-images. Often they become angry and feel hostile toward the blamer, especially if the evaluation happens to be correct.

7. Praising, Agreeing, Supporting

("I think you did exactly the right thing!", "I couldn't agree more...", "The same thing happened to me...")

We often think that a positive evaluation or agreement will help team members feel better, keep talking and get over their problems. Contrary to the common belief that such support is always beneficial, it often has very negative effects on a person with negative feelings and problems. A positive evaluation that does not fit the other's self-image may also evoke denial. People also infer that if we can judge them positively, we can just as easily judge them negatively some other time. Also, if praise is frequent, its absence may be interpreted as criticism. Praise is often felt to be manipulative, a subtle way of influencing others to do what you want them to do. And if you praise a lot, you run the risk of making people so dependent on your praise that they cannot function without constant approval from you.

8. Labelling, Name-Calling, Ridiculing

("You're being a worry-wart...", "You men always think...", "Okay, Miss Know-It-All...") These responses are bound to make team members feel foolish, inferior or wrong. Such messages can have very damaging effects on their self-image. People most frequently respond to them by being defensive: "I'm not macho". Name-calling can provoke so much defensiveness that team members respond by arguing or fighting back rather than taking a close look at themselves. These commonly employed responses have a high risk of irritating team members by putting them down rather than conveying acceptance and empathy.

9. Analysing, Interpreting, Diagnosing

(“You’re just trying to...”, “What your problem is...”, “You probably feel that way because...”)

Such responses tell others what you think their motives are or why they’re doing or saying something. Analysing can communicate that you think you have them all figured out and can diagnose their motives which can be very threatening to them. If the analysis is accurate, which it rarely is, the team member may feel embarrassed at being exposed. If the analysis is wrong the team member could become hurt, angry and resistant. When we play the role of amateur psychoanalyst and analyse and interpret, we often communicate to others that we think we are superior to them. Such messages usually block communication with others and they are very likely to damage relationships.

10. Reassuring, Sympathising, Consoling

(“Don’t worry...”, “Look on the bright side...”, “Everyone goes through this...”)

Reassurance and sympathy are used far too much in dealing with team members. It is very tempting to try to make others feel better by talking them out of their feelings, minimising their difficulties, denying the seriousness of their problems. Such messages are not as helpful as most people think. To reassure team members when they have a problem may only convince them that you don’t really understand (“You wouldn’t say that if you knew how strongly I feel”). We often reassure others because we’re uncomfortable with hearing their strong negative feelings so we want to avoid hearing them. Such messages tell others that you can’t accept what they are feeling so bad about. Also, people can easily interpret reassurances as a subtle and indirect attempt to change them.

11. Questioning, Probing, Interrogating

(“Why did you do that?...”, “And then what did you say?...”, “Did you let your supervisor know?...”)

When team members’ messages clearly indicate they are having some kind of problem that is generating strong feelings, then probing questions can be strong roadblocks and can damage the relationship. Probing questions ignore the feeling the team member is experiencing which can be interpreted by him/her as a lack of understanding or caring.

In fact, probing questions are often consciously used when one doesn't want to deal with a person's feelings. Probing questions also convey that the questioner is taking over the problem-gathering the relevant facts to help find a solution rather than Active Listening to facilitate the team member's own problem-solving process. Not only do probing questions shift the locus of responsibility from the team member to the leader but they also limit the team member's area of freedom to talk about whatever s/he feels is relevant and important. If you ask people closed-ended probing questions, all you will get is an answer, nothing more. In other words, probing questions program the team member's next message as clearly as if the leader said, "I don't want to hear anything else from you other than the answer to what I just asked".

12. Avoiding, Diverting, Ignoring

("I'd rather not talk about it...", "That's your problem...", "You think you've got problems..."). This category includes messages that convey a strong desire to withdraw or a wish to distract the person from the problem through ignoring, joking or changing the subject. Such messages clearly communicate lack of interest in the way the team member is, here and now. They also convey lack of respect for a person's feelings. Team members are generally quite serious and intent when they get the courage to talk about their feelings. If they hear a response that diverts or ignores them, it can make them feel hurt, rejected, belittled, frustrated or angry. Putting team members off or diverting their feelings may for the moment appear successful, but unacknowledged feelings do not usually go away. Psychotherapists have proven that feelings not acknowledged and accepted often come up again and again. When leaders fail to acknowledge messages of their team members and proceed to change the subject, this can seriously damage a relationship.



Chosen definitions and terms:

<https://www.gordonmodel.com/work-roadblocks.php>

The resolving conflicts

Step I. Identifying and Defining the Problem.

This is a critical step in problem-solving. First, work for an understanding of O's point of view, his concerns and his underlying needs. Active Listen to ensure that you understand. Avoid any of the Communication Roadblocks. Secondly, express your statement of the problem in a way that does not communicate blame or judgment. Sending I-Messages is always the most effective way of stating a problem. Frequently, it will take a while to get the problem or conflict defined accurately. O may need some time to get feelings out. O may initially get angry or defensive. This is the time to use Active Listening. O must have a chance to vent feelings; otherwise he will not be ready for the remaining steps. Don't be in a hurry to get to Step II. Be sure you understand O's point of view, and be sure you state yours accurately and congruently. Don't understate your own feelings. If you do, O may not feel very motivated to enter into problem-solving.

Frequently, a problem will get redefined as it is discussed—the initial statement of the problem may turn out to be superficial. O's statement of feelings may cause you to see the problem in a new light.

Before moving to Step II, be sure both of you accept the definition of the problem. Test this out—ask if O accepts that this is the problem you both are going to try to solve. Are both sets of needs accurately stated? Don't define the problem as a conflict between competing solutions. Define it in terms of conflicting needs and then generate your solutions. Lastly, make certain O understands clearly that you both are looking for a solution that will meet both sets of needs, one that will be acceptable to both—nobody is to lose.

Step II. Generating Alternate Solutions.

This is the creative part of problem-solving. It is frequently hard to come up with a good solution right away. Initial solutions are seldom adequate, but they may stimulate better ones. Ask O first for possible solutions—you'll have plenty of time to offer yours. At all costs, avoid being evaluative and critical of O's solutions. Use Active Listening. Treat O's ideas with respect. Try to get a number of possible solutions before evaluating or discussing any particular one. Discourage evaluation until a number of possible solutions are proposed. Remember you are trying to generate good solutions, not just any solution. If things get bogged down, state the problem again. Sometimes this will

start the wheels turning. Generally, it will become apparent when to move into Step III—after you have come up with a number of reasonably feasible solutions or when one solution appears to be far superior to the others.

Step III. Evaluating the Alternate Solutions.

This is the stage of problem-solving where you must take special care to be honest; and of course you want O to be honest, too. Both of you will want to do a lot of critical thinking. Are there flaws in any of the possible solutions? Any reason why a solution might not work? Will it be too hard to implement or carry out? Is it fair to both? Use Active Listening. In evaluating the solutions already generated, one of you may think of a brand-new one, better than any of the others. Or you'll hit on a modification that improves an earlier idea. If you fail to test solutions at this stage, you'll increase the chance of ending up with a poor solution, or one that will not be carried out earnestly.

Step IV. Decision-making.

A mutual commitment to one solution is essential. Usually when all the facts get exposed, one clearly superior solution stands out. Don't make the mistake of trying to persuade or push a solution on O. If O doesn't freely choose a solution acceptable to him, chances are it will not be carried out. When it appears that perhaps you are close to a decision, state the solution to make certain you both understand what you are about to decide.

Step V. Implementing the Solution.

It is, of course, one thing to arrive at a creative solution, another to carry it out. Immediately after a solution has been agreed upon, it is generally necessary to talk about implementation.

WHO does WHAT by WHEN? The most constructive attitude is one of complete trust that O will faithfully carry out the decision, rather than to raise the question of what is to be done if O doesn't. So it is not wise to talk about penalties for failure to implement a solution at this time. However, if O fails to carry out his end of the agreement, confront with I-Messages. You also may be able to offer suggestions to help O remember what is

to be done. Don't fall into the trap of constantly reminding O to carry out tasks—O would then grow dependent on your reminders rather than assume full responsibility for his own behaviour. Persons unaccustomed to Method III problem-solving in the past may at first be lax in carrying out the solution, especially if they have been used to Method II. Be prepared to do a lot of confronting until they get the idea that you are not going to permit them to “get by”. Don't delay too long before confronting them.

Step VI. Follow-up Evaluation of the Solution.

Not all solutions from Method III problem-solving turn out to be the best. Sometimes you or O will discover weaknesses in the solution, in which case the problem should be returned for more problem-solving. Sometimes it is important to ask how O feels now about the solution. Both of you should have an understanding that decisions are always open for revision, but that neither of you can unilaterally modify a decision. Modifications have to be mutually agreed upon, as was the initial decision.



Chosen definitions and terms:

<https://www.gordontraining.com/leadership/the-ultimate-guide-to-resolving-conflicts>



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2.7. Handouts

Building positive relationships and
enhancing positive attitudes toward
diversity at work

Part 1 – Conflict resolution



A Credo for My Relationships with Others

You and I are in a relationship which I value and want to keep. Yet each of us is a separate person with our own unique values and needs and the right to meet those needs.

So that we will better know and understand what each of us values and needs, let us always be open and honest in our communication.

When you are having problems meeting your needs, I will listen with genuine acceptance and understanding to facilitate your finding your own solutions instead of depending on mine. And I want you to be a listener for me when I need to find solutions to my problems.

At those times when your behavior interferes with what I must do to get my own needs met, I will tell you openly and honestly how your behavior affects me, trusting that you respect my needs and feelings enough to try to change the behavior that is unacceptable to me. Also, when some behavior of mine is unacceptable to you, I hope you will tell me openly and honestly so I can try to change my behavior.

And when we experience conflicts in our relationship, let us agree to resolve each conflict without either of us resorting to the use of power to win at the expense of the other's losing. I respect your needs, but I also must respect my own. So let us always strive to search for a solution that will be acceptable to both of us. Your needs will be met, and so will mine—neither will lose, both will win.

In this way, you can continue to develop as a person through satisfying your needs, and so can I. Thus, ours can be a healthy relationship in which both of us can strive to become what we are capable of being. And we can continue to relate to each other with mutual respect, love and peace.

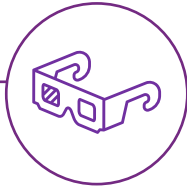
Dr. Thomas Gordon, Copyright 1964



A Credo for My Relationships with Others

A few questions to think about:

- What do you think about this Credo?
- How much does this Credo suit you?
- How much would you like to function in your relationships in such way?
- How important can this be for your colleagues?
- How exactly do your relationships look in terms of Thomas Gordon's Credo (are they similar or different)? Take into account the most challenging relationships.



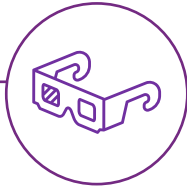
A Projection Mechanism – A few Topics to Discuss

Think about yourself and try to write down true endings of these sentences in order to help others get to know you better.

This exercise (taken among the participants) can help you to prepare to minimise projections among your teams and in daily collaboration.

- It is important for me in relations with colleagues/in cooperation with others to...
- It is difficult for me in relations with colleagues/in cooperation with others to...
- I get stressed when my co-workers...
- Other people may perceive me as...

After 10 minutes of consideration and preparation, find another person (it will be best if you do not already know him/her/them) and discuss the above-mentioned topics (trying to disclose yourself as well as trying to listen attentively the other person in order to get to know them better).



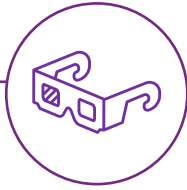
A Projection Mechanism – Tasks To Do In A Daily Life

Task #1:

- Have you ever discussed these topics with your subordinates/colleagues/management? (It is important for me in relations with colleagues/in cooperation with others to...; It is difficult for me in relations with colleagues/in cooperation with others to..., I get stressed when my co-workers...; Other people may perceive me as...)
- Do these people know the answers to these questions?
- Do you know the answers to these questions about the above-mentioned people?
- If not, what are you exposed to?
- Whether, when, with whom can you try to discuss these topics?

Task #2:

- Think about two or three difficult communication situations from the last months or weeks
- Please think about what projections your interlocutor could have had about you in these situations? What could they have thought of you?
- What intentions did they attribute to you?
- Write down these potential projections of your interlocutor, and then next to these projections write down in full sentences what intentions you could have revealed in that situation (what exactly to say?) to minimise the projections.
- Also write down a sample statement naming the emotions that accompanied you at that moment and that could trigger the empathy of your interlocutor.



A Projection Mechanism – Tasks To Do In A Daily Life

Task #3:

- On the basis of the same situations (or other, important for you), please think what are your projections towards the interlocutor?
- What does this person do/say/react that makes you think of them this way?
- What other (more neutral or positive) motives and intentions might be behind the person's behaviour?
- What can you do in the near future to minimise your projections? What questions are there to ask?
- Write them down.



Reaching The Real Interest of Others – Training

Go back to the list of “conflict situations” from your (and the whole group’s) life and experience.

Choose the situation you would like to analyse, based on your needs and these cases, that are important and difficult for you.

Prepare to conduct a conversation. Write down your conversation using the algorithm. After finishing it, train the conversation with the below-presented structure.



A. YOU
 Negotiates, moderates, holds the structures of the algorithm



B. COWORKER
 Reacts naturally, does not hinder



C. OBSERVER:
 You give feedback to person A after the exercise

IMPORTANT!!! The order in which the exercise should be discussed after finishing every round

1. - A - How was the conversation conducted? What am I happy with? What I can do better (in future)?
2. - B – How did the A person talk? What behaviours of the negotiator served to get along and agree? What hindered it for me? What hindered this conversation?
3. - C – What were the assets of person A? What was risky or less profitable?

REMEMBER:

After the conversation and discussion, the roles in the threes are changed and the round starts again.

So there will be 3 rounds of training and discussion.



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2.7. Presentation

Building positive relationships and
enhancing positive attitudes toward
diversity at work
Part 1 – Conflict resolution

Building positive relationships and enhancing positive attitudes toward diversity at work, part 1 – Conflict resolution



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Aims of the workshop



- improving knowledge and awareness about the phenomenon of conflict
- honing skills helping to meet the interests of both sides of a conflict
- exchanging ideas and experiences
- self-development
- getting answers for important questions



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Schedule of the workshop

- introduction and initial activities
- introduction to the concept of conflicts and their most frequent drivers
- assessment of the most common causes/drivers of conflicts in participants' organisation
- Thomas-Kilmann Model for resolving conflicts. Your approach to conflicts
- "Credo for my relationships with others" by Thomas Gordon
- the Behaviour Window Model by Thomas Gordon
- the mechanism of negative projections and how it is linked with the conflicts
- the PCI Model and the ways to reach one's interests
- practice of attaining one's interests and needs
- negotiations with others, main principles and best practices
- practice of the negotiations algorithm




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RESET logo in top left and bottom left corners.

DAY 1

Bottom left: European Union logo and text: "This project has received funding from the European Union's Horizon 2020 Framework Program for Research and Innovation under Grant Agreement no 101006560."

Bottom center: "Redesigning Equality and Scientific Excellence Together"

Bottom right: "26/11/2021" and "4"



RESET logo in top left and bottom left corners.

Opening round



Bottom left: European Union logo and text: "This project has received funding from the European Union's Horizon 2020 Framework Program for Research and Innovation under Grant Agreement no 101006560."

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RESET logo in top left and bottom left corners.



General rules for cooperation

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The Circle of Conflict - model by Christopher Moore

Relationship Conflicts

1. Miscommunication
2. Strong emotions
3. Denial/lying
4. Repetitive negative behavior

Data Conflicts

1. Lack of information
2. Misinformation
3. Differing views on data relevance
4. Differing interpretations

Interest Conflicts

1. Perceived or actual conflict over interest
2. Procedural interests
3. Psychological interests

Value Conflicts

1. Different ways of life, ideologies, world view, etc.
2. Different criteria for evaluating ideas

Structural Conflicts

1. Unequal authority
2. Unequal control of resources

"Conflict is a manifestation of life, where there are two people, there is a conflict". M. Rosenberg

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Thomas-Kilmann model for resolving conflicts

ASSERTIVENES

COMPETING **COLLABORATING**

COMPROMISING

AVOIDING **ACCOMODATING**


COOPERATIVENES

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An in-depth analysis of the approach to conflicts

- How was conflict handled in my family home?
- What do I feel and think when I experience conflict?
- How are conflicts dealt with in my team?
- To what extent are conflicts desirable? To what extent is the swift resolution of conflicts being sought?
- Which resolving strategy is most desirable for my team/faculty/university?

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A credo for my relationships with others (Thomas Gordon)

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In this way, you can continue to develop as a person through satisfying your needs, and so can I. Thus, ours can be a healthy relationship in which both of us can strive to become what we are capable of being. And we can continue to relate to each other with mutual respect, love and peace.



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A few questions concerning the Credo by Thomas Gordon


- What do you think about this Credo?
- How much does this Credo suit you?
- How much would you like to function in your relationships in such a way?
- How important could this be for your colleagues?
- What exactly do your relationships look like in terms of Thomas Gordon's Credo (are they similar or different)? Take into account the most challenging relationships



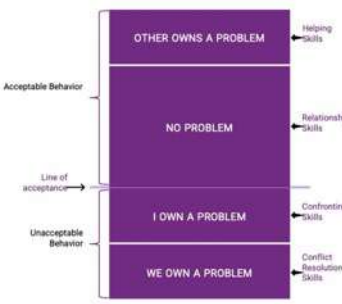
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A Behaviour Window – Gordon Model



Acceptable Behavior

Line of acceptance


Unacceptable Behavior

OTHER OWNS A PROBLEM → Helping Skills

NO PROBLEM → Relationship Skills

I OWN A PROBLEM → Confronting Skills

WE OWN A PROBLEM → Conflict Resolution Skills



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A projection mechanism

FORMULA: + + + =

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A projection mechanism – a few topics to discuss

- It is important for me in relations with colleagues/in cooperation with others to...
- It is difficult for me in relations with colleagues/in cooperation with others to...
- I get stressed when my co-workers...
- Other people may perceive me as...

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Two important mechanisms helping to gain openness in our relationships

- **The rule of reciprocity:** a psychological mechanism that leads us to "give" to others what we have received from them
- **Modeling:** the process of learning from others by observing what they do or how they behave

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Model of Position - Context - Interest

POSITION
(what do I want? What I don't want? what do I think?)

CONTEXT
(external factors, arguments, facts)

INTEREST
(hidden needs, motives, aspirations, what do I want to provide? What do I want to avoid??)

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How to reach the real needs and interests of your colleagues?

Questions


Paraphrases

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Questions helpful to achieve interests (motives and needs)


- Why is this important? Why is this important to you?
- What do you want to achieve by this?
- What would happen if you didn't achieve it?
- What do you want to avoid?
- What are you afraid of?
- What's bothering you?
- What will it protect you from?
- What will it do for you?
- What makes you come to me with this right now?
- Why do you think this is necessary?
- How will it improve your work/help you? What will it do for you?
- Why do you care about it?

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Phrases helpful to reveal your interests (motives and needs)

- I want to assure myself...
- I want to guarantee myself...
- I want to be sure/guaranteed...
- I care about fulfilling the tasks for which I am responsible...
- I want to avoid...
- I want to minimise the risk...
- I don't want to expose myself to...
- I want to increase the chance of...




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Training




A. COWORKER:
You ask about the needs of the other person





B. YOU
You make a request (at the level of your position)




C. OBSERVER:
Gives feedback to Person A after the exercise

IMPORTANT!!! The order in which the exercise should be discussed after finishing every round

1. - A - How was the conversation conducted? What am I happy with? What I can do better (in future)?
2. - B - How did Person A talk? What questions and paraphrases of Person A helped to reach my needs? What hindered this conversation?
3. - C - What were the assets of Person A? What was risky or less productive?

REMEMBER:
After the conversation and discussion, the roles in the threes are changed and the round starts again.
So there will be 3 rounds of training and discussion.




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The main conclusions of the exercise

- What was easy or difficult in terms of this experience?
- What made it easier or more difficult for you to reach the important interests of your interlocutor?




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Preparing for conflict resolution - a few questions to think about

Think and analyse the selected conflict situations from your experience and professional life

- Choose a situation that involved a conflict between two people, and it would be good if it was a situation in which you were a party to the conflict
- What was the conflict about? What was the context?
- Who participated (besides you)?
- What was the subject of the dispute?
- What were the positions of both sides?
- What interests did the parties fight for?
- What did they want to achieve or avoid?



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A list of "conflict situations" from your life and experience




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Preparing for simulation


My position: xyz	Position of the other party: xyz
My interests:	Interests of the other party:
1. xyz	1. xyz
2. xyz	2. xyz
3. xyz	3. xyz
The aim for the conversation: xyz	
The effects:	
Reactions of the other side:	



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The most important conclusions from the simulation


- What has been helpful?
- What made the conversation difficult?



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The roadblocks to communication by Thomas Gordon

1. Ordering
2. Warning
3. Moralizing
4. Advising
5. Using Logic
6. Criticizing
7. Praising
8. Labeling
9. Analyzing
10. Reassuring
11. Questioning
12. Avoiding

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Ury and Fisher principles for effective negotiation


1. Separating people from the problem
2. Focusing on interests rather than positions
3. Generating a variety of options before settling on an agreement
4. Insisting that the agreement be based on objective criteria




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Conflict Resolution by Thomas Gordon

1. Define the problem in terms of unmet needs
2. Brainstorm to generate as many solutions as possible
3. Evaluate solutions
4. Decide what to do
5. Contract and determine who does what by when
6. Check and re-evaluate



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Conducting negotiations algorithm

1. Start by revealing your "intention" and "human face". Build mutual trust, ensure transparency of communication. Establish and contract rules on which you will resolve problems with your partner
2. Reach and determine the needs and interests (yours and your partner)
3. Define the problem in terms of unmet needs. Ask the question: 'what can we do together to take care of it all?'
4. Generate as many solutions as possible
5. Evaluate solutions and look for solutions that will meet the needs of both sides
6. Contract who does what by when
7. Appreciate the positives throughout the negotiation process. Take care of mutual satisfaction



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Conducting negotiations algorithm - training



A. YOU
Negotiates, moderates, holds the structures of the algorithm





B. COWORKER
Reacts naturally, does not hinder



C. OBSERVER:
Gives feedback to the person A after the exercise

IMPORTANT!!! The order in which the exercise should be discussed after finishing every round

1. - A - How was the conversation conducted? What am I happy with? What I can do better (in future)?
2. - B - How did the A person talk? What behaviours of the negotiator served to get along and agree? What hindered it for me? What hindered this conversation?
3. - C - What were the assets of person A? What was risky or less profitable?


REMEMBER:
After the conversation and discussion, the roles in the threes are changed and the round starts again. So there will be 3 rounds of training and discussion.




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The main conclusions of the exercise




- What was easy or difficult about the experience?
- What made it easier or more difficult for you to reach the important interests of your interlocutor?



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Individual action plan

Choose those things you can change about yourself (what you can do differently, more/less):

- How much you might want to change it?
- How important this change is for you (and others), what benefits it can bring?
- What difficulties might you experience?
- How you can react to them/how to minimise them/who can help you?
- What is your first step? What will you do tomorrow?



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Closing round




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MODULE 2.8

**Building positive relationships and
enhancing positive attitudes toward
diversity at work**

**Part 2 – Ego states and units of
recognition**

Topic

2.8 Building positive relationships and enhancing positive attitudes toward diversity at work

Part 2 – Ego states and units of recognition



Toolbox goal:

- knowledge
- skills
- attitudes



Participants:

- Top and middle management
- Researchers
- Teachers
- Administration staff
- PhD students, students



Recommended form of training:

Synchronous face-to-face or online training



Form of basic training:

Webinar or synchronous online training



Duration of recommended form of training:

14h (2x7h with 1-hour lunch break each day)



Duration of basic training:

4h



Main objective:

Improving knowledge and awareness about the ways to build positive relationships

Specific objectives:

- improving knowledge and awareness about the phenomena of ego states and strokes (units of interpersonal recognition)
- recognizing hunger need and its importance while being in relation with others



Learning results Educational effects

The participant:

- is aware of his or her dominant ego state and the way the ego state influences interactions and relations
- has knowledge of the phenomena of stroke and types of units of recognition
- is aware of the consequences of using positive or negative strokes
- has knowledge of the main mechanisms and practices that can help to gain more satisfactory relationships
- is aware of his or her stroke economy and its influence on giving and receiving strokes when interacting with others
- is able to effectively use a couple of methods that are helpful in giving and receiving strokes



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2.8. Scenario

Building positive relationships and
enhancing positive attitudes toward
diversity at work

Part 2 – Ego states and units of
recognition



Exemplary Agenda (for the participants) Day 1

Planned time	Activity
9.00 – 10.00	Introduction and initial activities
10.00 – 10.45	Introduction to Transactional Analysis - the basics of TA
10.45 – 11.00	Coffee break
11.00 – 12.15	The ego-state model (PAC model) and self – assessment of the individual's ego-states
12.15 – 13.15	The Existential Positions in terms of TA and self – assessment of the individual's preferred life positions
13.15 – 14. 15	Lunch break
14.15 – 15.15	Strokes in TA, types and examples of strokes
15.15 – 15.30	Coffee break



Exemplary Agenda (for the participants) Day 2

Planned time	Activity
9.00 – 9.30	Opening round
9.30 – 10.30	Mechanisms referring to strokes and best practices useful in building satisfactory relationships
10.30 – 10.45	Coffee break
10.45 – 12.15	The stroke economy by Claude Steiner
12.15 – 13.15	Lunch break
13.15 – 15.15	Practice and honing skills connected with stroke exchange
15.15 – 15.30	Coffee break
15.30 – 16.00	Closing round



Exemplary Scenario (for the trainer) Day 1

Planned time	Activity
<p>General tips:</p> <p>Below you can find the basic scenario of the workshop. Follow the guidelines and recapitulate the tasks / topics listed therein. At the same time observe the group and its needs - in some cases (if time permits) you can propose additional exercises, energiser, discussion etc.</p> <p>The theoretical content and the framework of the presentation is placed in appendix (Supplementary materials, Handouts and Presentation).</p>	
60 minutes	<p>Initiatory (initial) activities:</p> <ul style="list-style-type: none"> • Introduction of the trainer • Goals of the meeting <ul style="list-style-type: none"> • explain the goals and point out that the main emphasis would be put at the increasing awareness of the participants • include the information about RESET Project and its general aims • Agenda of the meeting • Opening round (possibility to get to know one another) <ul style="list-style-type: none"> • (see Supplementary materials 2.8 – Questions for the opening round) • create a space for getting to know each other better • ask for participants’ needs and expectations about the training and post identified needs on the flipchart on the wall • include the specific expectations of the participants within the programme (if possible) or give some tips where to find information about requested issues • Contract with participants <ul style="list-style-type: none"> • co-create the contract for the meeting with participants. If some important elements are missed add the most essential points (see Supplementary materials 2.8 – Exemplary contract). • place the rules in a visible place for the whole meeting.
45 minutes	<p>Lecture and discussion with participants (see Supplementary materials 2.8):</p> <ul style="list-style-type: none"> • it is worth defining TA and pointing out the key assumptions of this approach • some information could be presented in shorter way (just as a reminder) or in a more detailed way (in order to make a solid ground for the oncoming information) <p>An introduction to Transactional Analysis/reminding the basics of TA: Psychological Needs (Hungers), Time structuring - six modes of time structuring: withdrawal, rituals, pastimes, activities, games, intimacy</p>
15 minutes	Coffee break



Exemplary Scenario (for the trainer) Day 1

Planned time	Activity
30 minutes	<p>Lecture and discussion with participants:</p> <ul style="list-style-type: none"> • Basic definition of the ego-state model (PAC model) <ul style="list-style-type: none"> • during discussion try to ask participants to recall patterns of their behaviour matching the particular ego state • point out that every human-being has all three ego states, but they are particularly developed and may differ considerably among people, e.g., some of us have an extremely developed "Parent" ego state, whereas for others the "Child" ego state may dominate • the main idea is to be aware of the states that are overdeveloped and those that are underdeveloped
45 minutes	<p>Self – assessment of the individual's ego-states</p> <ul style="list-style-type: none"> • every participant gets the separate materials (see Supplementary materials 2.8 and 2.8 Handouts – assessment of the individual's ego-states) and is asked to reflect about oneself and write down their own conclusions <p>Working in pairs/threes and exchanging ideas</p>
15 minutes	<p>Lecture and discussion with participants:</p> <ul style="list-style-type: none"> • Basic definition of the Existential Positions in terms of TA <ul style="list-style-type: none"> • during discussion try to ask participants to recall patterns of their thinking about themselves as well as others matching to the particular life positions • point out that these are the basic beliefs about self and others, it is worth emphasising that we do not stay in one life position all the time, they can change from minute to minute, but each of us has a favourite position in life and spends most of the time in it while being in the script action (in a stressful situation) • the main idea is to be aware of one's preferred position in order to assess the probability of putting oneself up or down in relationships and conflict situations
45 minutes	<p>Self – assessment of the individual's preferred life positions</p> <ul style="list-style-type: none"> • every participant gets the list of questions to reflect (see Supplementary materials 2.8 and 2.8 Handouts – self – assessment of the individual's preferred life positions) and is asked to reflect about oneself and write down their own conclusions <p>Working in pairs/threes and exchanging ideas</p>
60 minutes	Lunch break



Exemplary Scenario (for the trainer) Day 1

Planned time	Activity
15 minutes	<p>Lecture and discussion with participants:</p> <ul style="list-style-type: none"> • Basic definition of strokes in TA, types and examples of strokes <ul style="list-style-type: none"> • during discussion try to ask participants to engage in discussion and ask them about some examples of described types of strokes • point out that people need strokes to survive physically and psychologically • point out that feedback is an example of positive conditional stroke • point out that genders (due to cultural rules) differ in terms of giving and receiving strokes (especially in the workplace) • the main idea is to be aware of types of strokes in order to gain a deeper understanding of mechanisms referring to strokes and best practices useful in building satisfactory relationships
45 minutes	<p>Working in groups about:</p> <ul style="list-style-type: none"> • providing examples of strokes (based on the experience and business relationships of Participants, see Supplementary materials 2.8 – Example of strokes as well as Handouts) • exchanging the observations and reflections in terms of common as well as rarely noticed strokes among teams/faculties and organisation of Participants, see Supplementary materials 2.8 – a few questions to think about and discuss)
15 minutes	Coffee break
30 minutes	<p>Closing round</p> <ul style="list-style-type: none"> • ask a couple of questions: what do you think, what are your main insights and reflections, what would you consider changing? • It is recommended that every participant share their opinions and reflections



Exemplary Scenario (for the trainer) Day 2

Planned time	Activity
30 minutes	Opening round (see Supplementary materials 2.8 – Questions for the opening round – Day 2)
60 minutes	<p>Lecture and discussion with participants:</p> <ul style="list-style-type: none"> • Mechanisms referring to strokes and best practices useful in building satisfactory relationships <ul style="list-style-type: none"> • during discussion put a great emphasis on point no. 3 (you may also show the video by John Gottman, https://www.youtube.com/watch?v=AKTyPgwfPgg&t=2s&ab_channel=TheGottmanInstitute) as well as point no. 5 • explain carefully every point asking participants for their opinions <p>Working in pairs/threes and exchanging ideas (ask the groups some questions, see Supplementary materials 2.8 – Mechanisms referring to strokes – a few questions to think about and discuss)</p>
15 minutes	Coffee break
45 minutes	<p>IMPORTANT: before starting this exercise it is recommended that you should think over the specificity of strokes exchange referring to national and socio-cultural contexts and write down your conclusions. Be prepared to expand the topic with your ideas and perspective (when gathering the conclusions of the participants).</p> <p>Lecture and discussion with participants:</p> <ul style="list-style-type: none"> • The stroke economy by Claude Steiner, 5 myths (unhelpful rules) about how we give and receive strokes, that we learn from our parents/elders <ul style="list-style-type: none"> • during discussion give exemplary convictions and script messages that may have influenced the particular myth • point out the main differences between genders in terms of stroke economy and the convictions build because of cultural context • In-depth discussion about the specificity of strokes exchange referring to national and socio-cultural contexts



Exemplary Scenario (for the trainer) Day 2

Planned time	Activity
45 minutes	<p>Self – assessment of the individual's stroke economy</p> <ul style="list-style-type: none"> every participant gets the separate reflection sheet (see Supplementary materials 2.8 and 2.8 Handouts – Stroke economy) and is asked to reflect about oneself and write down their own conclusions <p>Working in groups and exchanging the ideas about their reflections</p> <ul style="list-style-type: none"> divide the group into smaller teams/pairs every team/pair has the task to: (1) exchange their observations and reflections, (2) exchange their reflections in terms of possible consequences of such stroke economy (for themselves, other people etc.), (3) discuss their resources and areas for improvement At the end, gather the main conclusions from the whole group
60 minutes	Lunch break



Exemplary Scenario (for the trainer) Day 2

Planned time	Activity
120 minutes	<p>Practice and honing skills connected with stroke exchange on real situations reported by the participants (see Supplementary materials 2.8 – Skills connected with the stroke exchange)</p> <ul style="list-style-type: none"> • giving compliments (positive and unconditional strokes) • giving appreciative I-Message (positive and conditional strokes) • giving confrontive I-Message (positive and conditional stroke) • rejecting negative strokes <p>IMPORTANT: Be prepared to modify the structure and content or focus on the chosen skills in accordance with the group dynamics, timeline and other factors influencing the work-flow of the training. Sometimes it is useful to focus on one skill carrying out an in-depth training, sometimes the groups need more dynamic and changes, thus role-playing can be also considered by the trainers. You may also consider using the method of tool coaching.</p> <p>TASK: Try to figure out as much compliments, Appreciative I-Messages (that you would like to receive from your colleagues) as possible. Write them out.</p> <p>Think about your work-mate (the chosen one). Try to figure out as much compliments, Appreciative I-Messages (that their would like to receive from you) as possible. Write them out.</p> <p>Think about your work-mate (the chosen one). Try to figure out at least two Confrontive I-Messages (that you would like to send them – concerning the behaviour you assess as interfering with your needs). Write them out</p> <p>Think about the example when somebody gave you a negative stroke. No matter how you reacted then, write down the answer you would like to give to this person (remembering that it should be in an assertive way, not aggressive one)</p> <ul style="list-style-type: none"> • the one of the participants disclose themselves and read out loud their examples whereas other participants note some suggestions and possible modifications, the trainer moderates the discussion and also gives some tips • in further steps the participants are encouraged to work in groups disclosing themselves as well as showing and discussing their examples • it is worth to divide the exercise into four steps (every step referring to one single skill, e.g., giving compliments) • every further step should be carried out in other teams (the trainer should ask the participants to change the composition of a team in order to work with other people)
15 minutes	Coffee break
30 minutes	<p>Closing round connected with preparing individual action plan of each participant</p> <ul style="list-style-type: none"> • encouraged to prepare an individual action plan (tasks and activities to be carried out in real and daily situations) • ask a couple of closing questions (related to the workshop and its course)



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2.8. Supplementary materials for trainers

Building positive relationships and
enhancing positive attitudes toward
diversity at work

Part 2 – Ego states and units of
recognition

SECTIONS



Introduction and initial activities



Introduction to Transactional Analysis – the basics of TA



The ego-state model (PAC model)



The Existential Positions in terms of TA



Strokes in TA



Practice and honing skills connected with stroke exchange



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DAY 1



Introduction and initial activities

Opening round (exemplary questions/topics)

- Name
- Vocational area (role, tasks and responsibilities)
- Private area (who I am, what I do in a spare time)
- What do I know about TA?
- What do I know about PAC model, existential positions and strokes in TA?
- What is my main objective for this meeting?
- What are my needs and expectations (in reference to the topic and schedule)
- What would I do for myself if I were to win 1 million Euro? (* optional)

General rules for cooperation (exemplary contract)

- We call each other by name (* mandatory)
- We use the pronoun “I”, not “we”
- We respect the time
- We don’t generalise
- We do not use grand quantifiers expressions
- We do not take out personal content from the group (*mandatory)
- The “here and now” principle - we focus on the workshop (*mandatory)
- We mute our phones
- We engage in exercise rather than passively watch. We have the right to refuse to participate in an exercise
- We don’t judge (*mandatory)
- We respect each other (mandatory)
- We are mutually responsible for the process as well as effects of the workshop (*mandatory)
- We are ready to be confronted (in a benevolent way)



Introduction to Transactional Analysis – the basics of TA

A few words about Transactional Analysis

What TA is?

- “Transactional analysis is a theory of personality and a systematic psychotherapy for personal growth and personal change”.
- Outside the therapeutic field, TA is used in educational and organisational settings.
- TA can be used in any field where there is a need for understanding of individuals, relationships and communication.

Main principles:

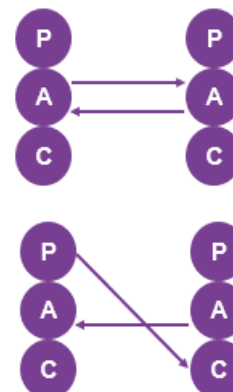
- People are OK
- Everyone has the capacity to think
- People decide their own destiny, and these decisions can be changed
- Contractual method
- Open communication

Transactions

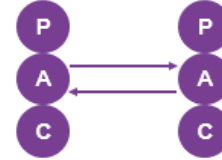
A transaction takes place when I offer some kind of communication to you and you reply to me.

Three types of transactions:

- Complementary transactions:
Communication between two people whose ego states are parallel
- Crossed transactions:
Communication between two people whose ego states do not align



- **Ulterior transactions:**
Communication in which the sender of information appears to be engaging in an adult-to-adult interaction but simultaneously sends information to the receiver's child-ego state as well



Chosen definitions and terms:

(source: Stewart, I., Joines V.S. (2008). *TA Today. A New Introduction to Transactional Analysis*. Nottingham/Chapel Hill: Lifespace Publishing.

Psychological Needs (Hungers):

There are 3 hungers which are experienced by all of us

- **STIMULUS:**
The need for physical and mental stimulation (stimulus-hunger), need related to the physical feeling of external stimuli (touch, but also smell, taste, light)
- **RECOGNITION:**
The need for being acknowledged by others (recognition-hunger), the need for being accepted, important to others, noticed, and recognised by others
- **STRUCTURE:**
The need for time-structuring, the need for order, understanding, predictability, coping with the time we have in life

Chosen definitions and terms:

(source: Stewart, I., Joines V.S. (2008). *TA Today. A New Introduction to Transactional Analysis*. Nottingham/Chapel Hill: Lifespace Publishing.

Time structuring:

Whenever people get together in pairs or groups, there are six different ways in which they can spend their time.

- Withdrawal
- Rituals
- Pastimes
- Activities
- Games
- Intimacy

These ways of spending time differ each other on two levels:

- the level of psychological risk (withdrawal is rather safe comparing to intimacy)
- the intensity or power of strokes (withdrawal does not give you any strokes from others, whereas games or intimacy give you a lot of units of recognition or being noticed)



Chosen definitions and terms:

(source: Solomon, C. [2003]. Transactional Analysis Theory: The Basics. Transactional Analysis Journal 33(1): 15-22. <https://doi.org/10.1177/036215370303300103>).

Games in TA

“A game is a series of ulterior transactions with a gimmick, leading to a usually well-concealed but well-defined payoff” Berne (1964).

“A series of duplex transactions which leads to a switch and a well-defined, predictable payoff which justifies a not-OK, or discounted, position” Brown (1978).

- Games are a reconstruction of childhood strategies, immature and inadequate to reality
- At the same time, playing games is a very common, unconscious, automatic way of getting into relationships
- Games take place according to repetitive patterns (when ending a game we may have the feeling that “the same thing has happened again”), a certain pattern of relationships, transactions we have played with another person who is known to us

Typical Features of games by Stewart, I., Joines, V.S. (2008)

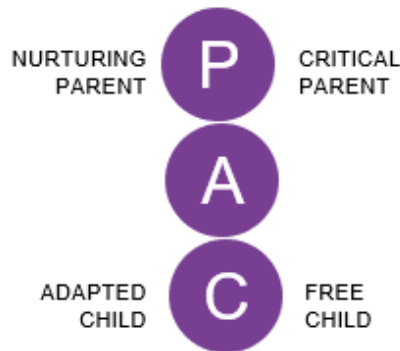
1. Games are repetitive. Each person plays their favourite game through time and time again. The other players and the circumstances may change, but the pattern of the game remains the same
2. Games are played without Adult awareness. Despite the fact that people repeat games over and over, they go through each replay of their game without being aware they are doing it. It’s not until the closing stages of the game that the player may ask themselves: “How did that happen again?”. Even at that point, people usually don’t realise that they themselves have helped set up the game
3. Games always end up with the players experiencing racket feelings
4. Games entail an exchange of ulterior transactions between the players



The ego-state model (PAC model)

The ego-state model (PAC model)

Each of our personalities is made up of various parts: **the Parent, the Adult, and the Child** ego states.



The Parent ego state is a set of thoughts, feelings, and behaviours that are learned or “borrowed” from our parents or other caretakers. The Parent ego state can be divided into two functions. One part includes the nurturing side and can be soft, loving, and permission giving. This is called **the Nurturing Parent** ego state. It can also set limits in a healthy way.

The other side of the Parent ego state is called **the Critical Parent**. (It is also sometimes called the Prejudged Parent.) This part of our personality contains the prejudged thoughts, feelings, and beliefs that we learned from our parents. Some of the messages that we hold in our Parent ego state can be helpful in living while other Parent messages are not.

The Adult ego state is our data-processing centre. It is the part of our personality that can process data accurately, that sees, hears, thinks, and can come up with solutions to problems based on the facts and not solely on our prejudged thoughts or childlike emotions.

The Child ego state is the part of our personality that is the seat of emotions, thoughts, and feelings and all of the feeling state “memories” that we have of ourselves from childhood.

The Child ego state can be divided into two parts: **the Free Child** ego state (also referred to as the Natural Child) and **the Adapted Child** ego state (which also contains the Rebellious Child ego state).



Chosen definitions and terms:

(source: Solomon, C. [2003]. Transactional Analysis Theory: The Basics. *Transactional Analysis Journal* 33(1): 15-22. <https://doi.org/10.1177/036215370303300103>).

EGO STATE	CHARACTERISTIC BEHAVIOUR	NON-VERBAL COMMUNICATION, GESTURES, FACIAL EXPRESSIONS, POSTURES	VERBAL COMMUNICATION, WORDS USED:
CRITICAL PARENT	Moralising, directive, evaluating, issuing rules and regulations, controlling, criticism, blame, pointing out mistakes, praise for adapting.	Furrowed eyebrows, folded arms on their chest, raised finger, imperious gaze	You must, you should, that’s right, that’s not right, as it can be, good-bad. Slogans and sentences repeated thoughtlessly.
NURTURING PARENT	Caring, relieving, taking on tasks, encouraging, sensitive, attentive to the needs of others.	Leaning forward, understanding, care in the look, smiling, patient.	I’ll do it for you, it’s all right, nothing happened, you can do it, I believe in you, maybe I’ll help you, watch out for yourself, dress warmly.
ADULT	Rational, logical, objective, seeking information, responsible, leaving the choice.	They look into others eyes, gestures, movements are balanced, head straight,	In my opinion, I decided, I chose, in my experience I made, logically, I suppose.

		open attitude, pauses for reflection.	
FREE CHILD	Emotional, curious, creative, spontaneous, “childish”, expressive.	Mobile, noisy, laughing, crying, vivid emotions and gestures, expressive, anger.	I dream, I would like, cool, great, extra, super, too bad, terrible.
ADAPTED CHILD	Subordinate, compliant, submissive, shy, meeting expectations and requirements.	A leaning silhouette, arms and legs crossed, head lowered, downcast gaze, a look asking for acceptance.	Please, thank you, I’ll try, maybe it will work, maybe, I don’t know, I’m not sure, you know best, of course I’ll do it, I’ll try my best, of course, it will be fine.
REBELLIOUS CHILD	Rebellious, critical, resisting, opposing, “stamping their feet”.	Raises their voice, sulky face, folded arms, doubts, stamping their foot, ostentatious silence.	I don’t want to, I won’t, it won’t work, it’s pointless, it won’t work out anyway, and for what?, you have no right, “no because no”, what will you do to me, and what will I get out of it.

The instruction for pairs/groups:

- Try to exchange your reflections and conclusions
- Listen to your partner/partners attentively, ask questions when needed
- Provide your statements with some examples
- Remember to discuss possible consequences for your relationships and the way you may be perceived by others



The Existential Positions in terms of TA

Existential Positions

It is a basic life position that influences how we view our own and others' existence. There are four basic life positions.

- I'm OK, You're OK
- I'm OK, You're Not OK
- I'm Not OK, You're OK
- I'm Not OK, You're Not OK

Most babies are born in the position of feeling OK about themselves and OK about others. If things go well, they will be able to maintain that position throughout their life.

If a child is treated badly or abused, this may result in his or her feeling helpless, powerless, and angry, and he or she may move into a position of believing "I'm OK, You're Not OK".

If a child is not well cared for and receives script messages that decrease his or her sense of self-worth, that child might move into the position of feeling that he or she is not OK while others are OK.

When things really go wrong during childhood, a person might end up in the existential position of "I'm Not OK, You're Not OK". This is the life position of despair. The person in this position has great difficulty seeing the good in anyone and has trouble having any hope for the future.



Chosen definitions and terms:

(source: Solomon, C. [2003]. Transactional Analysis Theory: The Basics. Transactional Analysis Journal 33(1): 15-22. <https://doi.org/10.1177/036215370303300103>).

Assessment Of The Individual's Preferred Life Positions

- What is your favourite entry position in life?
- Think about the last difficult situation in a relationship with an important person for you. How did you end up an "argument"/conversation/interaction? What did you think of this person, what did you think about yourself?
- Were these unique thoughts, or do you end most difficult, stressful situations in a similar way?
- What does this mean for you and others?
- How might others perceive you?
- How does this translate into conflict situations?
- What can you take care of to be in the life position "ok/ok" more often?
- What advice and suggestions can you give to others?

The instruction for pairs/groups:

- Try to exchange your reflections and conclusions
- Listen to your partner/partners attentively, ask questions when needed
- Provide your statements with some examples
- Remember to discuss possible consequences for your relationships and the way you may be perceived by others



Strokes in TA

Strokes

Stroke is a “unit of human recognition”. A stroke can be a look, a nod, a smile, a spoken word, a touch. Any time one human being does something to recognise another human being, that is a stroke. Babies need strokes to survive.

“People need strokes to survive physically and psychologically. Stroke hunger is a form of informational hunger, which is a fundamental, constant, and pervasive drive in all living beings” (Steiner 2003, 178).

The exchange of strokes is one of the most important activities in which people engage in their daily lives. The recognition is a basic, biological need with profound motivational implications. Contact or strokes are essential to a person’s life. Without them, Berne said, “the spinal cord will shrivel up”.



Chosen definitions and terms:

(source: Solomon, C. [2003]. Transactional Analysis Theory: The Basics. Transactional Analysis Journal 33(1): 15-22. <https://doi.org/10.1177/036215370303300103>).

Types of strokes

VERBAL – NONVERBAL

POSITIVE – NEGATIVE

CONDITIONAL – UNCONDITIONAL

8 different combinations

Examples of strokes:

Positive: I love you, You are my best friend. I like the way you did this report. Your work is really extraordinary.

Negative: I hate you, You are the worst coworker I have ever worked with. This presentation is awful.

Unconditional strokes: are those that come to us just for being. They are a very rich kind of strokes.

E.g., I like You, You are an excellent Leader.

Conditional strokes: are given for what we do, for what we accomplish, or for a particular trait that we happen to possess. Thus, they are based on some condition.

E.g., You did your work very well yesterday.

Types of strokes (units of recognition) – exemplary result

Types of strokes	Examples
Conditional, positive, verbal	You've made a nice report.
Conditional, negative, nonverbal	This is really poor piece of work.

Conditional, positive, nonverbal	Applauding after the presentation.
Conditional, negative, verbal	Rolling your eyes after somebody says something that you assess as stupid.
Unconditional, positive, nonverbal	Hugging somebody after coming back from holiday.
Unconditional, negative, nonverbal	Ignoring somebody's presence and saying hallo to others.
Unconditional, positive, verbal	I like you.
Unconditional, negative, verbal	I hate you.

Strokes – a few questions to think about and discuss

- What are the main common strokes in your team / faculty/university? What strokes predominate? What is their intensity?
- Do you and others get enough positive strokes?
- Do you receive positive strokes? Are they rather conditional or unconditional?
- Do the strokes differ in terms of gender?



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DAY 2



Introduction and initial activities

Opening round – Day 2 (exemplary questions/topics)

- How did you spend your evening?
- What are your main reflections from yesterday?
- Do you have any questions in terms we did yesterday?
- What are your needs and expectations in terms of a current day?




Strokes in TA

Mechanisms referring to strokes – a few questions to think about and discuss

- How to take care of positive strokes avoiding stereotyping and gender inequality?
- What practices do you want to consider? What will you do after the training?
- How do you want to put these tips into practice? Which strokes will you give more?
- What relationship would you most like to change?

The stroke economy by Claude Steiner

- Stroke economy is a process of exchanging strokes, regulated by **a set of rules for receiving and giving them**. We unconsciously establish relationships with other people who provide us with the level and type of strokes to which we got used to in childhood. It becomes an integral part of our way of being, and if our balance is disturbed, we feel uncomfortable and look for a way to get her back.
- Claude Steiner pointed out **5 common myths** that we often **follow as adults**. These are specific prohibitions – **convictions and beliefs, adopted from important people from our early childhood**, not allowing us to freely use (take advantage of) the positive strokes and not allowing us to protect us from negative strokes.



Practice and honing skills connected with stroke exchange

Your conclusions in terms of the specificity of strokes exchange referring to national and socio-cultural contexts

Questions:

- familiarise yourself with the descriptions of the 5 common myths and try to think over what myths are most commonly present at your country as well as university
- ask other people (from your vocational circle) what convictions they notice and what they may believe and pursue
- prepare your own list in order to present it during the discussion with participants

The economy of strokes - exemplary result

	How often do you give positive strokes to others?	How often do you receive (accept) positive strokes from others?	How often do you ask others for positive strokes if you need them?	How often do you refuse negative strokes from others?	How often do you give positive strokes to yourself?
* Always					
Very often					
Often					
Sometimes					
Rarely					
Never					
	GIVE	TAKE	ASK	REFUSE	GIVE TO YOURSELF
Never					
Rarely					
Sometimes					
Often					
Very often					
Always					
	How often do you give negative strokes to others?	How often do you receive (accept) negative strokes from others?	How often do you ask others for negative strokes if you need them?*	How often do you refuse positive strokes from others?	How often do you give negative strokes to yourself?

A FEW WORDS OF EXPLANATION:

- Rating scale: always - never: treat it very subjectively, refer to your measure and your definition of these quantifiers.
- Asking for Negative Recognitions: very often the participants wonder if it is possible to ask others for negative strokes. Well, yes - you can, but asking for negative strokes is usually done indirectly, by “provoking others”, “not fulfilling contracts/obligations”, even if you know that it is important for the other party; you can ask for negative stroke by promising others that you will do something, and then failing to meet deadlines.
- Giving negative strokes to yourself: this generally is connected with “negative self-talk:”, using depreciating phrases, e.g., “I can’t do it”, “I’m not suitable”, “I’m weak”

QUESTIONS FOR REFLECTION:

- Where do you see your resources/what are your strengths?
- Where do you see your limitations / areas for development?
- How can this profile (strokes’ exchange scheme) affect your relationships with others (team/faculty?)
- What skills do you need to hone?
- What will you do more/care more about?



Strokes in TA

The economy of strokes – a few questions to think about and discuss

- Where do you see your resources/what are your strengths?
- Where do you see your limitations / areas for development?
- How can this profile (strokes' exchange scheme) affect your relationships with others (team/faculty?)
- What skills do you need to hone?
- What will you do more/care more about?



Practice and honing skills connected with stroke exchange

Giving compliments (positive and unconditional strokes)

Examples:

- You're an awesome friend
- You're more helpful than you realise
- Hanging out with you is always fun
- Being around you makes me better

Task for the participants:

- Try to figure out as many compliments (that you would like to receive from your colleagues) as possible. Write them out.
- Think about your work-mate (the chosen one). Try to figure out as much compliments (that they would like to receive from you) as possible. Write them out.

Appreciative I-Message (positive and conditional strokes)

The Appreciative I-Message conveys positive feelings of appreciation, gratitude, relief or happiness to others.

Unlike praise which uses labels and judgments, Appreciative I-Messages focus on the person's behaviour and can include the positive effects on you. Appreciative I-Messages are a way of acknowledging others' contributions.

Examples:

- “I appreciate that you asked for my opinions in that meeting. I felt valued and it felt good to contribute”.
- “I got a lot out of the blog you wrote this month. It really made me think”.
- “I was impressed by your presentation at the convention yesterday. Almost 30% of the audience signed up to receive more information about us!”

Task for the participants:

- Try to figure out as much Appreciative I-Message (that you would like to receive from your colleagues) as possible. Write them out.
- Think about your work-mate (the chosen one). Try to figure out at least two Appreciative I-Messages (that they would like to receive from you). Write them out.

The description and examples come from:
<https://www.gordontraining.com/leadership/what-are-the-essential-components-of-an-i-message/>

Confrontive I-Message (is also a positive and conditional stroke)

It consists of at least three components:

1. A brief, non-blameful description of the BEHAVIOUR you find unacceptable
2. Your FEELINGS
3. The tangible and concrete EFFECT of the behaviour on you

Examples:

- I feel very upset when you're not here at 8:30 a.m. to answer the phone because that means I have to leave my work to cover for you.
- “When you went to Sandy about issues you have with me, and then I hear about it from Sandy, I feel hurt and resentful because it erodes the trust I have in our relationship and I don't get the information I need to address the issues.

Task for the participants:

- Think about your work-mate (the chosen one). Try to figure out at least two Confrontive I-Message (that you would like to send them – concerning the behaviour you assess as interfering with your needs). Write them out

The description and examples come from:
<https://www.gordontraining.com/leadership/what-are-the-essential-components-of-an-i-message/>

Skills connected with rejecting negative strokes

- Whenever you hear something that is harmful for you (somebody crosses your boundaries) you may take care of yourself and disclose your feelings about the statement being said
- In such cases it is recommended to use **Confrontive I-Message** or, at least, to say **“STOP”** and point out that you are not interested in hearing such statements.
- You may also ask the other person for being more precise and (at the same time) less judgemental

Task for the participants:

Think about the example when somebody gave you negative stroke. No matter how you reacted then, write down the answer you would like to give to this person (remembering that it should be in an assertive way, not aggressive one)



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2.8. Handouts

Building positive relationships and
enhancing positive attitudes toward
diversity at work

Part 2 – Ego states and units of
recognition



Ego States – Self Reflection

EGO STATE	CHARACTERISTIC BEHAVIOUR	NON-VERBAL COMMUNICATION, GESTURES, FACIAL EXPRESSIONS, POSTURES	VERBAL COMMUNICATION, WORDS USED:
CRITICAL PARENT	Moralizing, directive, evaluating, issuing rules and regulations, controlling, criticism, blame, pointing out mistakes, praise for adapting.	Furrowed eyebrows, folded arms on their chest, raised finger, imperious gaze	You must, you should, that's right, that's not right, as it can be, good-bad. Slogans and sentences repeated thoughtlessly.
NURTURING PARENT	Caring, relieving, taking on tasks, encouraging, sensitive, attentive to the needs of others.	Leaning forward, understanding, care in the look, smiling, patient.	I'll do it for you, it's all right, nothing happened, you can do it, I believe in you, maybe I'll help you, watch out for yourself, dress warmly.
ADULT	Rational, logical, objective, seeking information, responsible, leaving the choice.	They look into others eyes, gestures, movements are balanced, head straight, open attitude, pauses for reflection.	In my opinion, I decided, I chose, in my experience I made, logically, I suppose.
FREE CHILD	Emotional, curious, creative, spontaneous, "childish", expressive.	Mobile, noisy, laughing, crying, vivid emotions and gestures, expressive, anger.	I dream, I would like, cool, great, extra, super, too bad, terrible.
ADAPTED CHILD	Subordinate, compliant, submissive, shy, meeting expectations and requirements.	A leaning silhouette, arms and legs crossed, head lowered, downcast gaze, a look asking for acceptance.	Please, thank you, I'll try, maybe it will work, maybe, I don't know, I'm not sure, you know best, of course I'll do it, I'll try my best, of course, it will be fine.



Types Of Strokes (Units Of Recognition)

Provide examples of strokes (based on your experience and professional relationships) from each of the types listed below.

Types of strokes	Examples
Conditional, positive, verbal	
Conditional, negative, nonverbal	
Conditional, positive, nonverbal	
Conditional, negative, verbal	
Unconditional, positive, nonverbal	
Unconditional, negative, nonverbal	
Unconditional, positive, verbal	
Unconditional, negative, verbal	



The Economy Of Strokes

	How often do you give positive strokes to others?	How often do you receive (accept) positive strokes from others?	How often do you ask others for positive strokes if you need them?	How often do you refuse negative strokes from others?	How often do you give positive strokes to yourself?
* Always					
Very often					
Often					
Sometimes					
Rarely					
Never					
	GIVE	TAKE	ASK	REFUSE	GIVE TO YOURSELF
Never					
Rarely					
Sometimes					
Often					
Very often					
Always					
	How often do you give negative strokes to others?	How often do you receive (accept) negative strokes from others?	How often do you ask others for negative strokes if you need them?*	How often do you refuse positive strokes from others?	How often do you give negative strokes to yourself?

A FEW WORDS OF EXPLANATION:

- Rating scale: always - never: treat it very subjectively, refer to your measure and your definition of these quantifiers.
- Asking for Negative Recognitions: very often the participants wonder if it is possible to ask others for negative strokes. Well, yes - you can, but asking for negative strokes is usually done indirectly, by "provoking others", "not fulfilling contracts/obligations", even if you know that it is important for the other party; you can ask for negative stroke by promising others that you will do something, and then failing to meet deadlines.
- Giving negative strokes to yourself: this generally is connected with "negative self-talk", using depreciating phrases, e.g., "I can't do it", "I'm not suitable", "I'm weak", ...

QUESTIONS FOR REFLECTION:

- Where do you see your resources/what are your strengths?
- Where do you see your limitations / areas for development?
- How can this profile (strokes' exchange scheme) affects your relationships with others (team/faculty)?
- What skills do you need to hone?
- What will you do more/care about more?



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2.8. Presentation

Building positive relationships and
enhancing positive attitudes toward
diversity at work

Part 2 – Ego states and units of
recognition

Building positive relationships and enhancing positive attitudes toward diversity at work, part 2
– Ego states and units of recognition



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Aims of the workshop




- improving knowledge and awareness about the ways to build positive relationships
- honing skills and tools useful for minimising conflicts and gain intimacy with others
- exchanging ideas and experiences
- self-development
- getting answers to important questions




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Schedule of the workshop



- introduction and initial activities
- introduction to the transactional analysis - the basics of TA
- the ego-state model (PAC model) and self – assessment of the individual's ego-states
- the Existential Positions in terms of AT and self – assessment of the individual's preferred life positions
- strokes in TA, types and examples of strokes
- mechanisms referring to strokes and best practices useful in building satisfactory relationships
- the stroke economy by Claude Steiner, 5 myths (unhelpful rules) about how we give and receive strokes
- practice and honing skills connected with stroke exchange



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RESET logo in top left and bottom left corners. A large purple L-shaped graphic in the top right corner.

DAY 1

Bottom left: European Union flag logo, text: "This project has received funding from the European Union's Horizon 2020 Framework Program for Research and Innovation under Grant Agreement no 101006560." Below it, a purple arrow icon.

Bottom center: "Redesigning Equality and Scientific Excellence Together"

Bottom right: "26/11/2021" and a small number "4".



RESET logo in top left and bottom left corners. A large purple L-shaped graphic in the top right corner.

Opening round



Bottom left: European Union flag logo, text: "This project has received funding from the European Union's Horizon 2020 Framework Program for Research and Innovation under Grant Agreement no 101006560." Below it, a purple arrow icon.

Bottom center: "Redesigning Equality and Scientific Excellence Together"

Bottom right: "26/11/2021" and a small number "5".



RESET logo in top left and bottom left corners. A large purple L-shaped graphic in the top right corner.



General rules for cooperation

Bottom left: European Union flag logo, text: "This project has received funding from the European Union's Horizon 2020 Framework Program for Research and Innovation under Grant Agreement no 101006560." Below it, a purple arrow icon.

Bottom center: "Redesigning Equality and Scientific Excellence Together"

Bottom right: "26/11/2021" and a small number "6".

A few words about Transactional Analysis (TA)

the ego-state model (PAC model)

ERIC BERNE
 USA, the 1960'

simple models and concepts understanding psychological mechanisms change

people are OK everyone has the capacity to think people decide their own destiny, and these decisions can be changed

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A few words about Transactional Analysis (TA)

Psychological Needs (Hungers):
 There are 3 hungers which are experienced by all of us.

STIMULUS RECOGNITION STRUCTURE

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A few words about Transactional Analysis (TA)

Transactions
 A transaction takes place when I offer some kind of communication to you and you reply to me.

Three types of transactions:

- Complementary transactions
- Crossed transactions
- Ulterior transactions

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Games in TA

"A game is a series of ulterior transactions with a gimmick, leading to a usually well-concealed but well-defined payoff."
Berne (1964)




Games are a reconstruction of childhood strategies, immature and inadequate to reality. Playing games is a very common, unconscious, automatic way of getting into relationships



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A few words about Transactional Analysis (TA)

Time structuring

There are six different ways in which they can spend their time in pairs or groups.

WITHDRAWAL


ACTIVITIES

RITUALS

GAMES

PASTIMES


INTIMACY



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Ego state model (PAC model)

Ego states

NURTURING
PARENT

P

CRITICAL
PARENT

ADAPTED
CHILD


A

FREE
CHILD

ADAPTED
CHILD

C

FREE
CHILD



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Self – assessment of the individual's ego-states



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Existential Positions

There are four basic life positions.

- I'm OK, You're OK
- I'm OK, You're Not OK
- I'm Not OK, You're OK
- I'm Not OK, You're Not OK



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Self – assessment of the individual's preferred life positions




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Strokes

Stroke is a "unit of human recognition."



It can be a look, a nod, a smile, a spoken word, a touch. Any time one human being does something to recognise another human being, that is a stroke. Babies need strokes to survive.

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Types of strokes

- Verbal - nonverbal
- Positive – negative
- Conditional – unconditional


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Examples of different types of strokes

- I can never count on you!!!
- You are a great employee!
- When you interrupt me, I lose my train of thoughts and it's hard for me to get back to the point of what I'm saying.
- You fu... up this report.




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Mechanisms referring to strokes and best practices useful in building satisfactory relationships:


1. Give people positive strokes. There cannot be "too many" positive strokes, as long as they are true.
2. Avoid giving negative strokes.
3. The 'healthy ratio' is 3: 1 (positive to negative).
4. Better any sign of recognition than none. When people are not able to get positive strokes, they will make their best effort to get negative ones, since negative strokes are better than no strokes at all.
5. Unconditional strokes are stronger than conditional ones.
6. Unshown (or unspoken) positive critical signs of recognition (critical feedback) are negative signs of recognition.
7. Everyone has their own individual pattern of strokes exchange.
8. The space and organisation of work have an impact on the patterns of the strokes exchange.
9. Each change in the system means the necessity to build a new system for the exchange of strokes.
10. Building relationships needs time. Be patient and take care of the amount of recognition you give to other people.



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The stroke economy by Claude Steiner

5 myths (unhelpful rules) about how we give and receive strokes, that we learn from our parents/elders

1. Don't give strokes you would like to give
2. Don't ask for strokes you would like to receive
3. Don't accept strokes you would like to accept
4. Don't reject strokes you don't want
5. Don't give yourself strokes



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TAILOR MADE TRAINING FOR EACH UNIVERSITY

- Here it is recommended that the trainer shows the specificity of strokes exchange referring to national and socio-cultural contexts.
- This part should be prepared by the trainers from partner universities.



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Skills connected with giving positive strokes and rejecting negative ones



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Individual action plan

Choose those things you can change about yourself (what you can do differently, more/less):

- How much might you want to change it?
- How important is this change for you (and others); what benefits can it bring?
- What difficulties might you experience?
- How you can react to them/how can you minimise them/who can help you?
- What is your first step? What will you do tomorrow?



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Closing round




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MODULE 2.9
**Building positive relationships and
enhancing positive attitudes toward
diversity at work**
Part 3 – TA games

Topic

2.9 Building positive relationships and enhancing positive attitudes toward diversity at work

Part 3 – TA games



Toolbox goal:

- knowledge
- skills
- attitudes



Participants:

- Top and middle management
- Researchers
- Teachers
- Administration staff
- PhD students, students



Recommended form of training:

Synchronous face-to-face or online training



Duration of recommended form of training:

14h (2x7h with 1-hour lunch break each day)



Form of basic training:

Webinar or synchronous online training



Duration of basic training:

4h



Main objective:

Improving knowledge and awareness about the ways to build positive relationships

Specific objectives:

- improving knowledge and awareness about the phenomena of TA games
- honing skills and tools useful for minimising conflicts and gain intimacy with others



**Learning results
Educational effects**

The participant:

- is aware of the universality of games
- has a knowledge of a game sequence and roles in a Drama Triangle
- is aware of his/her/their "favourite" role and most commonly-played games
- has knowledge of the phenomena of games
- is aware of the consequences and payoffs of playing games, can find alternative ways (opposite to games) of being in a relation
- has knowledge of the main mechanisms and practices that can help to gain intimacy and deal with games
- is able to effectively use a couple of methods helpful in dealing with games



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2.9. Scenario

Building positive relationships and
enhancing positive attitudes toward
diversity at work
Part 3 – TA games



Exemplary Agenda (for the participants) Day 1

Planned time	Activity
9.00 – 10.00	Introduction and initial activities
10.00 – 10.45	An introduction to Transactional Analysis - the basics of TA
10.45 – 11.00	Coffee break
11.00 – 11.15	<ul style="list-style-type: none"> • basic definition of games in TA • typical features of games
11.15 – 12.45	<p>Games in detail:</p> <ul style="list-style-type: none"> • game sequence and roles in Drama Triangle, turning points • different Degrees of Games • games and conflicts
12.45 – 13.45	Lunch break
13.45 - 15.15	<ul style="list-style-type: none"> • payoffs of games • minimising the risk of stepping into games and the probability of conflict • the concept of Winners Triangle
15.15 – 15.30	Coffee break
15.30 – 16.00	Closing round



Exemplary Agenda (for the participants) Day 2

Planned time	Activity
9.00 – 9.30	Opening round
9.30 – 10.15	<ul style="list-style-type: none"> • preferred roles from Drama Triangle and the unmet needs standing by the chosen role • how to switch from Drama Triangle into Winners Triangle
10.15 – 10.45	The most commonly-played games within my university and faculty – the beginning
10.45 – 11.00	Coffee break
11.00 – 12.00	In – depth working about the most commonly-played games within my university and faculty
12.00 – 12.45	Contracting cooperation. Algorithm for contracting cooperation - a useful tool helpful in minimising the probability of stepping into a game
12.45 – 13.45	Lunch break
13.45 – 15.15	Practice of the contracting algorithm on real situations
15.15 – 15.30	Coffee break
15.30 – 16.00	Closing round



Exemplary Scenario (for the trainer) Day 1

Planned time	Activity
<p>General tips:</p> <p>Below you will find the basic scenario of the workshop. Follow the guidelines and recapitulate the tasks / topics listed therein. At the same time observe the group and its needs - in some cases (if time permits) you can propose additional exercises, energiser, discussion etc.</p> <p>The theoretical content and the framework of the presentation is placed in appendix (Supplementary materials, Handouts and Presentation).</p>	
60 minutes	<p>Initiatory (initial) activities:</p> <ul style="list-style-type: none"> • Introduction of the trainer • Goals of the meeting <ul style="list-style-type: none"> • explain the goals and point out that the main emphasis would be placed on the increasing awareness of the participants • include information about the RESET Project and its general aims • Agenda of the meeting • Opening round (possibility of getting to know one another) <ul style="list-style-type: none"> • (see Supplementary materials 2.9 – Questions for the opening round) • create a space for getting to know each other better • ask for participants’ needs and expectations about the training and post identified needs on the flipchart on the wall • include the specific expectations of the participants within the programme (if possible) or give some tips where to find information about requested issues • Contract with participants <ul style="list-style-type: none"> • co-create the contract for the meeting with participants. If some important elements are missed add the most essential points (see Supplementary materials 2.9 – Exemplary contract). • place the rules in a visible place for the whole meeting.
45 minutes	<ul style="list-style-type: none"> • Lecture and discussion with participants (see Supplementary materials): <ul style="list-style-type: none"> • it is worth defining TA and pointing out the key assumptions of this approach • some information could be presented in a more succinct way (just as a reminder) or in a more detailed way (in order to make a solid ground for the oncoming information) • An introduction to Transactional Analysis/reminding about the basics of TA: Ego states, Transactions, Psychological Needs (Hungers), Existential Positions, Strokes • Time structuring - six modes of time structuring: withdrawal, rituals, pastimes, activities, games, intimacy
15 minutes	Coffee break



Exemplary Scenario (for the trainer) Day 1

Planned time	Activity
15 minutes	<p>Lecture and discussion with participants:</p> <ul style="list-style-type: none"> • Basic definition of games in TA, typical features of games <ul style="list-style-type: none"> • during discussion try to ask participants to recall patterns of relationships or interactions with others • point out that during the training one may feel a bit uncomfortable (due to possible reflection that they participate in games, sometimes they initiate games and behave in a “bad way”). It is worth emphasising that it is absolutely normal and common. • the main idea is to be aware of games we play and minimise the frequency of stepping into games, alternatively leaving the game as fast as possible
30 minutes	<p>Working in groups about the game sequence and roles in Drama Triangle (based on a case study – see Supplementary materials 2.9 and 2.9 Handouts – Case Study)</p> <ul style="list-style-type: none"> • divide the group into two or three smaller teams (up to 5 people in a team) • every team has the task to: (1) become familiarised with the case study, (2) discuss the case and listed questions, (3) complete the answers • it is important to address all of the questions and gather information from all teams, comparing their understanding of the situation
60 minutes	<p>In-depth discussion with participants with the reference to the case study:</p> <ul style="list-style-type: none"> • Definition of games in TA, game sequence (Formula G), turning points <ul style="list-style-type: none"> • explain the phenomena of games with the reference to the case study – main characters, their actions and reactions, add information about the game sequence (Formula G) as well as turning points • Drama Triangle by Stephen Karpman and 3 script roles: Persecutor, Rescuer, Victim <ul style="list-style-type: none"> • describe and discuss the roles in the context of the case study • Games and conflicts • it is worth showing the link between TA games and conflicts <ul style="list-style-type: none"> • Different Degrees of Games <ul style="list-style-type: none"> • Inform about the three levels or degrees of games, pointing out that this particular game is an example of a first-degree game
60 minutes	Lunch break



Exemplary Scenario (for the trainer) Day 1

Planned time	Activity
45 minutes	<p>Working in groups about:</p> <ul style="list-style-type: none"> • Why do people play games? Possible payoffs of games (based on a case study) <ul style="list-style-type: none"> • divide the group into two or three smaller teams (up to 5 people in a team), different from the previous exercise • every team has the task to: (1) figure out as much possible payoffs of playing game (basing on a case study, then referring to the real experiences of the participants) • after group preparation moderate the discussion, write the answers down linking them with the four categories of the payoffs • As the last part encourage participants to reflect about themselves and their payoffs of the games their play; ask to think about their “benefits” and write them down at the separate sheet <p>The actions (to be taken) needed to deal with games (based on a case study; see Supplementary materials 2.9 – Possible actions protect us from games)</p> <ul style="list-style-type: none"> • the sequence of actions is similar to that above. • after gathering the reflections from the teams, the trainer should carefully supplement recommended actions and establish the concept of the Winner Triangle
45 minutes	Summary discussion with participants about the ways of dealing with games and stepping into intimacy in order to reduce the probability of conflict; introduction of the concept of the Winners Triangle by Acey Choy
15 minutes	Coffee break
30 minutes	<p>Closing round</p> <ul style="list-style-type: none"> • ask a couple of questions: what do you think, what are your main insights and reflections, what would you consider to change • It is recommended that every participant would share their opinions and reflections



Exemplary Scenario (for the trainer) Day 2

Planned time	Activity
30 minutes	Opening round (see Supplementary materials 2.9 – Questions for the opening round – Day 2)
45 minutes	<p>Self – assessment of the “favourite”/ most-commonly used roles from Drama Triangle and the unmet needs standing by the chosen role and possible behaviours needed to be taken to switching from Drama Triangle into Winners Triangle</p> <ul style="list-style-type: none"> • every participant gets the separate reflection sheet (see Supplementary materials 2.9 and 2.9 Handouts – My favourite roles from the Drama Triangle) and is asked to reflect about oneself and write down their own conclusions <p>Working in pairs/threes and exchanging the ideas</p>
30 minutes	<p>IMPORTANT: before starting this exercise it is recommended that you should think over the most commonly-used games in your organisation and write your conclusions down. Be prepared to expand the topic with your ideas and perspective (when gathering the conclusions of the participants).</p> <p>An individual work. Assessment of the most commonly-played games within the university and faculty of the participants.</p> <ul style="list-style-type: none"> • participants should to get familiarised with the description of the most common games and to make in-depth reflections in terms of: which games do they observe/notice within their team/faculty/organisation (which are common, who play those games, what are possible payoffs) • each of them gets the separate reflection sheet (see Supplementary materials 2.9 and 2.9 Handouts – My chosen psychological game) and is asked to reflect about oneself and write down their own conclusions <p>Self – assessment of the “favourite”/ most-commonly played games and their sequence and payoffs</p> <ul style="list-style-type: none"> • participants should choose the one game they play with some of their work-mates. The idea is to fill the answer-sheet till the point #6, in order to gain more detailed insight and understanding of what is going on when I play a chosen game
15 minutes	Coffee break



Exemplary Scenario (for the trainer) Day 2

Planned time	Activity
45 minutes	<p>Working in groups and exchanging the ideas about most commonly-played games within the university and faculty of the participants.</p> <ul style="list-style-type: none"> • divide the group into smaller teams/pairs • every team/pair has the task to: (1) exchange their observations and reflections, (2) discuss the most commonly played games, (3) the participants (players) and the possible payoffs <p>Exchanging the ideas about the actions (to be taken) needed to deal with chosen/particular games.</p> <ul style="list-style-type: none"> • the teams (the same or another - up to 5 people) should figure out as much ideas about the actions (to be taken) needed to deal with chosen/particular games as possible (what to do when I participate in a game, what to do when I am a witness of a game). • every group should create a list of tips for at least 3 different games commonly played by all of them <p>In-depth discussion what to do when I participate in a game, what to do when I am a witness of a game</p>
15 minutes	<p>An individual work. In-depth analysis of one chosen game with actions for change</p> <ul style="list-style-type: none"> • it is worth to give some time for the participants to reflect about themselves and write down main reflections, preparing so-called "action plan for the chosen game" <p>Closing round and summary of the exercise</p>
45 minutes	<p>Lecture and discussion with participants about contracting – a useful tool helpful in minimising the probability of stepping into a game. Algorithm for contracting cooperation</p> <ul style="list-style-type: none"> • ask the participants whether they have their cooperation contracted (in terms of the regular working at the University as well as whenever they start new projects, relations, endeavors); • ask what exactly have they contracted (what arrangements and settings were written down). • write down the ideas of the group • describe the concept of contracting by TA, with the emphasis of 3 contract levels: administrative, professional and psychological • discuss what areas and points of the contract have they addressed in real situations, what is not covered and should be taken care for in the future • present the algorithm for contracting cooperation
60 minutes	Lunch break



Exemplary Scenario (for the trainer) Day 2

Planned time	Activity
90 minutes	<p>Practice of the contracting algorithm on real situations reported by the participants, recalling the algorithm of feedback and confrontive I – message</p> <ul style="list-style-type: none"> • give the participants the following task and moderate the process, especially take care of: analysis of staging in terms of strengths and areas for improvement, accordance with the algorithm, gathering feedback and reflections from participants and building a pool of guidelines for the main actor for this type of conversation /situation <p>IMPORTANT: Become familiarised with the description of the method Tool coaching. Be prepared to modify the structure or use the elements of the structure in accordance with the group dynamics, timeline and other factors influencing the work-flow of the training. Sometimes it is useful to shorten the work-flow and present the algorithm in order to encourage people to train it using their real cases.</p> <p>TASK: “Think about your contract with your chosen co-worker or team. If you have formulated a contract - analyse to what extent your co-worker/co-workers comply with the contract, to what extent they act contrary to the contract. Think about formal and professional issues, as well as about your needs and interests in the context of this cooperation (include 3 levels of the contract). Prepare your speech to a co-worker/co-workers: points 1-3 (write them down)”.</p> <ul style="list-style-type: none"> • the one of the participants does diagnostic staging of the conversation, the other player acts as real as possible (it is essential to define the context earlier as well as define all possible behaviours of an actor) • every participant is encouraged to train their conversation, whereas others participate in an exercise as an actors (e.g., work-mate) and observers. • every staging is equipped with analysis of strengths and areas for improvement • it is recommended to recall and train in the same way the algorithm of feedback and confrontive I – message (as another tool useful in minimising the probability of stepping into psychological game)
15 minutes	Coffee break
30 minutes	<p>Closing round connected with preparing individual action plan of each participant encouraged to prepare an individual action plan (tasks and activities to be carried out in real and daily situations)</p> <p>ask a couple of closing questions (related to the workshop and its course)</p>

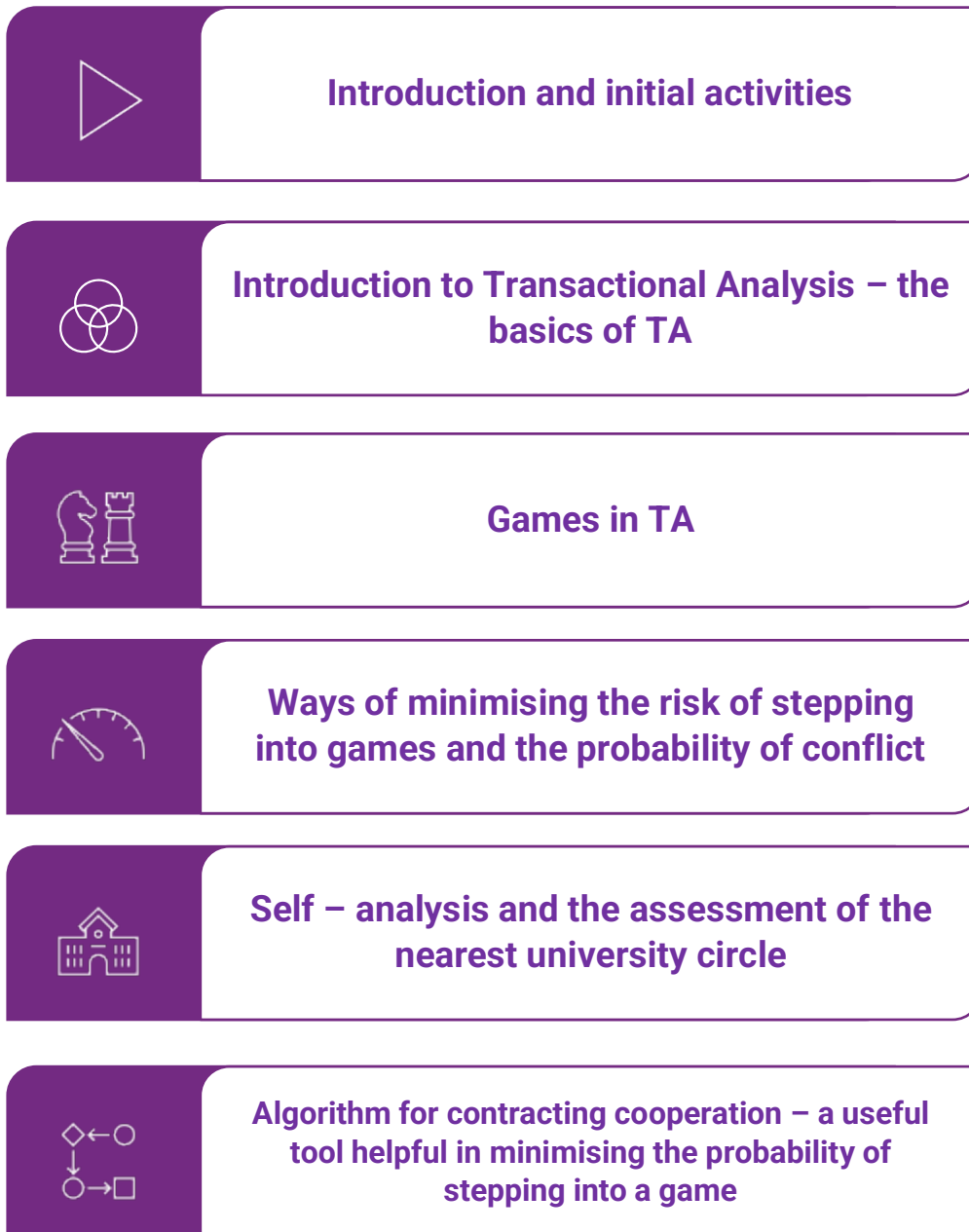


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2.9. Supplementary materials for trainers

Building positive relationships and
enhancing positive attitudes toward
diversity at work
Part 3 – TA games

SECTIONS





Redesigning
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DAY 1



Introduction and initial activities

Opening round (exemplary questions/topics)

- Name
- Vocational area (role, tasks and responsibilities)
- Private area (who I am, what I do in a spare time)
- What do I know about TA?
- What do I know about TA games?
- What is my main objective for this meeting?
- What are my needs and expectations (in reference to the topic and schedule)
- What would I do for myself if I won 1 million Euros? (* optional)

General rules for cooperation (exemplary contract)

- We call each other by name (* mandatory)
- We use the pronoun "I", not "we"
- We respect the time
- We don't generalise
- We do not use grand quantifiers expressions
- We do not take out personal content from the group (*mandatory)
- The "here and now" principle - we focus on the workshop (*mandatory)
- We mute our phones
- We engage in exercise rather than passively watch. We have the right to refuse to participate in an exercise
- We don't judge (*mandatory)
- We respect each other (*mandatory)
- We are mutually responsible for the process as well as effects of the workshop (*must be)
- We are ready to be confronted (in a benevolent way)



Introduction to Transactional Analysis – the basics of TA

A few words about Transactional Analysis

What is TA?

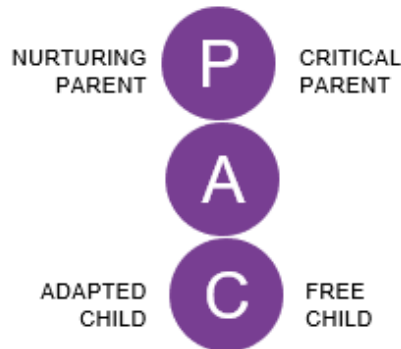
- “Transactional Analysis is a theory of personality and a systematic psychotherapy for personal growth and personal change”.
- Outside the therapeutic field, TA is used in educational and organisational settings.
- TA can be used in any field where there is a need for understanding of individuals, relationships and communication.

Main principles:

- People are OK
- Everyone has the capacity to think
- People decide their own destiny, and these decisions can be changed
- Contractual method
- Open communication

The ego-state model (PAC model)

Each of our personalities is made up of various parts: **the Parent, the Adult, and the Child** ego states.



The Parent ego state is a set of thoughts, feelings, and behaviours that are learned or “borrowed” from our parents or other caretakers. The Parent ego state can be divided into two functions. One part includes the nurturing side and can be soft, loving, and permission giving. This is called **the Nurturing Parent** ego state. It can also set limits in a healthy way.

The other side of the Parent ego state is called **the Critical Parent**. (It is also sometimes called the Prejudiced Parent.) This part of our personality contains the prejudged thoughts, feelings, and beliefs that we learned from our parents. Some of the messages that we hold in our Parent ego state can be helpful in living while other Parent messages are not.

The Adult ego state is our data-processing centre. It is the part of our personality that can process data accurately, that sees, hears, thinks, and can come up with solutions to problems based on the facts and not solely on our prejudged thoughts or childlike emotions.

The Child ego state is the part of our personality that is the seat of emotions, thoughts, and feelings and all of the feeling state “memories” that we have of ourselves from childhood.

The Child ego state can be divided into two parts: **the Free Child** ego state (also referred to as the Natural Child) and **the Adapted Child** ego state (which also contains the Rebellious Child ego state).



Chosen definitions and terms:

(source: Solomon, C. [2003]. Transactional Analysis Theory: The Basics. Transactional Analysis Journal 33(1): 15-22. <https://doi.org/10.1177/036215370303300103>).

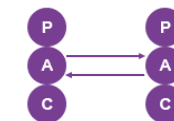
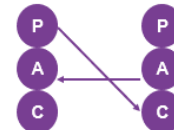
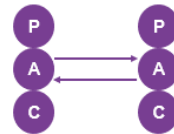
A few words about Transactional Analysis

Transactions

A transaction takes place when I offer some kind of communication to you and you reply to me.

Three types of transactions:

- Complementary transactions:
Communication between two people whose ego states are parallel
- Crossed transactions:
Communication between two people whose ego states do not align
- Ulterior transactions:
Communication in which the sender of information appears to be engaging in an adult-to-adult interaction but simultaneously sends information to the receiver's child-ego state as well



Chosen definitions and terms:

(source: Stewart, I., Joines V.S. (2008). TA Today. A New Introduction to Transactional Analysis. Nottingham/Chapel Hill: Lifespace Publishing.

Psychological Needs (Hungers):

There are 3 hungers which are experienced by all of us

- **STIMULUS:**
The need for physical and mental stimulation (stimulus-hunger), need related to the physical feeling of external stimuli (touch, but also smell, taste, light)
- **RECOGNITION:**
The need for being acknowledged by others (recognition-hunger), the need for being accepted, important to others, noticed, and recognised by others
- **STRUCTURE:**
The need for time-structuring, the need for order, understanding, predictability, coping with the time we have in life



Chosen definitions and terms:

(source: Stewart, I., Joines V.S. (2008). *TA Today. A New Introduction to Transactional Analysis*. Nottingham/Chapel Hill: Lifespace Publishing.

Strokes

Stroke is a “unit of human recognition”. A stroke can be a look, a nod, a smile, a spoken word, a touch. Any time one human being does something to recognise another human being, that is a stroke. Babies need strokes to survive.

“People need strokes to survive physically and psychologically. Stroke hunger is a form of informational hunger, which is a fundamental, constant, and pervasive drive in all living beings” (Steiner 2003, 178).

The exchange of strokes is one of the most important activities in which people engage in their daily lives. The recognition is a basic, biological need with profound motivational implications. Contact or strokes are essential to a person’s life. Without them, Berne said, “the spinal cord will shrivel up”.



Chosen definitions and terms:

(source: Solomon, C. [2003]. Transactional Analysis Theory: The Basics. Transactional Analysis Journal 33(1): 15-22. <https://doi.org/10.1177/036215370303300103>).

Existential Positions

It is a basic life position that influences how we view our own and others' existences. There are four basic life positions.

- I'm OK, You're OK
- I'm OK, You're Not OK
- I'm Not OK, You're OK
- I'm Not OK, You're Not OK

Most babies are born in the position of feeling OK about themselves and OK about others. If things go well, they will be able to maintain that position throughout their life.

If a child is treated badly or abused, this may result in his or her feeling helpless, powerless, and angry, and he or she may move into a position of believing "I'm OK, You're Not OK".

If a child is not well cared for and receives script messages that decrease his or her sense of self-worth, that child might move into the position of feeling that he or she is not OK while others are OK.

When things really go wrong during childhood, a person might end up in the existential position of "I'm Not OK, You're Not OK". This is the life position of despair. The person in this position has great difficulty seeing the good in anyone and has trouble having any hope for the future.



Chosen definitions and terms:

(source: Solomon, C. [2003]. Transactional Analysis Theory: The Basics. Transactional Analysis Journal 33(1): 15-22. <https://doi.org/10.1177/036215370303300103>).

Time structuring:

Whenever people get together in pairs or groups, there are six different ways in which they can spend their time.

- Withdrawal
- Rituals
- Pastimes
- Activities
- Games
- Intimacy

These ways of spending time differ each other on two levels:

- the level of psychological risk (withdrawal is rather safe compared to intimacy)
- the intensity or power of strokes (withdrawal does not give you any strokes from others, whereas games or intimacy give you many units of recognition or being noticed)



Chosen definitions and terms:

(source: Solomon, C. [2003]. Transactional Analysis Theory: The Basics. Transactional Analysis Journal 33(1): 15-22. <https://doi.org/10.1177/036215370303300103>).



Games in TA

Games in TA

“A game is a series of ulterior transactions with a gimmick, leading to a usually well-concealed but well-defined payoff” Berne (1964).

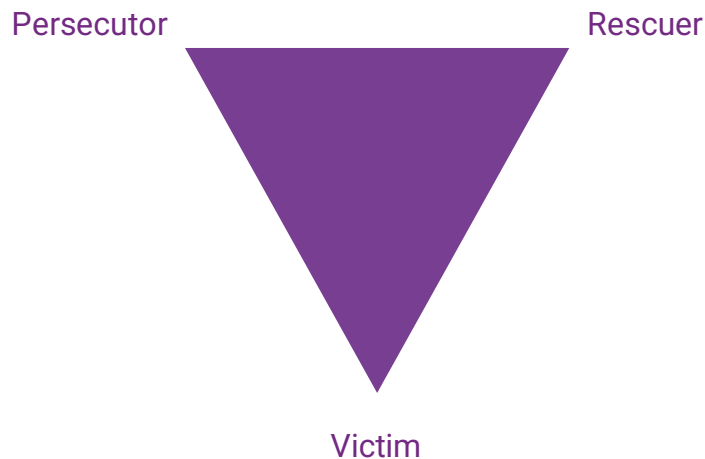
“A series of duplex transactions which leads to a switch and a well-defined, predictable payoff which justifies a not-OK, or discounted, position” Brown (1978).

- Games are a reconstruction of childhood strategies, immature and inadequate to reality
- At the same time, playing games is a very common, unconscious, automatic way of getting into relationships
- Games take place according to repetitive patterns (when ending a game we may have the feeling that “the same thing has happened again”), a certain pattern of relationships, transactions we have played with another person who is known to us

Typical Features of games by Stewart, I., Joines, V.S. (2008)

1. Games are repetitive. Each person plays their favourite game through time and time again. The other players and the circumstances may change, but the pattern of the game remains the same
2. Games are played without Adult awareness. Despite the fact that people repeat games over and over, they go through each replay of their game without being aware they are doing it. It’s not until the closing stages of the game that the player may ask themselves: “How did that happen again?” Even at that point, people usually don’t realise that they themselves have helped set up the game
3. Games always end up with the players experiencing racket feelings
4. Games entail an exchange of ulterior transactions between the players

Drama Triangle



Persecutor: is someone who puts other people down and belittles them. The Persecutor views others as being one-down and not-OK. Persecutors are characterised as aggressive and hypercritical and blame others for their adversities. These individuals operate as perpetrators owing to superiority and entitlement beliefs and therefore possess proclivities to attack and demean others. Persecutors deem themselves to be always correct and are prone to pointing the finger at others in episodes of interpersonal conflict. Consequently, Persecutors remain stuck in toxic behavioural patterns by antagonising and oppressing those perceived to be the source of their frustrations. Persecutors tend to experience and express feelings of anger, irritation, and rage toward others.

Rescuer: sees others as being not-OK and one-down. But the Rescuer responds by offering help from a one-up position. They believe: it is needed to help all these others because they're not good enough to help themselves. Rescuers are personified by the elevated need or desire to help others. Rescuers possess the mindset that they are peacemakers, saints, or martyrs, and consequently go out of their way to help people they believe to be too psychologically, emotionally, or physically weak to fend for themselves. The social life of Rescuers tend to be in the state of disarray, as they spend excessive time and efforts to improve, change, or control the behaviours of others.

Rescuers believe that they know what is best for others by offering unsolicited advice and help. Their emotional states are portrayed by feelings of euphoria, self-importance, and excitement, especially during acts of helping others.

Victim: it is the person who is one-down and not-OK. Sometimes the Victim will seek a Persecutor to put them down and push them around. Or the Victim may be in search of a Rescuer, who will offer help and confirm the Victim's belief that they can't cope on their own. Victims communicate helplessness and oppression and perceive that primarily undesirable and uncontrollable events have happened and will happen to them. Although people assuming this role may or may not be actual victims, these individuals believe that they are unable to make decisions, have difficulties in solving their problems, and perceive powerlessness against others. They are characterised by negative feelings and depressed states. Victimhood yields painful emotional experiences, including anxiety, fear, hopelessness, and sadness.



Chosen definitions and terms:

(source: Stewart, I., Joines V.S. (2008). *TA Today. A New Introduction to Transactional Analysis*. Nottingham/Chapel Hill: Lifespace Publishing.
Lac, A., & Donaldson, C. D. (2022). Development and validation of the Drama Triangle Scale: are you a victim, rescuer, or persecutor?. *Journal of interpersonal violence*, 37(7-8), NP4057-NP4081

Payoffs of the Games

- **Biological** - they provide stimulation, especially important when there is little of it and the needs of an individual are large
- **Psychological** - they protect against difficult, painful discoveries about ourselves and the need to make changes in the way we live or behave
- **Existential** - they confirm the image of ourselves and the image of the world (e.g., for the Victim that they are worth nothing, life is full of suffering, and the world is full of unfriendly, unsupportive or oppressive people)
- **Social** – they ensure contacts with people, interactions and support

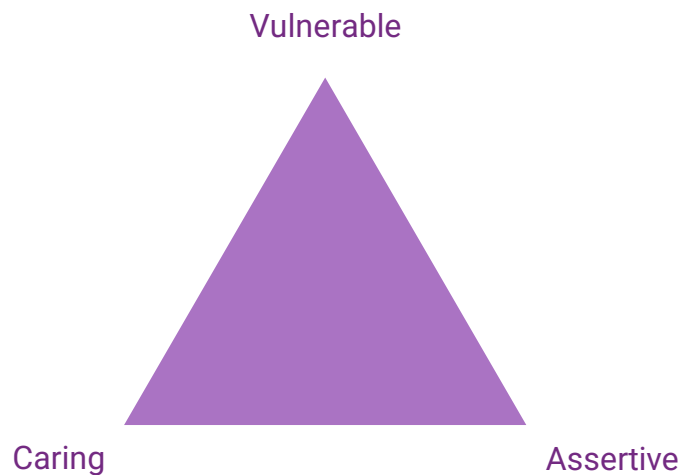


Ways of minimising the risk of stepping into games and the probability of conflict

Possible actions protect us from games

- Talking directly about needs
- Contracting mutual cooperation
- Systematic feedback
- A friendly confrontation of mutual ideas and expectations regarding the roles in which we are and the obligations that are to be realised
- Relationship retrospection
- Searching for other game-free sources of positive strokes (signs of recognition)
- Reflecting on one's own behaviour, becoming aware of one's "favourite" roles and unmet needs. Becoming aware of the role from the Drama Triangle, identifying the real need behind playing this role and replacing it with the role from the Winners Triangle - using the solutions offered by these roles
- Ignoring games, refusing to take on a role when we identify an invitation by saying "I hear you have a problem, what do you want to do about it" or "I see something important is happening, what do you expect from me?"
- Not taking a negative payoff at the end of the game (and giving a positive stroke to yourself and the other person instead)

The Winners Triangle



In the Winners Triangle, the three positions correspond to those in the Drama Triangle but with a shift in emphasis to an “I’m OK -you’re OK” position from all players. In the Winner’s triangle each person takes responsibility for their position, their actions and their feelings.

The assertive position reflects the persecutor; however, although the person in this position acts according to their own interests and needs, they use assertive skills (such as negotiation and authentic, honest communication) to get what they want. They do not punish or put down.

The rescuer is replaced by the caring position. Here there is real concern for the vulnerable person. Listening skills and self-awareness are important to avoid doing things that you do not want to, or take over, think or problem solve for the other.

The vulnerable position corresponds with the victim. Although the person in the vulnerable position may be suffering as much as someone in victim, they are able to use their adult ego state for problem solving and thinking, particularly tuning into what their feelings and bodily sensations are telling them about what is going on.



Chosen definitions and terms:

(source: McKimm, J., & Forrest, K. (2010). Using transactional analysis to improve clinical and educational supervision: the drama and winner's triangles. *Postgraduate Medical Journal*, 86(1015), 261-265.



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DAY 2



Introduction and initial activities

Opening round – Day 2 (exemplary questions/topics)

- How did you spend your evening?
- What are your main reflections from yesterday?
- Do you have any questions regarding what we did yesterday?
- What are your needs and expectations in terms of the current day?



Self – analysis and the assessment of the nearest university circle

My favourite roles from the Drama Triangle – self reflection sheet – exemplary result

What is my dominant life position? What role is adjusted to this way of functioning?	I'm OK, You're Not OK Persecutor, Rescuer
What is the role from Drama Triangle I usually start the game with? Why I use this role? What needs I want to fulfil by doing it?	Rescuer The need for acknowledgement, self-importance, the need to be needed and useful (valid)
How I usually end the games I play? Can I see some repeating pattern? With what emotions and thoughts I end the games? What role from Drama Triangle would be the best suited to these terms?	I usually end the games as Persecutor Emotions: anger, the sense of being used, the idea that others are stupid or not grateful
What behaviours could be difficult for others (people I play games with)? What behaviours could be harmful for myself?	Imposing my rules and opinions, trying to persuade someone that they are wrong
What needs have I unmet? What were the most important needs that were not addressed during my childhood?	Acknowledgement, being important for my parents
What could I change? What other behaviours and actions could I use to take care of myself (or others)? What tips and best practices in terms of the Winners Triangle could I utilise?	Asking people what they need, assertiveness
What would be the first step?	Asking questions about the needs of others

Examples of games

Why Don't You – Yes, But

In this game, a very common one in organisations, the first player presents a problem and asks for advice from another player. However, when advice is given, (Why don't you) it is discounted with "Yes, but" giving superficial reasons why the suggestions will not work.

This game may be played by superior and subordinate, managers and consultants, line and staff. For example, a staff person who tries to recommend changes to managers (Why don't you) may encounter many objections and reasons from line managers (Yes, but) stating why the suggestion will not work. The reasons, then, clearly "show" that staff is much too theoretical and cannot grasp the difficult problems of the line managers. Similarly, a manager may appear to elicit suggestions from employees about improving effectiveness. The superior then discards the suggestions with "Yes, but". This, in turn, "proves" that subordinates are not OK, and are incapable of making practical recommendations.

See What You Made Me Do – If It Weren't For You/Them

These are two common games indulged in by players who try to blame others for their own problems or the nonachievement of objectives. The players do not assume responsibility for their own actions, nor do they feel accountable for results. A subordinate, for example, may blame his boss, claiming that the objectives were inappropriate. At other times he may follow blindly the boss' instructions. So, if something goes wrong, they can play the game of "See What You Made Me Do". But games are not only played between the superior and their subordinates. A manager may accuse other managers on the same organisational level of not cooperating, resulting in poor performance of their department. Or they may blame the "unskilled and uneducated" workforce for their failure (If It Weren't For Them).

Chosen definitions and terms:

(source: Weihrich, H. (1978). Games Organization People Play. Management International Review, 33-40

Examples of games

Blemish

Blemish is a game played by nitpickers. A manager, for example, may look for mistakes made by subordinates - and they are happy finding even minor ones. Major accomplishments by the employee, on the other hand, are overlooked. The employee knows that the superior will find at least one minor fault in whatever they do.

Now I've Got You

At times, a Blemish player may switch to the game "Now I've Got You". They set up another person – let's say the subordinate - to fall into a trap and to make a mistake. For example, there is the superior who sets impossible objectives for their subordinates. When standards are not met, the superior feels justified in getting angry at the subordinate. A somewhat more sophisticated approach, but with similar results, is when the manager compels employees to set objectives for themselves, but does not provide the required resources for the accomplishment of the aims. The manager then waits until the subordinate fails.

Rapo

Initially, the game was described as a game of sexual seduction, where one person encourages the other to come into contact, flirts, and then when the partner reciprocates/attempts to have physical contact, he/she rejects him/her, often showing indignation. In the context of work, this game can be noticed when a person behaves in such a way that they make the other person feel that they are ready to get involved in a project, talk about others ideas and so on, about how fun and interesting it will be, and then when, after a few days, the co-worker wants to discuss the details of the cooperation, they say that they have other plans or they didn't think it was serious.

Wooden Leg

The person complains about a personal problem or issue that they have. Any challenge is responded to by anger and aggression, thereby diverting any focus on actually doing something about their situation. By not achieving something and then being able to blame it on a “wooden leg” the failure is not theirs, it is not something they need to bother about.

Kick me

In this game, one person usually presents behaviours that somehow don't meet certain standards or rules of a given community/team/organisation/ relationship (e.g., is late, forgets to do certain things, does not complete tasks on time), sometimes this person may make the impression that they don't understand the rules. If people from the player's environment refrain from intervening (e.g., showing anger in a constructive way), their behaviour becomes more and more provocative until they cross the line and somehow “force” others to kick.

I'm Only Trying To Help You

This game starts when the player gives someone advice that turns out to be wrong. The person returns and the player offers another piece of advice. Such a full circle leads to growing frustration in the person seeking advice, culminating in an ungrateful, from the player's point of view, reaction: “You really helped me!!! No way!”. The surprise of the player with this “ingratitude” can be seen; what's more it is an unpleasant consequence of actions resulting from good intentions. When the partner refuses to accept further help, the player reacts “but I'm just trying to help you (why don't you want to accept my help?)”.

See How Hard I've Tried

Thanks to this game, you can gain the right to rebel or remain in the attitude of a martyr. The player accepts more and more tasks to complete, regardless of the fact that they already have a lot of work to do (also that perhaps no one requires they to do that). The implicit message of this action may, for example, be the belief that they are the only

people capable of doing so much work the right way, or this type of task at all. People playing this game often perform actions that they feel will make the other party happy/satisfied and experience disappointment that they are not appreciated for doing so much work.

Your conclusions in terms of the most commonly-used games in your organisation

Questions:

- Become familiarised with the descriptions of the TA games and try to think over what games are most commonly played at your university
- ask other people (from your vocational circle) what patterns they notice and what games they may play (or witness)
- prepare your own list in order to present it during the discussion with participants

My chosen psychological game – self reflection sheet – exemplary result

1. Game name	Kick me
2. Who are the participants of this game? (who do I play with?)	My colleague – Mark, my wife
3. What is the sequence of this game: what am I doing, what is the other person doing? What role am I in, what role do I end up playing this game? What are the turning points?	Whenever Mark doesn't meet the standards and my expectations, I (at the beginning) withhold myself from confronting him. When time passes by, I have enough and start yelling at him that as usual he is an unaccountable person. Then we start to fight each other. I find a lot of examples of his incompetence which

	<p>makes him distant and makes him withdraw. I usually end up with the need to finish the project without his support or participation.</p>
<p>4. How do I feel then? What do I think about myself? What do I think about the other person/others?</p>	<p>I feel extremally angry and frustrated. I think that Mark is simply a stupid and irresponsible person. At the same time I think of myself that I am a looser and I have to deal with all this shit.</p>
<p>5. How might the other person/others feel then? What might they think about themselves? What can they think of me?</p>	<p>Mark may think that I am exalting and imposing person. He can feel angry, too. He can also feel a sense of injustice.</p>
<p>6. What am I trying to get? What needs (in terms of unmet needs from Drama Triangle and favourite role) I am trying to fulfil?</p>	<p>I am trying to take responsibility for all the tasks and achieving goals. I am trying to be good and reliable person.</p>
<p>7. What can I do to avoid this game with this person/people? What can I do if I notice I'm already in the game? What best practices from former parts of this workshop should be helpful? What are the tips from others?</p>	<p>I can contract the rules of our cooperation and confront Mark with I-messages.</p>
<p>8. What would be my individual action plan for this game?</p>	<p>I will talk with Mark about our relationship and the pattern of our arguments.</p>



Algorithm for contracting cooperation – a useful tool helpful in minimising the probability of stepping into a game

Contracting roles, responsibilities and cooperation

Conditions of a good contract:

1. mutual consent (voluntary; both parties agree to the contract)
2. fair exchange (what can I give, what I would like to receive, what about other party)
3. competence (of the two parties to conduct cooperation/project)
4. legality (conformity of the contract with the cultural, ethical, and legal norms in force in the given country)
5. reality of the contract – (goal of relation/cooperation formulated in such a way that it is achievable from the perspective of the two parties)

Contralateral levels according to E. Berne

Administrative:

concerns the formal issues, i.e., tasks to be done, remuneration, time frames and due dates, number and length of meetings, structure of meetings, mutual accessibility between meetings, method of arranging and cancelling meetings, responsibility for booking a room, etc.

Professional:

defines the boundaries of roles and mutual responsibility between co-workers. It contains arrangements as to what the purpose and desirable effect of the work may be, what methods would be suitable and sufficient, what tools we will use, what I will expect from you, what I can offer you, and what I will not do or rather avoid doing during the cooperation.

Psychological:

concerns mutual psychological expectations, needs, the depth of the relationship, motives, to what extent our motivations and ideas are conducive to the cooperation process and to what extent they can hinder it; to what extent the coworker agrees to work together with me and opposite, especially when what I can offer them is far from their initial ideas or expectations; analysis of possible sources of psychological coercion and their influence on the relationship and the process of collaboration.

Algorithm for contracting cooperation

1. Explain the purpose and sense of contracting (reveal your intention).

Define the contract levels and specify what is included in each level.

2. Establish your suggestions of the rules, your needs, requests and expectations.
3. Ask about ideas, important needs, expectations of your partner/co-worker.

Ask how your work-mate sees the 3 level arrangements, where do you agree, where do you disagree. What does it mean for you, what are you ready to make an appointment for, what is possible to arrange now and what requires a contract with others (e.g., mutual supervisor).

4. Summarise and conclude the contract.
5. Appreciate the commitment.

Algorithm for contracting cooperation - exemplary phrases

1. Explain the purpose and sense of contracting (reveal your intention). Reveal why you want to make arrangements in terms of your cooperation.

Hi. I want to talk about our cooperation and figure out certain rules that, in my opinion, will help us during the implementation of this project, especially since we work remotely and it is more difficult for me than when we were in the office. I really want our cooperation to run smoothly and efficiently, and I thought it would be nice to talk about our mutual needs, so that we can take care of them together and avoid tensions or difficulties. My idea is that first I will tell you what is important to me, and of course I will want to hear how it is from your side, what would you need from me and our cooperation to work well and comfortable.

2. Establish your suggestions of the rules, your needs, requests and expectations.

Thank you for your openness and readiness. Let me start by saying that it is very important to me that we have clear framework or hours (during which we connect on Teams or make a call) established. I would definitely prefer meetings in the morning, i.e., from 9.00 to 11.00. If we set a time frame, then I will be able to arrange custody of the child with my wife and avoid a situation in which she will complain that she can't plan anything and that she is constantly occupied with the child. What do you think about it? How would you see it?...

I also want our cameras to be turned on while meeting via Teams. I know that sometimes the house is messy and children are running around, at the same time it's really weird when I talk to the icon and I don't see you. It's hard for me to concentrate then. Will it be ok for you if we arrange it?

Another important issue for me – let's schedule meetings for a maximum of 50 minutes. Very often I have my next meeting right around the corner and I need a break to rest. As for me, I can promise that I will take great care to set a specific time in the calendar and stick to the timebox. Will it be ok for you?

I would also like us to agree that we receive and reply to e-mails by 5:00 p.m. Sometimes you send me an e-mail at 6:00 p.m. (and so I), and I've noticed that then I sit down, start replying, and get caught up in my work. Usually a lot of time passes, I burn a midnight oil and I feel like I'm constantly doing something and I don't have time for my family and rest. I hear it from my wife. I imagine that if the two of us stick to this arrangement, it will be easier for us, and I will certainly not feel guilty for replying to your message in the morning. What is your perspective? Is that ok for you?

3. Ask about ideas, important needs, expectations of your partner/co-worker.

Thanks for agreeing to these arrangements. Tell me then what is important for you? It is extremely significant to me to take care of you in our work, so - what might be helpful for you/from your perspective?

4. Summarise and conclude the contract. Indicate those places where you agree and those that you still need to talk about.

I wrote down our arrangements and will email them to you shortly. So we agreed that...

5. Appreciate the commitment.

Okay, thank you again. Great, I'm happy 😊

I - message

Algorithm of confrontive I – message:

- **Facts** – describe facts and behaviours that are the subject of feedback
- **Emotions** – directly name emotions that arise in you in connection with the discussed situation or behaviour

- **Consequences** – name the consequences of a behaviour (for you, a team, whole organisation)
- **Expectations** – what are your expectations, requests or actions that would be desired in this situation

Worth to remember:

The “You” message – is a form of communication that says nothing about the “Sender” and at the same time breaks into the psychological field of the “Receiver”.

Contrary to “You Messages”, “I-Message” focuses on the Sender. It tells people how their behaviour influences us and might trigger us. It is based on facts, which enables us to take responsibility for our own emotions.



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2.9. Handouts

Building positive relationships and
enhancing positive attitudes toward
diversity at work
Part 3 – TA games



Case study – example of the game

Two co-workers, Kate and Mark, are to prepare a report together. Kate is 45 minutes late and apologises to Mark, explaining that she does not know how it had happened, but her alarm clock did not go off.

Switching the alarm clock to ‘snooze’ several times she thought that Mark was terribly bossy. When Kate comes in late, Mark thinks that no one cares about him, but he smiles and offers to make coffee (regardless of the fact that inside he is nervous and scared). After he returns from the kitchen, they get to work.

There are numerous documents on the desk. When Mark looks at them, Kate spills the coffee and says: “I’m sorry, I’m wiping it off”. Mark wants to be generous and helpful; at the same time it is difficult for him to say what’s on his mind, so although he is angry, he says “think nothing of it” and goes to get paper towels, starting to wipe up the spilled coffee.

After a while, Kate announces that she is going to the toilet. On the way she meets a colleague from another department and starts a conversation with her. Mark goes to look for Kate, and finally finds her laughing in the kitchen during the conversation. Scared at being discovered, Kate says: “I’m sorry, I met Victoria and I wanted to ask her how they prepare this type of report”.

Mark thinks that Kate has been down in the dumps lately and may not deal well with any criticism, so he says: “OK, I understand, but now please come back to me, because I would like to finish work before 4 pm”. When they return, on the way, they meet their superior. He asks how they’re doing. Kate replies: “I don’t know if we’ll manage to make it today”. The boss looks with dissatisfaction at his subordinates and walks away muttering something under his breath. Mark looks questioningly at Kate, who apologises to him and explains that she made such a foolish mistake out of fear. Mark can’t stand it and says: “I’ve had enough of you, do this report by yourself”, which upsets Kate.



Case study – example of the game

Questions and issues to consider:

- Is this situation authentic? Could it occur at your university/faculty?
- Who do you like and dislike more? Why?
- What are the turning points in this situation?
- What emotions do Kate and Mark experience?
- Who is the winner and who is the loser? Why?
- With what thoughts about themselves (and each other) might Kate and Mark end this situation?
- What were the benefits and payoffs from this situation for Kate and Mark?



My favourite roles from the Drama Triangle – self reflection sheet

What is my dominant life position? What role is adjusted to this way of functioning?	
What is the role from Drama Triangle I usually start the game with? Why I use this role? What needs I want to fulfill by doing it?	
How I usually end the games I play? Can I see some repeating pattern? With what emotions and thoughts I end the games? What role from Drama Triangle would be the best suited to these terms?	
What behaviours could be difficult for others (people I play games with)? What behaviours could be harmful for myself?	
What needs have I unmet? What were the most important needs that had not been addressed during my childhood?	
What could I change? What other behaviours and actions could I use to take care of myself (or others)? What tips and best practices in terms of the Winners Triangle could I utilise?	
What would be the first step?	



My chosen psychological game – analysis

1. Game name	
2. Who are the participants of this game? (who do I play with?)	
3. What is the sequence of this game: what am I doing, what is the other person doing? What role am I in, what role do I end up playing in this game? What are the turning points?	
4. How do I feel then? What do I think about myself? What do I think about the other person/others?	
5. How might the other person/others feel then? What might they think about themselves? What can they think of me?	
6. What am I trying to achieve? What needs (in terms of unmet needs from Drama Triangle and favourite role) am I trying to fulfil?	
7. What can I do to avoid this game with this person/people? What can I do if I notice I'm already in the game? What best practices from former parts of this workshop should be helpful? What are the tips from others?	
8. What would be my individual action plan for this game?	



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2.9. Presentation

Building positive relationships and
enhancing positive attitudes toward
diversity at work
Part 3 – TA games

Building positive relationships and enhancing positive attitudes toward diversity at work, part 3 – TA games



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Aims of the workshop




- improving knowledge and awareness of the ways to build positive relationships
- honing skills and tools useful for minimising conflicts and gaining intimacy with others
- exchanging ideas and experiences
- self-development
- getting answers for important questions




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Schedule of the workshop



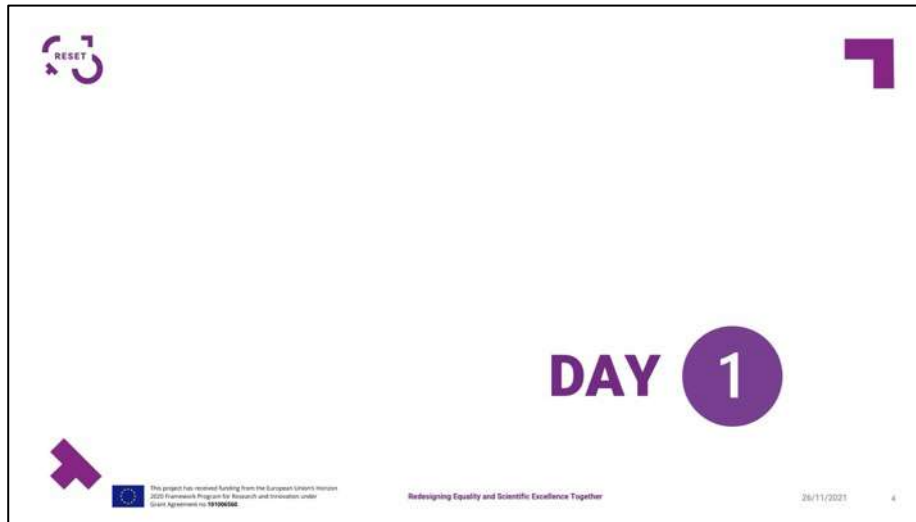
- introduction and initial activities
- introduction to transactional analysis - the basics of TA
- games in TA
- ways of minimising the risks of games and the probability of conflict
- the concept of the Winner's Triangle
- self – analysis and the assessment of the nearest university circle
- algorithm for contracting cooperation - a useful tool helpful in minimising the probability of stepping into a game



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RESET

DAY 1

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RESET

Opening round



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RESET



General rules for cooperation

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A few words about Transactional Analysis (TA)

the ego-state model (PAC model)

simple models and concepts understanding psychological mechanisms change

ERIC BERNE
 USA, the 1960'

people are OK
 everyone has the capacity to think
 people decide their own destiny, and these
 decisions can be changed

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A few words about Transactional Analysis (TA)

Ego states

NURTURING PARENT (P) CRITICAL PARENT (P)

ADAPTED CHILD (C) FREE CHILD (C)

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A few words about Transactional Analysis (TA)

Transactions

A transaction takes place when I offer some kind of communication to you and you reply to me.

Three types of transactions:

- Complementary transactions
- Crossed transactions
- Ulterior transactions

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A few words about Transactional Analysis (TA)

Psychological Needs (Hungers):
There are 3 hungers which are experienced by all of us.


STIMULUS

RECOGNITION

STRUCTURE




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A few words about Transactional Analysis (TA)

Strokes
Stroke is a "unit of human recognition."



It can be a look, a nod, a smile, a spoken word, a touch. Any time one human being does something to recognise another human being, that is a stroke. Babies need strokes to survive.



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A few words about Transactional Analysis (TA)

Existential Positions
There are four basic life positions.

I'm OK, You're OK


I'm OK, You're Not OK

I'm Not OK, You're OK

I'm Not OK, You're Not OK



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A few words about Transactional Analysis (TA)

Time structuring

There are six different ways in which they can spend their time in pairs or groups.

WITHDRAWAL	ACTIVITIES
RITUALS	GAMES
PASTIMES	INTIMACY



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Games in TA

"A game is a series of ulterior transactions with a gimmick, leading to a usually well-concealed but well-defined payoff."
Berne (1964)



Games are a reconstruction of childhood strategies, immature and inadequate to reality. Playing games is a very common, unconscious, automatic way of getting into relationships



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Games in TA

Typical Features of games (Stewart & Joines, 2008)



1. Games are repetitive.
2. Games are played without Adult awareness.
3. Games always end up with the players experiencing racket feelings
4. Games entail an exchange of ulterior transactions between the players




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Case study



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Questions related to the case study



- Is this situation authentic? Could it occur at your university/faculty?
- Who do you like and dislike more? Why?
- What are the turning points in this situation?
- What emotions do Kate and Mark experience?
- Who is the winner and who is the loser? Why?
- With what thoughts about themselves (and about the other person) can Kate and Mark end this situation?
- What were the benefits and payoffs from this situation for Kate and Mark?



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Drama Triangle

Persecutor Rescuer



Victim



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Payoffs of the games

BIOLOGICAL
PSYCHOLOGICAL
SOCIAL
EXISTENTIAL

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How to protect ourselves from games

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Winner's Triangle


Vulnerable
Caring Assertive

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Closing round

This slide features the RESET logo in the top left and a stylized icon of three people in a circle in the center. The footer contains the European Union logo, funding information, the project name, and the date 26/11/2021.



DAY 2

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Opening round

This slide features the RESET logo in the top left and a stylized icon of three people in the center. The footer contains the European Union logo, funding information, the project name, and the date 26/11/2021.




My favourite roles from the Drama Triangle – self-reflection sheet




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Examples of games

- Why Don't You - Yes, But
- See What You Made Me Do - If it Weren't For You/Them
- Blemish
- Now I've Got You
- Rapo
- Wooden Leg
- Kick me
- I'm Only Trying To Help You
- See How Hard I've Tried



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TAILOR-MADE TRAINING FOR EACH UNIVERSITY

- *In this place it is recommended that the trainer shows the examples of most commonly-used games in a particular University as well as the most commonly-used games in a particular country.*
- *This part should be prepared by the trainers from partner universities.*



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My chosen psychological game – self-reflection sheet



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Contracting roles, responsibilities and cooperation

Conditions of a good contract:



1. mutual consent
2. fair exchange
3. competence
4. legality
5. reality of the contract



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Contralateral levels according to E. Berne

Administrative

Professional


Psychological



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The task for the participants


- Think about your contract with your chosen co-worker or team. If you have formulated a contract - analyze to what extent your co-worker/co-workers comply with the contract, to what extent they act contrary to the contract.
- Think about formal and professional issues, as well as about your needs and interests in the context of this cooperation (include 3 levels of the contract).
- Prepare your speech to a co-worker/co-workers: points 1-3 (write them down).



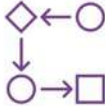
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Algorithm for contracting cooperation



1. Explain the purpose and sense of contracting (reveal your intention).
2. Establish your suggestions of the rules, your needs, requests and expectations.
3. Ask about ideas, important needs, expectations of your partner/co-worker.
4. Summarise and conclude the contract.
5. Appreciate the commitment.



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I - message


Algorithm of confrontive I – message:




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Individual action plan

Choose those things you can change about yourself
(what you can do differently, more/less):

- How much might you want to change it?
- How important is this change for you (and others); what benefits can it bring?
- What difficulties might you experience?
- How can you react to/minimise difficulties; who can help you?
- What is your first step? What will you do tomorrow?



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Closing round




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MODULE 2.10
Work-life Balance – orientation on
knowledge competencies
improvement
Part 1

Topic

2.10 Work-life Balance – orientation on knowledge competencies improvement Part 1



Toolbox goal:

- knowledge
- skills
- attitudes



Participants:

- Top and middle management
- Researchers
- Teachers
- Administration staff
- PhD students, students



Recommended form of training:

Synchronous face-to-face or online training



Duration of recommended form of training:

8h (2x4h)



Form of basic training:

Online webinar



Duration of basic training:

2h



Main objective:

Improving knowledge and awareness about the phenomena of work-life balance

Specific objectives:

- improving knowledge and awareness about the phenomena of work-life balance
- focusing on understanding the mutual relations between work and nonwork domains (conflicts and facilitation)



Learning results Educational effects

The participant:

- has knowledge about mutual relations between work and nonwork domains with the focus of bidirectional (nonwork-to-work and work-to-nonwork) 'carry over' of demands
- has knowledge of the main causes of conflicts between work and other non-work responsibilities and activities
- is aware of the costs and consequences of the imbalance between work and nonwork domains
- has knowledge of the main techniques that can help to gain balance in a long time perspective as well as mix work and nonwork domains in a "good" (non-harmful) way



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2.10. Scenario Work-life Balance – orientation on knowledge competencies improvement Part 1



Exemplary Agenda (for the participants) Day 1

Planned time	Activity
9.00 – 9.45	Introduction and initial activities
9.45 – 10.45	Work-life relationship
10.45 – 11.00	Coffee break
11.00 – 12.00	Determinants of work-life balance
12.00 – 12.45	(Job) Demands-Resources model
12:45 – 13.00	Closing round

Day 2

Planned time	Activity
9.00 – 9.15	Opening round
09.15 – 10.15	Consequences of work-life imbalance
10.15 – 11.00	Multiple role playing – the role of gender and age in the context of work-life balance
11.00 – 11.15	Coffee break
11.15 – 12.30	Achieving satisfactory relationship between work and personal life
12:30 – 13.00	Closing round



Exemplary Scenario (for the trainer) Day 1

Planned time	Activity
<p>General tips:</p> <p>Below you can find the basic scenario of the workshop. Follow the guidelines and recapitulate the tasks / topics listed therein. At the same time observe the group and its needs - in some cases (if time permits) you can propose additional exercises, energiser, discussion etc.</p> <p>The theoretical content and the framework of the presentation is placed in appendix (Supplementary materials, Handouts and Presentation).</p>	
45 minutes	<p>Initiatory (initial) activities:</p> <ul style="list-style-type: none"> • Introduction of the trainer • Goals of the meeting <ul style="list-style-type: none"> • explain the goals and point out that the main emphasis would be put at the increasing awareness of the participants • include the information about RESET Project and its general aims • Agenda of the meeting • Opening round (possibility to get to know one another) <ul style="list-style-type: none"> • (see Supplementary materials 2.10 – Questions for the opening round) • create a space for getting to know each other better • ask for participants' needs and expectations about the training and post identified needs on the flipchart on the wall • include the specific expectations of the participants within the programme (if possible) or give some tips where to find information about requested issues • Contract with participants <ul style="list-style-type: none"> • co-create the contract for the meeting with participants. If some important elements are missed add the most essential points (see Supplementary materials 2.10 – Exemplary contract). • place the rules in a visible place for th whole meeting.
60 minutes	<p>Exchanging ideas about the definition of work-life balance</p> <ul style="list-style-type: none"> • divide the group into smaller teams/pairs (if it not possible, participant can work on it individually and discuss the ideas within the whole group forum). • every team/pair has the task to think of and discuss the idea of WLB: <ul style="list-style-type: none"> • How they understand it and what it means to them? • How the concept of WLB is understood in the university context? <p>Lecture and discussion with participants (see Supplementary materials 2.10):</p> <ul style="list-style-type: none"> • summarise the discussion based on the participants reflections and additional materials; • underline the differences in the definitions of work-life balance, explain how WLB can be interpreted in the context of roles equity, deriving satisfaction from the role fulfilment, alignment with the role prioritisation and perceived control over the roles; • some information could be presented in shorter way (just as a reminder) or in more detailed way (in order to make a solid ground for the oncoming information)
15 minutes	Coffee break



Exemplary Scenario (for the trainer) Day 1

Planned time	Activity
60 minutes	<p>Circle of life</p> <ul style="list-style-type: none"> distribute sheets to each participant (see Supplementary materials 2.10 and 2.10 Handouts – Circle of life). The task is to identify the most important areas of their life and the time they dedicate to them (on the first circle), as well as their level of satisfaction with each of them (on the second circle) (see Supplementary materials 2.10 – Circle of life – exemplary results) Exemplary questions for the discussion are in the Supplementary materials 2.10 – Circle of life <p>Lecture and discussion with participants:</p> <ul style="list-style-type: none"> Determinants of work-life balance (see Supplementary materials 2.10) <ul style="list-style-type: none"> divide the group into three teams every team has the task to discuss the process of achieving WLB in one chosen context: (1) individual, (2) organisational or (3) non-organisational it is good to reflect on the factors in the chosen domain that contribute to WLB. sum up the results
45 minutes	<p>Lecture and discussion with participants:</p> <p>(Job) Demands-Resources model :</p> <ul style="list-style-type: none"> Present basic information about JDR model (see Supplementary materials 2.10) <ul style="list-style-type: none"> define the basic concepts; demands and resources and explain the relationships between them Job Demands-Resources Self-assessment: <ul style="list-style-type: none"> every participant gets the separate reflection sheet (see Supplementary materials 2.10 and 2.10 Handouts – Job Demands-Resources Self-assessment) and is asked to reflect about oneself and write down their own conclusions Discussion <ul style="list-style-type: none"> divide the group into pairs ask them to discuss questions related to their own job demands and resources placed in the sheet sum up the discussion and encourage participants to reflect on the key takeaways (see Supplementary materials 2.10 – Job Demands-Resources model – exemplary questions)
15 minutes	<p>Closing round</p> <ul style="list-style-type: none"> ask a couple of questions summarizing the day (see Supplementary materials 2.10 – Questions for the closing round-Day 1) it is recommended that every participant would share their opinions and reflections



Exemplary Scenario (for the trainer) Day 2

Planned time	Activity
15 minutes	<p>Opening round (see Supplementary materials 2.10 - Questions for the opening round-Day 2)</p> <ul style="list-style-type: none"> ask for participants' needs and expectations about the second day of the training ask participants reflections about the previous day and emotions that have appeared due to it
60 minutes	<p>Consequences of work-life imbalance</p> <ul style="list-style-type: none"> divide the group into three teams every team has the task to discuss the consequences of work-life imbalance one chosen context: (1) mental and physical health, (2) performance or (3) relations <p>Summarise the discussion based on the participants reflections and materials from the Supplementary materials 2.10 paying particular attention to the need to prevent negative consequences of imbalance and to strengthen factors that enhance WLB.</p>
45 minutes	<p>Multiple role playing – the role of gender and age in the context of work-life balance</p> <ul style="list-style-type: none"> initiate a discussion about the impact of gender and age on WLB enhance each participant to think of different situations in their lives when their gender or age helped or hindered the achievement of WLB exemplary questions are in Supplementary materials 2.10
15 minutes	Coffee break
75 minutes	<p>Does my behaviour enhance work-life imbalance?</p> <ul style="list-style-type: none"> provide participants with the basic information about the social behaviours and actions behind the work-life imbalance, such as the rule of reciprocity, social proof of rightness, learning by observation (see Supplementary materials 2.10) initiate a discussion on this topic: enhance to work in small groups or pair and talk about situations in the participants lives when they used consciously or unconsciously above-mentioned strategies it may be interesting for participants to think of above-mentioned issues in a gender based or diversity context <p>Achieving satisfactory relationship between work and personal life:</p> <ul style="list-style-type: none"> ask participants to reflect on their own good practices on maintaining work-life balance and write them down on an individual worksheet (see Supplementary materials 2.10 and 2.10 Handouts – Best practices referring to psychological and physical well-being) initiate a discussion and write the proposed ideas on the flipchart. take care of the possibility for every person to participate in the discussion
30 minutes	<p>Closing round</p> <ul style="list-style-type: none"> ask a couple of questions (see Supplementary materials 2.10 – Questions for the closing round-Day 2) inquire about the specific thought or concept that they personally take away from the training. it is recommended that every participant would share their opinions and reflections



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2.10. Supplementary materials for trainers

Work-life Balance – orientation on knowledge competencies improvement Part 1

SECTIONS



Introduction and initial activities



Work-life relationship



Determinants of work-life balance



(Job) Demands-Resources model



Consequences of work-life imbalance



**Achieving satisfactory relationship between work
and personal life**



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DAY 1



Introduction and initial activities

Opening round (exemplary questions/topics)

- Name
- Vocational area (role, tasks and responsibilities)
- Private area (who I am, what I do in my spare time)
- What do I know about work-life balance as a concept?
- How do I feel about my work-life balance?
- What is my main objective for this meeting?
- What are my needs and expectations (in reference with the topic and schedule)
- What would I do for myself if I were to win 1 million Euro? (**optional*)

General rules for cooperation (exemplary contract)

- We call each other by name (**mandatory*)
- We use the pronoun “I”, not “we”
- We respect the time
- We don’t generalise
- We do not use grand quantifiers expressions
- We do not take out personal content from the group (**mandatory*)
- The “here and now” principle - we focus on the workshop(**mandatory*)
- We mute our phones
- We engage in exercise rather than passively watch. We have the right to refuse to participate in an exercise
- We don’t judge (**mandatory*)
- We respect each other (**mandatory*)
- We are mutually responsible for the process as well as effects of the workshop (**mandatory*)
- We are ready to be confronted (in a benevolent way)



Work-life relationship

Work-life balance definition

The relationship between private and professional areas of life is an important aspect of individual well-being. In today's fast-paced world, achieving a healthy balance between work and personal life can be a challenge. A good work-life balance (WLB) means that you are able to effectively manage your time and energy between work responsibilities and personal activities such as spending time with family and friends, pursuing hobbies and interests, and taking care of yourself both physically and mentally. It is important to take care of yourself and ensure that your professional activities do not consume all of your time and energy and that you have some spare time to relax.

There are several definitions describing the connection between work and personal life. Some of them are placed below:

- “A state of equilibrium in which the demands of both a person’s job and personal life are equal” (Ezzedeen & Swiercz, 2002);
- “An individual’s ability to meet their work and family commitments, as well as other non-work responsibilities and activities. Work life balance, in addition to the relations between work and family functions, also involves other roles in other areas of life” (Parkes & Langford, 2008);
- “Work–family balance reflects an individual’s orientation across different life roles, an inter-role phenomenon” (Greenhaus, Collins & Shaw, 2003).
- Importantly, there is a “(...) recent shift in terminology used to refer to this phenomenon, with many organisations using the term ‘work–life balance’ so as to include employees who are not parents but who desire balance for non-work activities such as sports, study, and travel” (Kalliath & Brough, 2008).

Chosen definitions and terms:

(sources: Greenhaus, J.H., Collins K.M., Shaw J.D. (2003). The Relation between Work-family Balance and Quality of Life. *Journal of Vocational Behavior* 63: 510-531. [https://doi.org/10.1016/S0001-8791\(02\)00042-8](https://doi.org/10.1016/S0001-8791(02)00042-8); Parkes, L. P., & Langford, P. H. (2008).

Work–life balance or work–life alignment? A test of the importance of work-life balance for employee engagement and intention to stay in organisations. *Journal of Management & Organization*, 14(3), 267–284. <https://doi.org/10.1017/s1833367200003278>).

How to understand the concept of work-life balance?

Multiple roles

In today’s world, we fulfil many diverse roles – for instance employee, partner, parent, colleague, advisor, customer, student, volunteer. Meeting the expectations of each of these roles often requires balancing, high flexibility, and the ability to compromise. Our functioning in these roles affects each other, either helping or hindering their effective fulfilment. The most time-consuming and significant roles, from the perspective of overall quality of life, are related to work and family.

Work-life balance may be interpreted in the context of four aspects:



Chosen definitions and terms:

(source: Kalliath, T., & Brough, P. (2008). Work-life balance: A review of the meaning of the balance construct. *Journal of Management and Organization*, 14(3), 323–327. <https://doi.org/10.5172/jmo.837.14.3.323>).

How to understand the concept of work-life balance?

Roles equity:

- work-life balance is related to the assessed or perceived equity of the multiple played roles
- there are three components of WLB:
 - time balance – a relatively balanced allocation of time between activities or tasks related to different spheres of life.
 - involvement balance – the feeling that, regardless of the area, we are engaging our own resources to a sustainable degree. Here, the input and output seem to be of particular importance, as well as the sense that our contribution and what we gain remain in relative balance.
 - satisfaction balance – related to own subjective sense of satisfaction derived from different areas of life, it is important to achieve a balance and a similar level of fulfilment from the various roles we undertake.

Satisfaction from the roles

- WLB refers to the equilibrium and contentment we experience while playing different roles in life
- deriving satisfaction requires equal distribution of resources such as energy, time, commitment.
- it is emphasised that satisfaction can be associated with the level of conflict between roles, and it is desirable to have little to no conflict between roles

Chosen definitions and terms:

(source: Kalliath, T., & Brough, P. (2008). Work-life balance: A review of the meaning of the balance construct. *Journal of Management and Organization*, 14(3), 323–327. <https://doi.org/10.5172/jmo.837.14.3.323>; Greenhaus, J. H., Collins, K. M., & Shaw, J. D. (2003). The relation between work–family balance and quality of life. *Journal of Vocational Behavior*, 63(3), 510–531. [https://doi.org/10.1016/s0001-8791\(02\)00042-8](https://doi.org/10.1016/s0001-8791(02)00042-8) ; Clark SC (2000) Work/family border theory: A new theory of work/family balance. *Human Relations*, 53: 747–770.).

How to understand the concept of work-life balance?

Alignment with roles prioritisation

- The way we prioritise different activities changes during our lifetime; it is not a static assessment, but it is a specific response to the changes occurring at different stages of development, both on an individual and social level, e.g., during emerging adulthood (between the age of 18 and 25), aspects related to career development, studies, and education are significant. However, a decade later, activities related to family functioning, including parent-child relationships, gain importance.
- WLB in this context is understood as “the extent to which an individual’s effectiveness and satisfaction in work and family roles are compatible with the individual’s life role priorities at a given point in time” (Greenhaus & Allen, 2006).

Perceived roles control

- WLB is related to perceived flexibility and control regarding the timing, manner, and scope of both professional and personal activities.
- It refers to the level of autonomy a person has in choosing the actions they engage in, which are significant at a given moment in life. For example, it includes the ability to reduce workload when there is a necessity to care for a child, as well as increasing workload when the child is away on vacation with grandparents.

Chosen definitions and terms:

(source: Grzywacz, J. G., & Carlson, D. S. (2007). Conceptualizing Work–Family Balance: Implications for Practice and Research. *Advances in Developing Human Resources*, 9(4), 455–471. <https://doi.org/10.1177/1523422307305487>; Fleetwood, S. (2007). Why work–life balance now? *The International Journal of Human Resource Management* 18, 387–400).

Work-life balance definition

Conflict and facilitation

- Conflict between work and family refers to the challenges and tensions that arise when the demands and responsibilities of work and personal life start to compete with each other. It can result in feelings of stress, overwhelm, and difficulty in effectively managing both domains.
- Facilitation refers to the positive interactions and support between work and personal life that enhance and improve overall well-being. It occurs when experiences and resources from one domain (work or personal life) contribute positively to the other domain.
- There are four types of interactions between work and home
 - **work-family conflict (WFC)** happens when work demands, such as long hours, high workload, or job-related stress, interfere with family responsibilities and cause strain on family relationships and individual well-being.
 - **family-work conflict (FWC)** may be perceived when family-related responsibilities, such as childcare, eldercare, or other personal issues, create challenges in meeting work obligations.
 - **work-family facilitation (WFF)** focuses on how work domain can enhance the family life. It involves finding ways in which work-related experiences and resources positively impact family life.
 - **family-work facilitation (FWF)** is related the positive interactions and support between family and work roles. It may occur when our family resources and diverse experiences from the private area support our professional functioning.

Minimising conflict and maximising facilitation in WLB are essential for individuals to achieve a harmonious balance between their work and personal life, leading to increased satisfaction, productivity, and well-being.



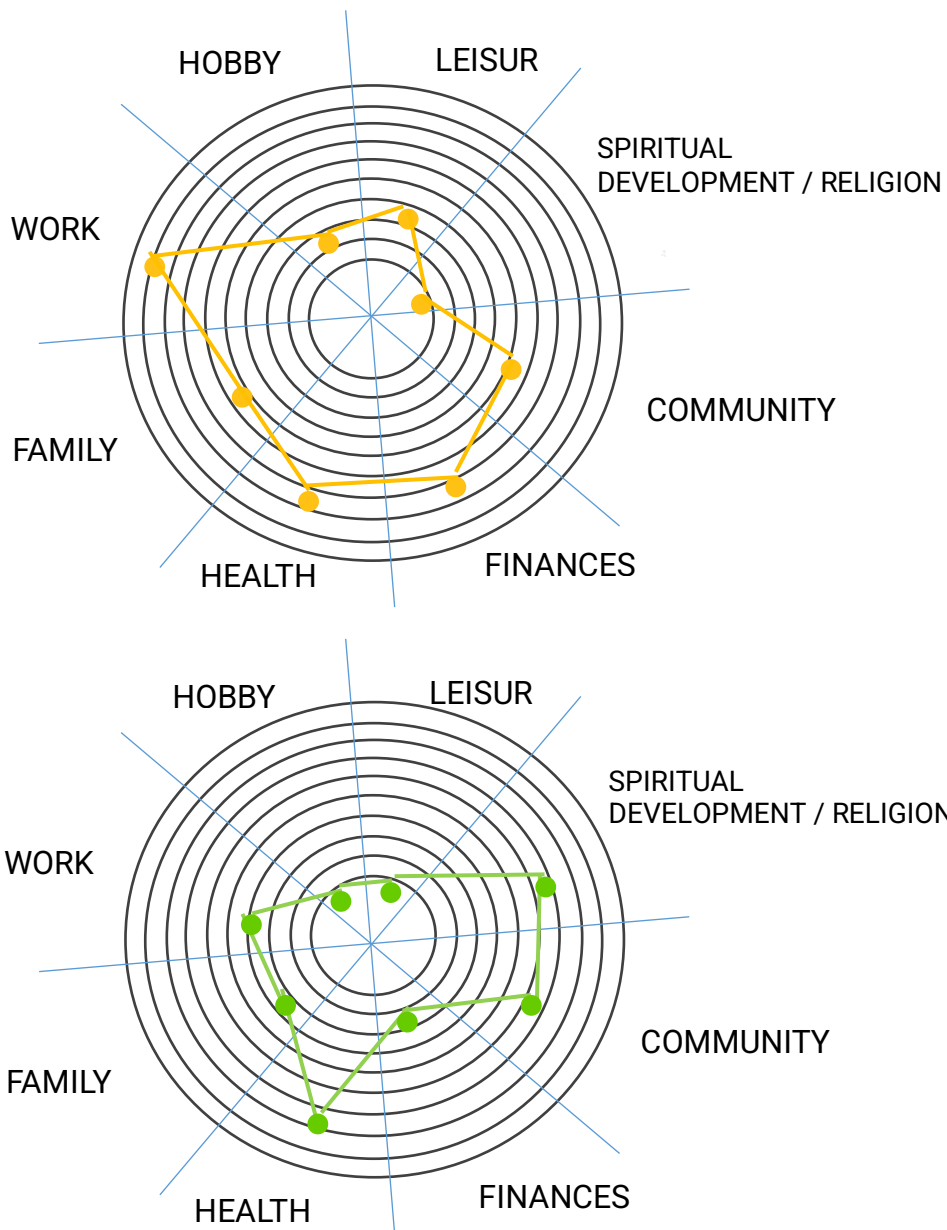
Chosen definitions and terms:

(source: Innstrand, S. T., Langballe, E. M., Espnes, G. A., Aasland, O. G., & Falkum, E. (2010). Work-home conflict and facilitation across four different family structures in Norway. *Community, Work & Family*, 13(2), 231–249. <https://doi.org/10.1080/13668800903314341>).



Determinants of work-life balance

Circle of life – exemplary results



Circle of life – summary

Exemplary questions for the participants

- What are their reflections on the activity?
- Are there any differences between the circles?
- What might differences may come from?
- How was it in the past? Did it change over time?
- What can be done to achieve more similarity between the circles?

Determinants of work-life balance

Understanding the determinants that influence work-life balance can help individuals and organisations create strategies to promote a harmonious integration of work and personal life.

Exemplary factors affecting WLB are placed below.

Individual factors

- Personality traits (such as extraversion, openness to experience, conscientiousness);
- Need for achievements;
- Level of orientation to work;
- Time management skills;
- Coping strategies;
- Hobby;
- Health condition.

Organisational factors

- Work culture (attitudes, norms, rules and beliefs in the work environment);
- Job demands/stress;
- Job virtualisation;
- Childcare benefits.

Non-organisational and social factors

- Family situation (partner, children, elderly parents);
- Social support (family, friends, etc.);
- Social changes (e.g., changes between cohorts in work perception);
- Legal policies.



To expand the knowledge:

(source: Bharathi, S. V., & Mala, E. P. (2016). A Study on the Determinants of Work–Life Balance of Women Employees in Information Technology Companies in India. *Global Business Review*, 17(3), 665–683. <https://doi.org/10.1177/0972150916630847>; Vyas, A., & Shrivastava, D. (2017). Factors Affecting Work Life Balance - A Review. *Pacific Business Review International*, 9(7), 194–200.).



(Job) Demands-Resources model

Job Demands-Resources model

The model was proposed by Arnold B. Bakker and Evangelia Demerouti. The main assumption is that in each work environment there are factors differently affecting the level of stress. Those factors may be grouped into two subcategories, i.e., job demands and job resources.

Job demands

- aspects of a job that require effort, time, and energy from an individual and may increase costs (for instance trigger negative emotions and produce stress);
- different types of demands: physical (e.g., lifting heavy objects, standing for extended periods), psychological (such as decision-making responsibilities, cognitive or emotional workload), sociological (e.g., lack of support, lack of boundaries between work and home, stereotyping).

Job resources

- various assets or supports available to individuals within their work environment that help employees achieve their goals and stimulate their growth;
- they may decrease the costs;
- different types of job resources: physical (e.g., safety protocols, trainings, ergonomic equipment), psychological (job control and autonomy, recognition and reward), sociological (for instance, flexible working hours, supportive manager, constructive feedback).

To expand the knowledge:

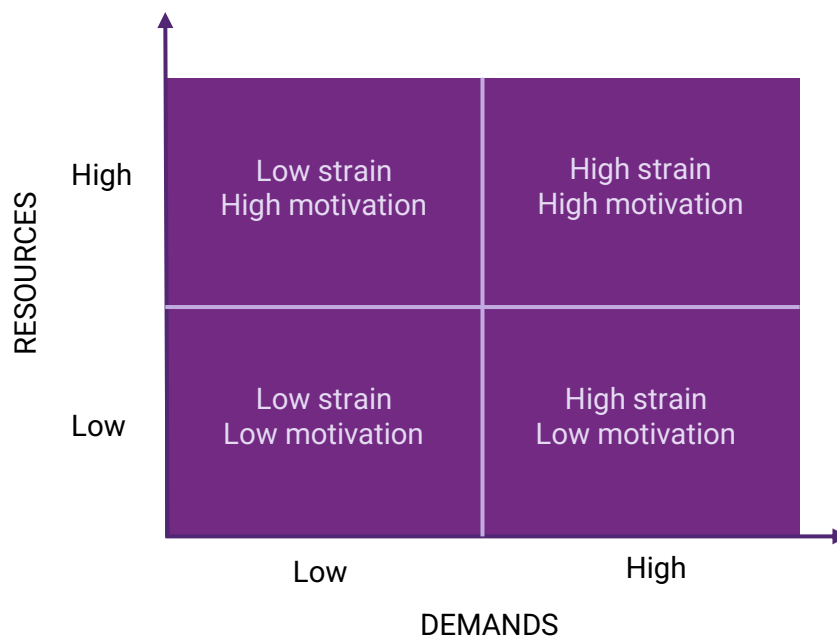
(source: Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: State of the art. *Journal of Managerial Psychology*, 22(3), 309–328. <https://doi.org/10.1108/02683940710733115>).

Job Demands-Resources model

Balancing job demands with job resources is essential for WLB, as well as achieving high level of life satisfaction and low level of burnout. Studies has shown (Demerouti et al., 2001) that high demands, such as e.g., time pressure, physical workload, recipient contact may lead to exhaustion whereas having high resources, e.g., getting feedback and rewards as well as feeling secure and supported decreases disengagement.

Predictions of the Job Demands-Resources (Bakker & Demerouti, 2007)

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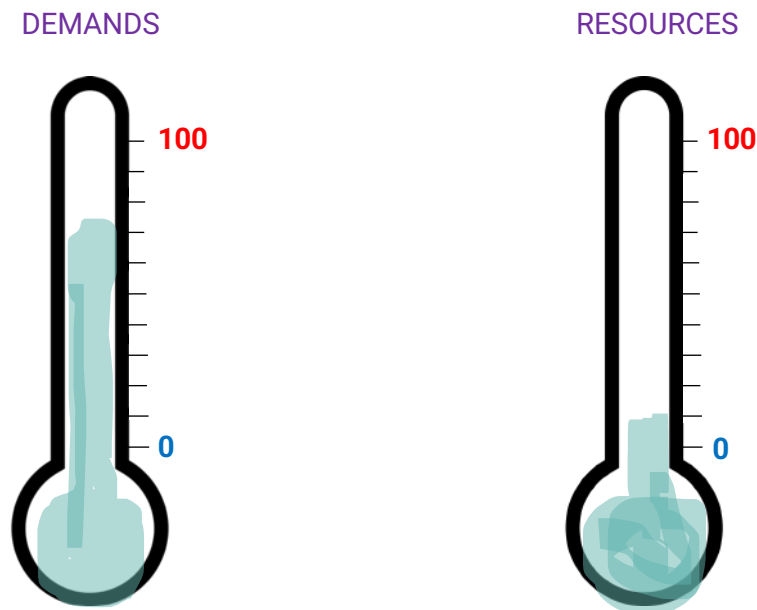


To e xpand the knowledge:

(source: Bakker, A. B., & Demerouti, E. (2007). The Job Demands-Resources model: State of the art. *Journal of Managerial Psychology*, 22(3), 309–328. <https://doi.org/10.1108/02683940710733115>).

Job Demands-Resources Self-assessment – exemplary results

Estimate the level of your job demands and job resources by marking them on a thermometer.



Think of the following questions:

- Do I feel balance between job resources and job demands?
- What are my demands? What are my resources?
- How do I feel with the balance/imbalance I have?
- Have I observed any changes in the past few years?

Job Demands-Resources model

My job resources and demand – exemplary questions to discuss with participant

- What resources should be developed/added to support employees ?
- Which job demands are the most stressful?
- What in the university context?
- What may affect the possible imbalance?

Closing round – Day 1 (exemplary questions/topics)

- What do you think about the part of the training we had?
- What are your main insights and reflections?
- What was particularly memorable for you?
- Has anything surprised you?



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DAY 2



Introduction and initial activities

Opening round – Day 2 (exemplary questions/topics)

- How did you spend your evening?
- What are your main reflections from yesterday?
- Do you have any questions regarding we did yesterday?
- What are your needs and expectation regarding the current day?



Consequences of work-life imbalance

As individuals strive to excel in their careers and meet their responsibilities, they often grapple with a significant imbalance between their work and personal lives. This growing disparity has far-reaching consequences that can impact individuals and their relationships, physical and mental well-being, overall quality of life, and performance. The primary consequences of work-home imbalance in three domains: i.e., health, performance, and relationships, are listed below.

Health

- sleep deprivation and inconsistent sleep routine - resulting e.g., from an excess of duties, emerging high requirements in one or more of the life spheres and a small amount of resources allowing to cope with tasks in time allotted for them;
- cognitive symptoms (decline on attention, learning, remembering), what may indirectly also affect job and home performance;
- general level of stress and anxiety– the inability to deal with all the task in both professional and private life may generate the constant pressure and heighten the feeling of restlessness, impatience and considerable worry;
- lower general well-being;
- emotional exhaustion, depression - constantly feeling overwhelmed, working long hours, and lacking sufficient downtime can leave individuals emotionally drained, leading to a higher risk of depressive symptoms;
- alcohol abuse – some studies suggest that lack of WLB is related to An increased level of alcohol consumption, both in quantity and frequency);
- somatic symptoms (depletion of energy, heart disease, peptic ulcers) - disturbed WLB may indirectly influence somatic health, mostly with the mediating role of perceived stress.

Consequences of work-life imbalance

Performance:

- leaving work early, absenteeism (i.e., prolonged, habitual absence from work without any good reason) - working excessive hours may be associated with their increased absence especially during the last days of the work week. Moreover, poor WLB may lead to unscheduled sick leaves, thereby leading the company to additional financial costs.
- attrition of staff – lack of WLB may indirectly increase to the attrition rate as a consequence of permanently decreasing job satisfaction and inability to reconcile work in a given company with private life. What is interesting, WLB is also one of the most important criteria, while seeking for the new job, just after salary (Gitnux, 2023).
- low productivity, low satisfaction, declined organisational commitment and decreased job embeddedness and finally job burnout – positive WLB is related to higher levels of loyalty and job engagement. Employees, who can easily and flexibly balance between private and professional areas tend to be more productive at work and less exhausted, feel their work is more meaningful and also be more motivated and more satisfied; however, the last aspect may vary according to the sector of employment (Kanwar et al. 2009).

Relationships

- lower marital and family satisfaction - high work pressure and demands may influence the time people spend with friends and family e.g., by disturbing private meetings or activities and lead to lesser interaction with the nearest and dearest reducing the satisfaction from the relationships.
- decreased relationship quality with children - based on the previous studies it is proved that spending long hours at work have negative impact on the relationship with children. Additionally, not only the relationship itself suffers since negative work-family spillover may increase a child's internalising and externalising problems.
- less mindful parenting – low WLB may limit parents' attentiveness and mindfulness mainly as a result of emerging parental depressive or anxiety symptoms.
- negative mental health and behaviour outcomes in children (e.g., higher levels of children's emotional lability and emotional problems, lower levels of children's emotional regulation).

Consequences of work-life imbalance

To expand the knowledge:

Al-Adawi, S., Alameddine, M., Al-Saadoon, M., Al Balushi, A. A., Chan, M. F., Bou-Karroum, K., Al-Kindy, H., & Al-Harhi, S. M. (2022). The magnitude and effect of work-life imbalance on cognition and affective range among the non-western population: A study from Muscat. *PLoS ONE*, 17(2), 1–15. <https://doi.org/10.1371/journal.pone.0263608>

Allen, T. D., Herst, D. E., Bruck, C. S. and Sutton, M., (2000). Consequences associated with work-to-family conflict: a review and agenda for future research. *Journal of Occupational Health Psychology*, 5, 278–308.

Chai, L., & Schieman, S. (2022). Work-to-Family Conflict and Children’s Problems with School, Friends, and Health: Household Economic Conditions and Couple Relationship Quality as Contingencies. *Journal of Family Issues*, 43(6), 1555–1578. <https://doi.org/10.1177/0192513X211026953>

Gitnux (2023). Work-Life Balance Statistics 2023: The Big Picture. <https://blog.gitnux.com/work-life-balance-statistics/>

Guest, D. E. (2002). Perspectives on the Study of Work-life Balance. *Social Science Information*, 41(2), 255–279. <https://doi.org/10.1177/0539018402041002005>

Hosokawa, R., & Katsura, T. (2021). Maternal Work-Life Balance and Children’s Social Adjustment: The Mediating Role of Perceived Stress and Parenting Practices. *International journal of environmental research and public health*, 18(13), 6924. <https://doi.org/10.3390/ijerph18136924>

Kanwar, Y. P. S., Singh, A. K., & Kodwani, A. D. (2009). Work–Life Balance and Burnout as Predictors of Job Satisfaction in the IT-ITES Industry. *Vision*, 13(2), 1–12. <https://doi.org/10.1177/097226290901300201>

Moreira H, Fonseca A, Caiado B and Canavarro MC (2019) Work-Family Conflict and Mindful Parenting: The Mediating Role of Parental Psychopathology Symptoms and Parenting Stress in a Sample of Portuguese Employed Parents. *Frontiers in Psychology*, 10, 635. <https://doi.org/10.3389/fpsyg.2019.00635>

Rao, T. S., & Indla, V. (2010). Work, family or personal life: Why not all three?. *Indian Journal of Psychiatry*, 52(4), 295–297. <https://doi.org/10.4103/0019-5545.74301>

Thilagavathy, S. & Geetha, S.N. (2021). Work-life balance -a systematic review, Vilakshan - XIMB Journal of Management, 20 (2). <https://doi.org/10.1108/XJM-10-2020-0186>

Wolff, J. M., Rospenda, K. M., Richman, J. A., Liu, L., & Milner, L. A. (2013). Work-family conflict and alcohol use: examination of a moderated mediation model. *Journal of Addictive Diseases*, 32(1), 85–98. <https://doi.org/10.1080/10550887.2012.759856>





Achieving satisfactory relationship between work and personal life

Multiple role playing – the role of gender and age in the context of work-life balance (exemplary questions)

- How do gender and age influence the possibility to achieve and uphold WLB ?
- Do you identify any challenges or expectations different gender or age groups face in balancing their professional and personal lives?
- What role does culture play in addressing WLB concerns for different gender and age groups? Consider broader (*country/region*) or local (*your organisation*) approach.

To expand the knowledge:

(source: Parminder, W. (2015). Gender and Age as Correlates of Work-Life Balance. *Journal of Organisation and Human Behaviour*, 4(1). <http://doi.org/10.21863/johb/2015.4.1.003>; Thrasher, G.R., Wynne, K., Baltes, B. and Bramble, R. (2022), The intersectional effect of age and gender on the work–life balance of managers, *Journal of Managerial Psychology*, 37(7), 683-696. <https://doi.org/10.1108/JMP-03-2021-0169>).

Does my behaviour enhance work-life imbalance?

Work-life balance and imbalance may be influenced by various internal and external factors. Some studies suggest a relationship between WLB and personality traits, such as extraversion, neuroticism, openness to experience, and conscientiousness (Soni & Bakhru, 2019; Wayne et al., 2004). However, social influence is also significant in this context. People exhibit behaviours depending on several variables: their own knowledge, perception of what other people in a similar situation are doing, the feeling that others know better how to behave in a particular moment, or simple conformism and the social benefits resulting from it.

Rule of reciprocity is related to a human need of exchange in the social interaction. It is one of the most intense and powerful laws in social psychology, based on the belief that people feel compelled to behave in a positive way when given a gift or being treated in a pleasant manner. In other words, we tend to respond to a positive action with a positive action.

In a work context, rule of reciprocity can be a tool used for fostering positive relationships and social cohesion as well as enhancing engagement and productivity. Here are some examples:

- a manager who supports and understands parent-employee's partial inability to work fixed hours or absence from work related to children illnesses may get an increased loyalty and engagement as a payoff;
- organising a kindergarten at the workplace or offering a discount or other type of financial support for the external institution may facilitate employees' time management;
- a colleague who takes a night shift can count on similar behaviour when he finds himself in a difficult situation and is then unable to work;
- when the employees are appreciated by the employer for their work in an adequate way (e.g., financially, with a discount on products of a specific category, a reimbursed trip with the family), their commitment increases.



To expand the knowledge:

(source: Soni, P., & Bakhru, K. M. (2019). Understanding triangulated collaboration of work-life balance, personality traits and eudaimonic well-being. *Problems and Perspectives in Management*, 17(2), 63–82.; Wayne, J. H., Musisca, N., & Fleeson, W. (2004). Considering the role of personality in the work–family experience: Relationships of the big five to work–family conflict and facilitation. *Journal of Vocational Behavior*, 64, 108–130.)

Does my behaviour enhance work-life imbalance?

Social proof of rightness may be treated as a form of **learning by observation**, especially in a specific context, i.e., when we find ourselves in a new, unfamiliar situation and we do not fully know how to behave. Sometimes it is also understood as a type of conformity. Cialdini (1993) defines it as a tendency to use the actions of others to guide one's behaviour

The idea behind this phenomenon is that the more people behave in a certain way, the more likely it is that the behaviour is appropriate, correct, or socially accepted. Due to the fact that in an organisation, many actions and practices are adopted top-down, it is especially essential for managerial staff to take care of their own work-life balance and their attitude towards challenges related to work-life balance maintenance. By promoting positive role models (appreciating and maintaining WLB), implementing supportive policies, and cultivating an environment that values WLB, organisations can meet the needs of employees and create a more satisfying workplace.

Some examples of the social proof influence on high and low WLB are placed below:

- employees who receive e-mails from managers late at night may consider this to be the norm in a given organisation and feel obliged to work after their working hours. Normalisation of working hours at the top of the organisation hierarchy may help to keep the distinction between private and professional life.
- while joining a new team at work newcomers tend to observe behaviours of the coworkers, also those related to WLB. For instance, observing how colleagues set boundaries, manage their time, how they approach breaks at work may be a hint of how to behave in a way that helps to achieve WLB.
- using social benefits, participating in various sport and entertainment activities to which access is guaranteed by the organisation may encourage other employees to repeat similar behaviours



To expand the knowledge:

(source: Soni, P., & Bakhru, K. M. (2019). Understanding triangulated collaboration of work-life balance, personality traits and eudaimonic well-being. *Problems and Perspectives in Management*, 17(2), 63–82.; Wayne, J. H., Musisca, N., & Fleeson, W. (2004). Considering the role of personality in the work–family experience: Relationships of the big five to work–family conflict and facilitation. *Journal of Vocational Behavior*, 64, 108–130.)

Best practices referring to psychological and physical well-being (exemplary results)

You can:

- Monitor your tension level and adequately reduce its intensity.
- Regenerate whenever you can.
- Take breaks (frequent, short).
- Take care of working conditions (especially when working remotely online).
- Plan your work so as to keep a buffer for unforeseen things.
- Keep moving (especially when working remotely online).
- “Do yourself well” every day (reward, time for yourself ONLY), even if it’s for 10 minutes.
- Take a moment for small-talk.
- Seek support.
- Take care of an appropriate intensity of duties, tasks and support from others.
- Build resources and new habits.

Additional questions for discussion

- What can be done to implement the diversity context of WLB maintenance in the organisational field? What can be done to create inclusive and flexible work environment?
- What are some practical tips or strategies that can help individuals find a better balance in their lives?
- Are there any specific policies or practices in your university supporting WLB within different genders and age groups?

Closing round – Day 2 (exemplary questions/topics)

- What do you think about the training we had?
- What are your main insights and reflections?
- What would you consider changing?
- What was particularly memorable for you?
- Has anything surprised you?



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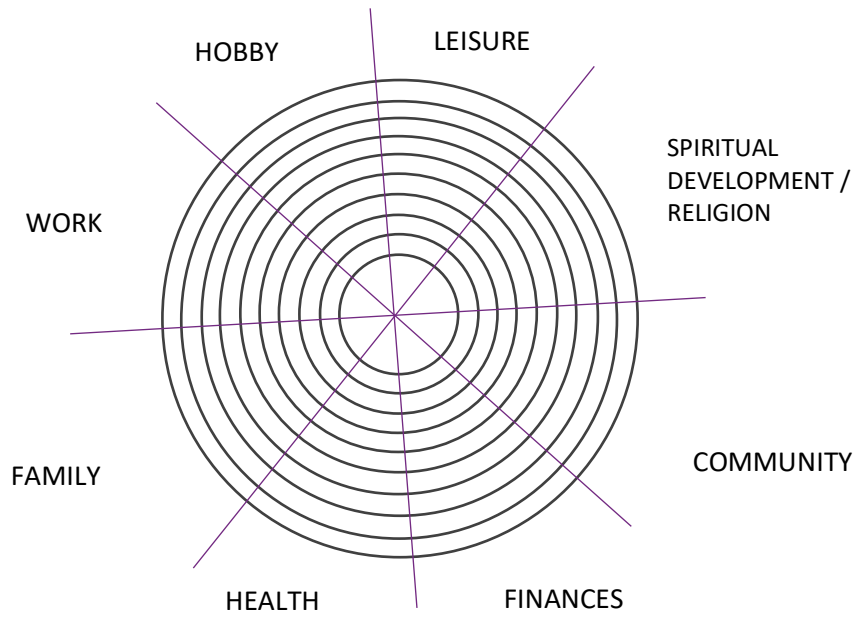
2.10. Handouts

Work-life Balance – orientation on knowledge competencies improvement Part 1

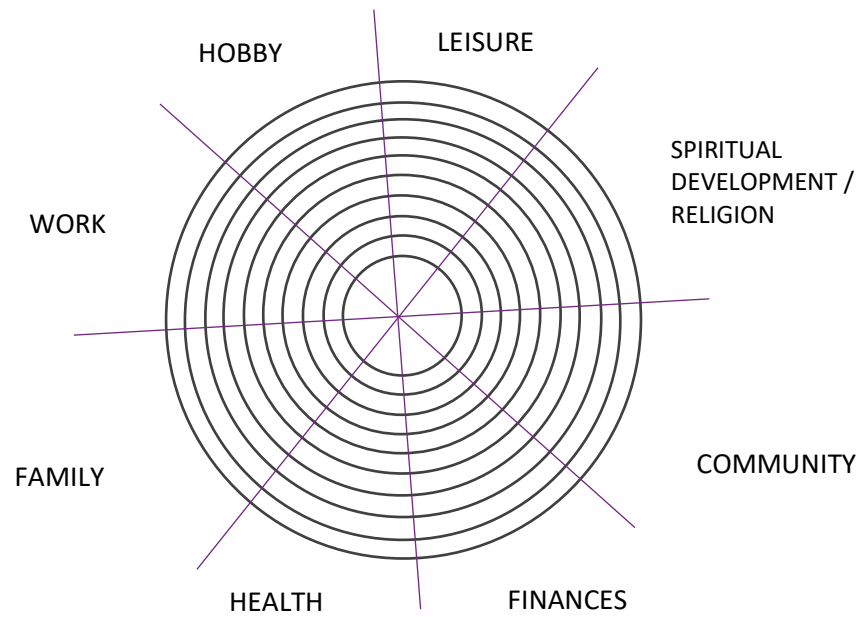


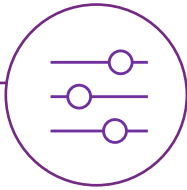
Circle of life

TIME



SATISFACTION

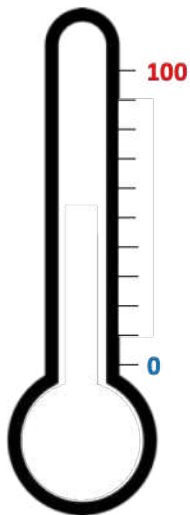




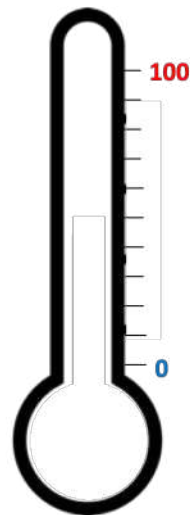
Job Demands-Resources Self-assessment

Estimate the level of your job demands and job resources by marking them on a thermometer.

DEMANDS



RESOURCES



Think of the following questions:

- Do I feel balance between job resources and job demands?
- What are my demands? What are my resources?
- How do I feel with the balance/imbalance I have?
- Have I observed any changes in the past few years?



Best practices referring to psychological and physical well-being

List your proven ways to maintain well-being

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.

Additional questions for discussion

- What can be done to implement the diversity context of WLB maintenance in the organisational field? What can be done to create an inclusive and flexible work environment?
- What are some practical tips or strategies that can help individuals find a better balance in their lives?
- Are there any specific policies or practices in your university supporting WLB within different genders and age groups?



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2.10. Presentation Work-life Balance – orientation on knowledge competencies improvement Part 1

Work-life Balance – orientation on knowledge competencies improvement - Part 1



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Aims of the workshop



- improving knowledge and awareness about the phenomena of work-life balance
- focusing on understanding the mutual relations between work and nonwork domains (conflicts and facilitation)



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Schedule of the workshop

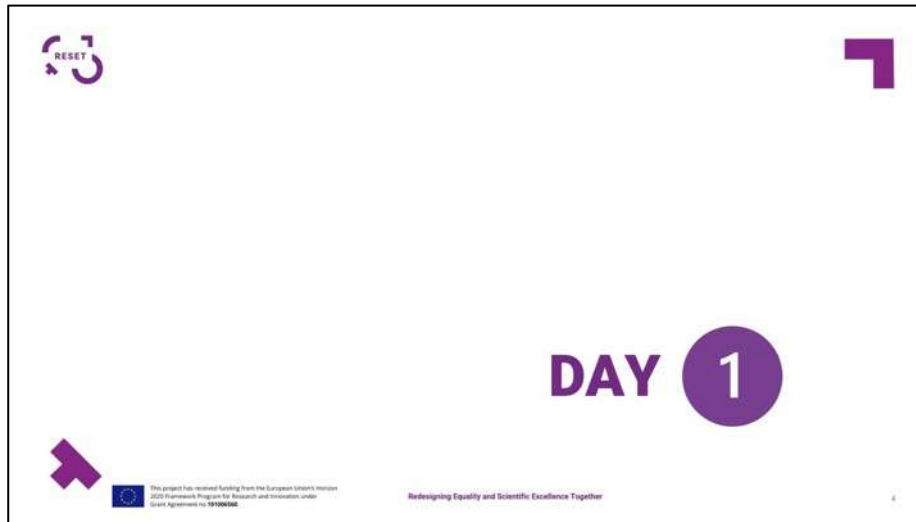


- Introduction and initial activities
- Work-life relationship
- Determinants of work-life balance
- (Job) Demands-Resources model
- Consequences of work-life imbalance
- Multiple role playing – the role of gender and age in the context of work-life balance
- Achieving a satisfactory relationship between work and personal life



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RESET

DAY 1

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RESET

Opening round



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RESET



General rules for cooperation

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6

How to interpret work-life balance concept?

- roles equity
- satisfaction from the roles
- alignment with roles prioritization
- perceived roles control

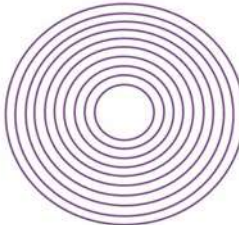
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Types of work-life interactions

- CONFLICT**
 - work-home
 - home-work
- FACILITATION**
 - work-home
 - home-work

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Circle of life



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Determinants of work-life balance

- Individual factors
- Organizational factors
- Non-organizational and social factors

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Job Demands-Resources model

- a model by Arnold B. Bakker and Evangelia Demerouti.
- **Job demands**
 aspects of a job that require effort, time, and energy from an individual and may increase costs (for instance trigger negative emotions and produce stress)
- **Job resources**
 various assets or supports available to individuals within their work environment that help employees achieve their goals and stimulate their growth.

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Predictors of the Job Demands-Resources

(Bakker & Demerouti, 2007)

High	Low strain High motivation	High strain High motivation
Low	Low strain Low motivation	High strain Low motivation
	Low	High

DEMANDS

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Job Demands-Resources Self-assessment

DEMANDS 100 0

RESOURCES 100 0

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Job Demands-Resources Self-assessment

- What resources should be developed/added to support employees ?
- Which job demands are the most stressful?
- What is the situation in the university context?
- What might affect the possible imbalance?

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Closing round – day 1

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RESET

DAY 2

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RESET

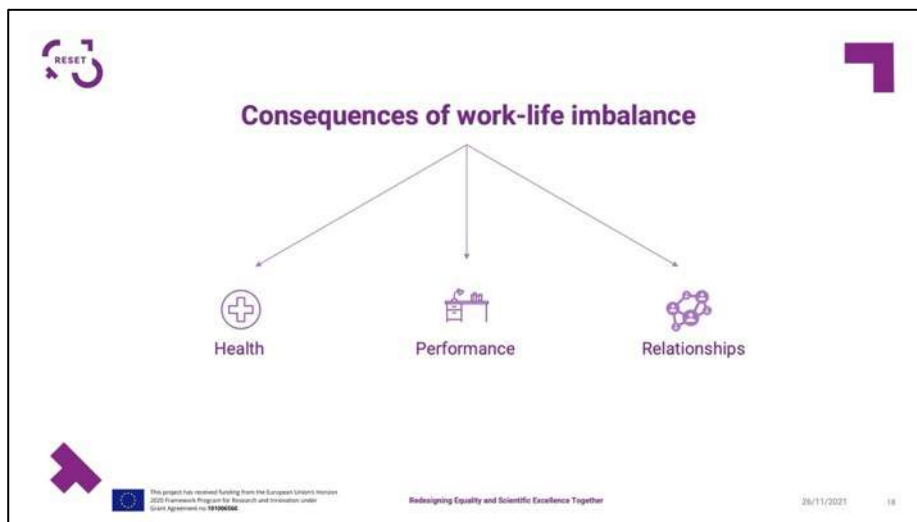
Opening round



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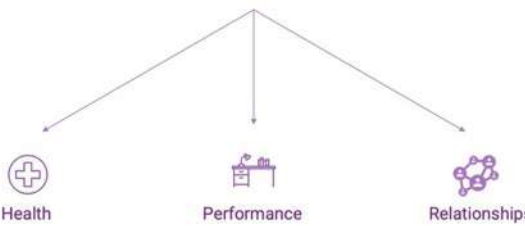
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RESET

Consequences of work-life imbalance





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    graph TD
      A[Consequences of work-life imbalance] --> B[Health]
      A --> C[Performance]
      A --> D[Relationships]
  
```

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Multiple role playing



- How do gender and age influence the possibility to achieve and uphold WLB ?
- Can you identify any challenges or expectations that different gender or age groups face in balancing their professional and personal lives?
- What role does culture play in addressing WLB concerns for different gender and age groups? Consider broader (*country/region*) or local (*your organization*) approaches.



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Does my behaviour enhance work-life imbalance?

Rule of reciprocity:
The belief that people feel compelled to behave in a positive way when given a gift or being treated in a pleasant manner. In other words, we tend to respond to a positive action with a positive action.

Social proof of rightness
The tendency to use the actions of others to guide one's behaviour.




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Best practices referring to psychological and physical well-being




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Best practices referring to psychological and physical well-being

- What can be done to implement the diversity context of WLB maintenance in the organizational field? What can be done to create an inclusive and flexible work environment?
- What are some practical tips or strategies that can help individuals find a better balance in their lives?
- Are there any specific policies or practices in your university supporting WLB within different genders and age groups?



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Closing round - day 2




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MODULE 2.11
Work-life Balance – orientation on
knowledge competencies
improvement
Part 2

Topic

2.11 Work-life Balance – orientation on skills competencies improvement Part 2



Toolbox goal:

- knowledge
- skills
- attitudes



Participants:

- Top and middle management
- Researchers
- Teachers
- Administration staff
- PhD students, students



Recommended form of training:

Synchronous face-to-face or online training



Duration of recommended form of training:

8h (2x4h)



Form of basic training:

Synchronous online training



Duration of basic training:

4h



Main objective:

Honing skills that allow participants to gain proper work - life balance and reduce imbalance



Learning results Educational effects

Specific objectives:

- learning about useful tools and methods referring to work-life balance: contracts, assertive request, assertive refusal
- training and honing known tools and methods with real situations of the participants
- exchange of ideas of most effective rules and ways of contracting useful in gaining proper balance between work and nonwork domains
- exchange of ideas of useful ways to deal with overload and reduce requirements from multiple roles

The participant:

- knows useful rules and principles that allow to set boundaries between work and nonwork domains or gain high level of well-being
- knows how to contract cooperation and joint functioning in order to take care of work – life balance
- can ask for help/support/reduce requirements when experiencing difficult situations or overload
- can refuse/reject demands in an assertive way when experiencing difficult situations or overload



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2.11. Scenario Work-life Balance – orientation on knowledge competencies improvement Part 2



Exemplary Agenda (for the participants) Day 1

Planned time	Activity
9.00 – 9.45	Introduction and initial activities
9.45 – 10.15	Work-life balance and imbalance
10.15 – 11.00	Contracting
11.00 – 11.15	Coffee break
11.15 – 12.45	Algorithm for contracting cooperation with a colleague or a team
12:45 – 13.00	Closing round

Day 2

Planned time	Activity
9.00 – 9.15	Opening round
09.15 – 10.45	Algorithm for assertive request
10.45 – 11.00	Coffee break
11.00 – 12.30	Algorithm for assertive refusal
12:30 – 13.00	Closing round
9.00 – 9.15	Opening round



Exemplary Scenario (for the trainer) Day 1

Planned time	Activity
<p>General tips:</p> <p>Below you can find the basic scenario of the workshop. Follow the guidelines and recapitulate the tasks / topics listed therein. At the same time observe the group and its needs - in some cases (if time permits) you can propose additional exercises, energiser, discussion, etc.</p> <p>The theoretical content and the framework of the presentation is placed in appendix (Supplementary materials, Handouts and Presentation).</p>	
45 minutes	<p>Initiatory (initial) activities:</p> <ul style="list-style-type: none"> • Introduction of the trainer • Goals of the meeting <ul style="list-style-type: none"> • explain the goals and point out that the main emphasis would be put at the increasing awareness of the participants • include the information about RESET Project and its general aims • Agenda of the meeting • Opening round (possibility to get to know one another) <ul style="list-style-type: none"> • (see Supplementary materials 2.11 – Questions for the opening round) • create a space for getting to know each other better • ask for participants’ needs and expectations about the training and post identified needs on the flipchart on the wall • include the specific expectations of the participants within the programme (if possible) or give some tips where to find information about requested issues • Contract with participants <ul style="list-style-type: none"> • co-create the contract for the meeting with participants. If some important elements are missed add the most essential points (see Supplementary materials 2.11 – Exemplary contract). • place the rules in a visible place for the whole meeting.
30 minutes	<p>Short summary over the idea of work-life balance and imbalance</p> <ul style="list-style-type: none"> • as a repetition and reminder, initiate discussion on the main topics covered during the WLB Part 1 training (see Supplementary materials 2.11).
45 minutes	<p>Lecture and discussion with participants about contracting in terms of transactional analysis (see Supplementary materials 2.11).</p> <p>Definition of contract by Transactional Analysis</p> <ul style="list-style-type: none"> • introduce or remind the concept of contracting in Berne’s theory, think of the definition of the contract and rules of a good contract <p>Three levels of contract by Berne</p> <ul style="list-style-type: none"> • share some basic information about administrative, professional and psychological levels of contract. • give some practical examples for both work and non-work environment to show its universality. <p>Three-cornered contract by English</p> <ul style="list-style-type: none"> • present participants with information about the three parties involved in the contract; try to encourage them to share own experiences about it based on the



Exemplary Scenario (for the trainer) Day 1

Planned time	Activity
15 minutes	Coffee break
20 minutes	Algorithm for contracting cooperation with a colleague or a team <ul style="list-style-type: none"> show and explain the idea of contracting based on the algorithm from the Supplementary materials 2.11
70 minutes	Practice: Algorithm for contracting cooperation with a colleague or a team <ul style="list-style-type: none"> carry out the procedure according to the guidelines provided in the Supplementary materials 2.11
15 minutes	Closing round <ul style="list-style-type: none"> ask a couple of questions summarizing the day it is recommended that every participant would share their opinions and reflections



Exemplary Scenario (for the trainer) Day 2

Planned time	Activity
15 minutes	<p>Opening round (see Supplementary materials 2.11 – Questions for the opening round-Day 2)</p> <ul style="list-style-type: none"> ask for participants’ needs and expectations about the second day of the training ask participants reflections about the previous day and emotions that have appeared due to it
20 minutes	<p>Algorithm for assertive request</p> <ul style="list-style-type: none"> show and explain the idea of contracting based on the algorithm from the Supplementary materials 2.11
70 minutes	<p>Practice: Algorithm for assertive request</p> <ul style="list-style-type: none"> carry out the procedure according to the guidelines provided in the Supplementary materials 2.11
15 minutes	Coffee break
20 minutes	<p>Algorithm for assertive refusal</p> <ul style="list-style-type: none"> show and explain the idea of contracting based on the algorithm from the Supplementary materials 2.11
70 minutes	<p>Practice: Algorithm for assertive refusal</p> <ul style="list-style-type: none"> carry out the procedure according to the guidelines provided in the Supplementary materials 2.11
30 minutes	<p>Closing round</p> <ul style="list-style-type: none"> ask a couple of questions (see Supplementary material 2.11) inquire about the specific thought or concept that they personally take away from the training. it is recommended that every participant would share their opinions and reflections



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2.11. Supplementary materials for trainers

Work-life Balance – orientation on knowledge competencies improvement Part 2

SECTIONS



Introduction and initial activities



Work-life balance and imbalance



Contracting



**Algorithm for contracting cooperation with
a colleague or a team**



Algorithm for assertive request



Algorithm for assertive refusal



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DAY 1



Introduction and initial activities

Opening round (exemplary questions/topics)

- Name
- Vocational area (role, tasks and responsibilities)
- Private area (who I am, what I do in a spare time)
- What do I know about assertiveness and contracting?
- How do I feel about my assertiveness in different contexts?
- What is my main objective for this meeting?
- What are my needs and expectations (in reference with the topic and schedule)
- What would I do for myself if I were to win 1 million Euro? (*optional)

General rules for cooperation (exemplary contract)

- We call each other by name (*mandatory)
- We use the pronoun "I", not "we"
- We respect the time
- We don't generalise
- We do not use grand quantifiers expressions
- We do not take out personal content from the group (*mandatory)
- The "here and now" principle - we focus on the workshop (*mandatory)
- We mute our phones
- We engage in exercise rather than passively watch. We have the right to refuse to participate in an exercise
- We don't judge (*mandatory)
- We respect each other (*mandatory)
- We are mutually responsible for the process as well as effects of the workshop (*mandatory)
- We are ready to be confronted (in a benevolent way)



Work-life balance and imbalance

Work-life balance and imbalance (exemplary questions/topics)

At the beginning of the second part, it is worth making a short reminder about the idea of work-life balance and other theoretical aspects concerning this topic. Exemplary questions are placed below.

- How can work-life balance be defined?
- What are the determinants of WLB?
- What does the JDR model refer to?
- What are the consequences of imbalance between private and professional life?
- How to best achieve and maintain satisfactory WLB?

You can be flexible and adapt questions or summarise WLB Part 1 in a different way according to the group expectations. Additional information on above-mentioned topics can be found in 2.10 WLB Part 1 - Supplementary materials.



Contracting

Contracting

In general, a contract is “an agreement between the parties about what they expect to happen” (Hay, 2009). Based on Berne’s ideas, there is a need for a clear mutual settlement when interacting with other people to follow a precisely outlined path of action.

Conditions of a good contract:

1. mutual consent (voluntary; both parties agree to the contract);
2. fair exchange (what can I give, what I would like to receive, what about the other party);
3. competence (of the two parties to conduct cooperation/project);
4. legality (conformity of the contract with the cultural, ethical, and legal norms in force in the given country ;
5. reality of the contract – (goal of relation/cooperation formulated in such a way that it is achievable from the perspective of the two parties).

To read more:

(source: Stummer, G. (2002). An Update on the Use of Contracting. *Transactional Analysis Journal* 32(2): 121-123. <https://doi.org/10.1177/036215370203200207>;
Rotondo, A. (2020) Rethinking Contracts: The Heart of Eric Berne’s Transactional Analysis. *Transactional Analysis Journal* 50(3): 236-250. <https://doi.org/10.1080/03621537.2020.1771032>.)

Three contralateral levels according to E. Berne

Administrative:

concerns the formal issues i.e., tasks to be done, remuneration, time frames and due dates, number and length of meetings, structure of meetings, mutual accessibility between meetings, method of arranging and cancelling meetings, responsibility for booking a room, etc.

Professional:

defines the boundaries of roles and mutual responsibility between co-workers. It contains arrangements as to what the purpose and desirable effect of the work may be, what methods would be suitable and sufficient, what tools we will use, what I will expect from you, what I can offer you, and what I will not do or rather avoid doing during the cooperation.

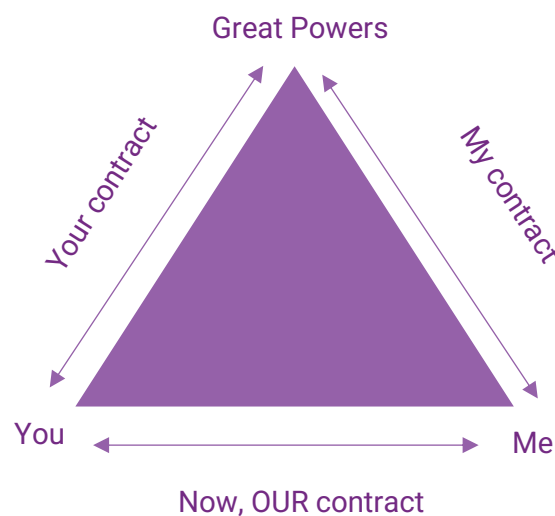
Psychological:

concerns mutual psychological expectations, needs, the depth of the relationship, motives, to what extent our motivations and ideas are conducive to

the cooperation process and to what extent they can hinder it; to what extent the coworker agrees to work together with me and opposite, especially when what I can offer them is far from their initial ideas or expectations; analysis of possible sources of psychological coercion and their influence on the relationship and the process of collaboration.

Three-cornered contract by English

In general, a contract is understood as the agreement of two parties to specific terms or forms of cooperation. On the other hand, English (1975) points out that in fact, often, a contract involves three people, such as an employee, an organisation, and a manager. In a wider context, it can be claimed that the parties involved in the contract are you and your partner, as well as the so-called Great Power (a person or a superior institution).



Chosen definitions and terms and source of the schema:

(source: Fanita English: Chapter 4 – Contracts: <https://youtu.be/gHbCadKq7W0>; English, F. (1975). The Three-Cornered Contract. *Transactional Analysis Journal*, 5, 383.)

Contracting (exemplary questions)

- What type/kind of contracts do you make at home and work?
- How many people/parties are involved in your contracting process?
- How do you feel while contracting? Is it comfortable for you or do you feel rather stressed?
- What do you find the most difficult while contracting?
- What could you do to be a better contractor?



Algorithm for contracting cooperation with a colleague or a team

Algorithm for contracting cooperation

1. Explain the purpose and sense of contracting (reveal your intention).
- * Define the contract levels and specify what is included in each level.
 2. Establish your suggestions of the rules, your needs, requests and expectations.
 3. Ask about ideas, important needs, expectations of your partner/co-worker.
- * Ask how your work-mate sees the 3 level arrangements, where do you agree, where do you disagree. What does it mean for you, what are you ready to make an appointment for, what is possible to arrange now and what requires a contract with others (e.g., mutual supervisor).
4. Summarise and conclude the contract.
5. Appreciate the commitment.

Algorithm for contracting cooperation - practice

Main principles and best practices

Practice of the algorithm for contracting cooperation on real situations reported by the participants.

IMPORTANT: Get familiarised with the description of the method Tool coaching (*Toolbox, page 17*). Be prepared to modify the structure or use the elements of the structure in accordance with the group dynamics, timeline and other factors influencing the work-flow of the training. Sometimes it is useful to shorten the work-flow and present the algorithm in order to encourage people to train it using their real cases.

- at the beginning the trainer encourages the participants to think and analyse the selected cooperation situation from their experience and professional life;

participant should focus rather on the situations when the cooperation failed and the final effect was not satisfactory (brainstorming or group work)

- having the list of “cooperation situations” completed and written down, the trainer and the group choose the situation that will be deeply analysed;
- the task of two participants is to act out a chosen contracting cooperation scene from the past as it happened in the most realistic way possible (so-called diagnostic staging):
 - the one of the participants (ideally, this should be the person whose situation/example has been chosen for the analysis) tries to present his or her behaviour that time, the other player (an actor/other participant, chosen from the group) acts as real as possible;
 - before that it is essential to define the context of the situation (When and where did it happen?) as well as all possible behaviours of the participant and his or her interaction partner (Who the partner is? What is their relationship? How does he or she behave on the regular basis?)
- after ending the presentation, the trainer starts the discussion with all the participants and gathers the list of assets as well as areas of improvement;
- then the contracting cooperation algorithm is presented;
- group is divided into small teams (3-4 people each); every participant is encouraged to train their conversation using the algorithm and known principles, whereas others participate in an exercise as an actors (e.g., work-mate) and observer; each staging should be equipped with analysis of strengths and areas for improvement;
- due to time constraint, it is possible that not all participants will be able to train the algorithm – it may be beneficial for them to think of their behaviours and train them after the meeting.

Short version

If time doesn't allow for the full version, you can practice usage of the algorithm for contracting cooperation in shortened form presented below.

IMPORTANT: Familiarise yourself with the description of the method Tool coaching (Toolbox, page 17). Be prepared to modify the structure or use the elements of the structure in accordance with the group dynamics, timeline and other factors influencing the work-flow of the training. Sometimes it is useful to shorten the work-flow and present the algorithm in order to encourage people to train it using their real cases.

- the contracting cooperation algorithm is presented;

- the group is divided into small teams (3-4 people each); every participant is encouraged to train their conversation using the algorithm and known principles, whereas others participate in an exercise as actors (e.g., work-mate) and observers; each staging should be equipped with analysis of strengths and areas for improvement;
- due to time constraints, it is possible that not all participants will be able to train the algorithm – it may be beneficial for them to think of their behaviours and train them after the meeting.

Closing round – Day 1 (exemplary questions/topics)

- What do you think about the part of the training we had?
- What are your main insights and reflections?
- What was particularly memorable for you?
- Has anything surprised you?



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DAY 2



Introduction and initial activities

Opening round – Day 2 (exemplary questions/topics)

- How did you spend your evening?
- What are your main reflections from yesterday?
- Do you have any questions in terms we did yesterday?
- What are your needs and expectations in terms of a current day?



Algorithm for contracting cooperation with a colleague or a team

Algorithm for assertive request

1. Openly and precisely say state, what you are asking for.
2. Describe the situation (justification).
3. Show the interlocutor that he / she is important to you.
4. Ask questions about the interlocutor's willingness to take action or decision.
5. Make concrete arrangements, after hearing agreement.



Algorithm for assertive request

Algorithm for assertive request – practice

Main principles and best practices

Practice of the algorithm for assertive request on real situations reported by the participants.

IMPORTANT: Get familiarised with the description of the method Tool coaching (*Toolbox, page 17*). Be prepared to modify the structure or use the elements of the structure in accordance with the group dynamics, timeline and other factors influencing the work-flow of the training. Sometimes it is useful to shorten the work-flow and present the algorithm in order to encourage people to train it using their real cases.

- at the beginning the trainer encourages the participants to think and analyse the selected request situation from their experience and professional life; participant should focus rather on the situations when they behaved in non-assertive way and the final effect was not satisfactory (brainstorming or group work);
- having the list of “request situations” completed and written down, the trainer and the group choose the situation that will be deeply analysed;
- the task of two participants is to act out a chosen request scene from the past as it happened in the most realistic way possible (so-called diagnostic staging):
 - the one of the participants (ideally, this should be the person whose situation/example has been chosen for the analysis) tries to present his or her behaviour that time, the other player (an actor/other participant, chosen from the group) acts as real as possible;
 - before that it is essential to define the context of the situation (When and where did it happen?) as well as all possible behaviours of the participant and his or her interaction partner (Who the partner is? What is their relationship? How does he or she behave on the regular basis?)
- after ending the presentation the trainer starts the discussion with all the participants and gathers the list of assets as well as areas of improvement;
- then the assertive request algorithm is presented;

- group is divided into small teams (3-4 people each); every participant is encouraged to train their conversation using the algorithm and known principles, whereas others participate in an exercise as an actors (e.g., work-mate) and observer; each staging should be equipped with analysis of strengths and areas for improvement;
- due to time constraint, it is possible that not all participants will be able to train the algorithm – it may be beneficial for them to think of their behaviours and train them after the meeting.

Short version

If time not allows for the full version, you can practice usage of the algorithm for assertive request in shortened form presented below.

IMPORTANT: Get familiarised with the description of the method Tool coaching (*Toolbox, page 17*). Be prepared to modify the structure or use the elements of the structure in accordance with the group dynamics, timeline and other factors influencing the work-flow of the training. Sometimes it is useful to shorten the work-flow and present the algorithm in order to encourage people to train it using their real cases.

- the assertive request algorithm is presented;
- group is divided into small teams (3-4 people each); every participant is encouraged to train their conversation using the algorithm and known principles, whereas others participate in an exercise as an actors (e.g., work-mate) and observer; each staging should be equipped with analysis of strengths and areas for improvement;
- due to time constraint, it is possible that not all participants will be able to train the algorithm – it may be beneficial for them to think of their behaviours and train them after the meeting.



Algorithm for assertive refusal

Algorithm for assertive refusal

- Say an unambiguous and firm NO.
- Indicate what is not agreed to.
- Explain and clarify but do not blame yourself or express own fault.
- If you are willing and able to fulfil the request, but not at this time, offer an alternative.

Algorithm for assertive refusal - practice

Main principles and best practices

Practice of the algorithm for assertive refusal on real situations reported by the participants.

IMPORTANT: Get familiarised with the description of the method Tool coaching (Toolbox, page 17). Be prepared to modify the structure or use the elements of the structure in accordance with the group dynamics, timeline and other factors influencing the work-flow of the training. Sometimes it is useful to shorten the work-flow and present the algorithm in order to encourage people to train it using their real cases.

- at the beginning the trainer encourages the participants to think and analyse the selected request situation from their experience and professional life; participant should focus rather on the situations when they behaved in non-assertive way and the final effect was not satisfactory (brainstorming or group work);
- having the list of “request situations” completed and written down, the trainer and the group choose the situation that will be deeply analysed;
- the task of two participants is to act out a chosen request scene from the past as it happened in the most realistic way possible (so-called diagnostic staging):

- the one of the participants (ideally, this should be the person whose situation/example has been chosen for the analysis) tries to present his or her behaviour that time, the other player (an actor/other participant, chosen from the group) acts as real as possible;
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- after ending the presentation, the trainer starts the discussion with all the participants and gathers the list of assets as well as areas of improvement;
 - then the assertive request algorithm is presented;
 - group is divided into small teams (3-4 people each); every participant is encouraged to train their conversation using the algorithm and known principles, whereas others participate in an exercise as an actors (e.g., work-mate) and observer; each staging should be equipped with analysis of strengths and areas for improvement;
 - due to time constraint, it is possible that not all participants will be able to train the algorithm – it may be beneficial for them to think of their behaviours and train them after the meeting

Short version

If time not allows for the full version, you can practice usage of the algorithm for assertive refusal in shortened form presented below.

IMPORTANT: Get familiarised with the description of the method Tool coaching (Toolbox, page 17). Be prepared to modify the structure or use the elements of the structure in accordance with the group dynamics, timeline and other factors influencing the work-flow of the training. Sometimes it is useful to shorten the work-flow and present the algorithm in order to encourage people to train it using their real cases.

- the assertive refusal algorithm is presented;
- group is divided into small teams (3-4 people each); every participant is encouraged to train their conversation using the algorithm and known principles, whereas others participate in an exercise as an actors (e.g., work-mate) and observer; each staging should be equipped with analysis of strengths and areas for improvement;
- due to time constraint, it is possible that not all participants will be able to train the algorithm – it may be beneficial for them to think of their behaviours and train them after the meeting.

Closing round – Day 2 (exemplary questions/topics)

- What do you think about the training we had?
- What are your main insights and reflections?
- What would you consider to change?
- What was particularly memorable for you?
- Have anything surprised you?



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2.11. Presentation

Work-life Balance – orientation on knowledge competencies improvement Part 2

Work-life Balance – orientation on knowledge competencies improvement – Part 2



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Aims of the workshop



- honing skills that allow participants to gain proper work - life balance and reduce imbalance
- learning about useful tools and methods referring to work-life balance: contracts, assertive request, assertive refusal
- training and honing known tools and methods with real situations of the participants
- exchange of ideas of most effective rules and ways of contracting useful in gaining proper balance between work and nonwork domains
- exchange of ideas of useful ways to deal with overload and reduce requirements from multiple roles



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Schedule of the workshop

- Introduction and initial activities
- Short summary over the idea of work-life balance and imbalance
- Contracting in terms of transactional analysis
- Algorithm for contracting cooperation with a colleague or a team
- Algorithm for assertive request
- Algorithm for assertive refusal




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RESET

DAY 1

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4



RESET

Opening round



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5



RESET



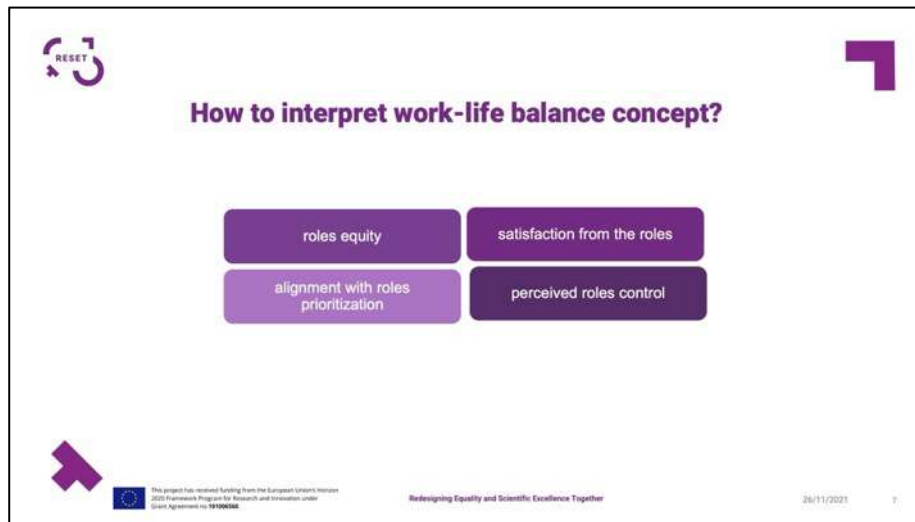
General rules for cooperation

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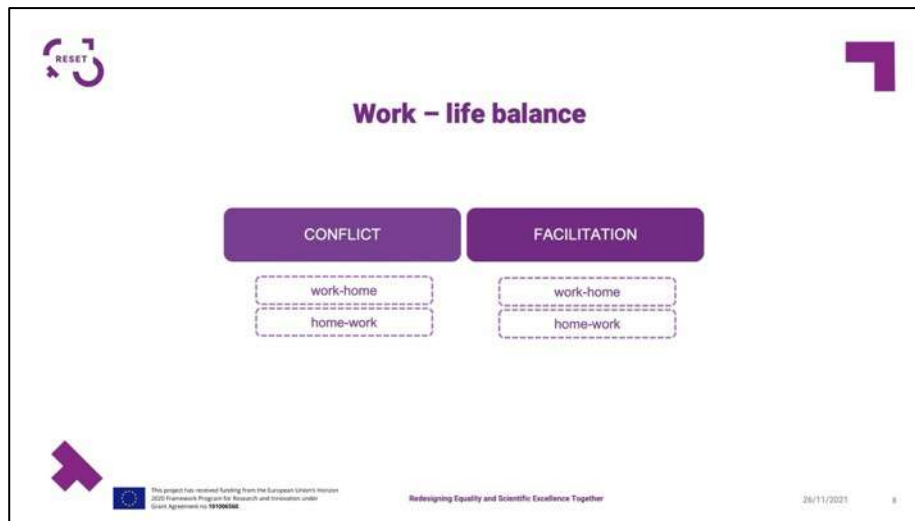
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How to interpret work-life balance concept?

- roles equity
- satisfaction from the roles
- alignment with roles prioritization
- perceived roles control

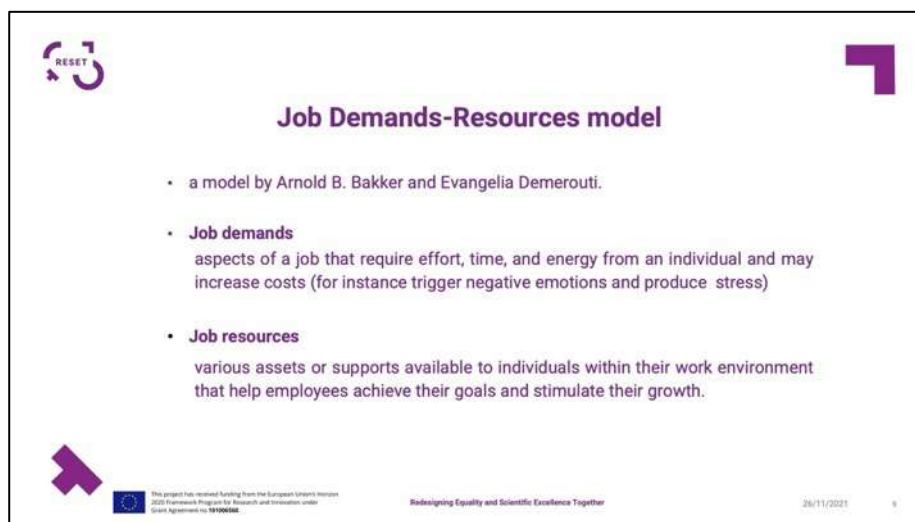
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Work - life balance

- CONFLICT
 - work-home
 - home-work
- FACILITATION
 - work-home
 - home-work

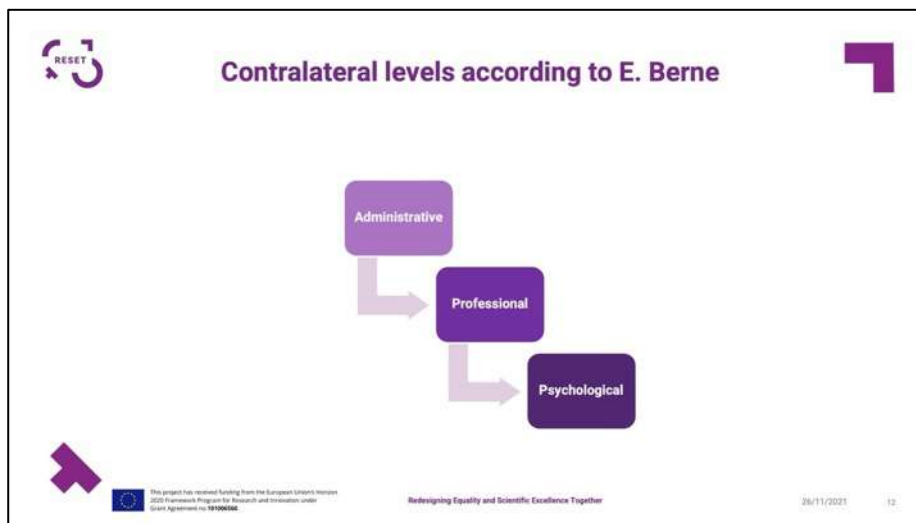
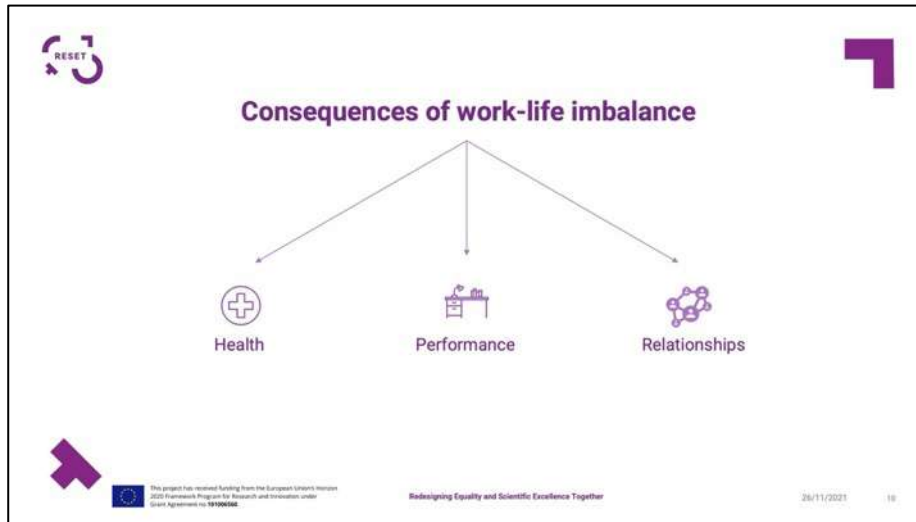
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Job Demands-Resources model

- a model by Arnold B. Bakker and Evangelia Demerouti.
- Job demands**
aspects of a job that require effort, time, and energy from an individual and may increase costs (for instance trigger negative emotions and produce stress)
- Job resources**
various assets or supports available to individuals within their work environment that help employees achieve their goals and stimulate their growth.

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Three-cornered contract by English

Great Powers

Your contract

My contract

You Me

Now, OUR contract

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Contracting – How do you do this?

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Algorithm for contracting cooperation

1. Explain the purpose and sense of contracting (reveal your intention).
2. Establish your suggestions of the rules, your needs, requests and expectations.
3. Ask about the ideas, important needs, expectations of your partner/co-worker.
4. Summarize and conclude the contract.
5. Appreciate the commitment.

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Algorithm for contracting cooperation

Let's practice!



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Closing round - day 1





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DAY 2



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Opening round




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Algorithm for assertive request

1. Openly and precisely state what you are asking for.
2. Describe the situation (justification).
3. Show the interlocutor that he / she is important to you.
4. Ask questions about the interlocutor's willingness to take action or decision.
5. Make concrete arrangements, after reaching agreement.



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Algorithm for assertive request


Let's practice!



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Algorithm for assertive refusal

1. Say an unambiguous and firm NO.
2. Indicate what is not agreed to.
3. Explain and clarify but do not blame yourself or express own fault.
4. If you are willing and able to fulfil the request, but not at this time, offer an alternative.



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Algorithm for assertive refusal

Let's practice!



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Closing round




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MODULE 2.12
GEP implementation – orientation on
knowledge competencies
improvement
Part 1

Topic

2.12 GEP implementation – orientation on knowledge competencies improvement

Part 1

 <p>Toolbox goal:</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> knowledge <input type="checkbox"/> skills <input type="checkbox"/> attitudes 	 <p>Participants:</p> <ul style="list-style-type: none"> • Top and middle management • Administrative staff • Academic staff
 <p>Recommended form of training:</p> <p>Synchronous face-to-face training</p>	 <p>Duration of recommended form of training:</p> <p>7h with 1-hour lunch break</p>
 <p>Form of basic training:</p> <p>Synchronous online training</p>	 <p>Duration of basic training:</p> <p>4h</p>
 <p>Main objective:</p> <p>The main goal of the training is to get acquainted with the idea and the importance of GEP document in the HEIs.</p> <p>Specific objectives:</p> <ul style="list-style-type: none"> • learning about gender equality at the EU level • learning about the GEP as a strategic document for HEIs • setting main goals of GEP in relation to the need of institutional change • learning about the stages of GEP design • learning about formal and informal consequences of GEP implementation • learning about the role of different academic stakeholders/units in GEP designing and revising • getting to know the institutional risks, challenges and potential resistance from various bodies/stakeholders throughout the process of designing and implementation of GEP 	 <p>Learning results Educational effects</p> <p>The participant:</p> <ul style="list-style-type: none"> • knows about the importance of gender equality in the EU • understands the idea of GEP in the process of HEIs management • is able to indicate the priorities of GEP design • knows the necessity of GEP implementation and its consequences for the different processes in academia • is aware which stakeholders inside and outside of the academia to involve in the process of design and implementation of GEP • is aware of possible challenges and resistance during the process of designing and implementation of GEP



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2.12. Scenario

GEP implementation – orientation on knowledge competencies improvement Part 1



Exemplary Agenda (for the participants)

Planned time	Activity
9.00-9.20	Introduction
9.20-10.00	Foundations of Gender Equality
10.00-10.30	The idea of gender equality at the HEIs from the European perspective
10.30-11.00	What do we know about GE in our country?
11.00-11.15	Coffee break
11.15-12.15	Basics of GEP
12.15-13.15	Lunch break
13.15-14.00	GEP composition
14.00-14.15	Coffee break
14.15-15.00	Consequences of GEP implementation. Closing round



Exemplary Scenario (for the trainer)

Planned time	Activity
<p>General tips:</p> <p>Below you can find the basic scenario of the workshop. Follow the guidelines and recapitulate the tasks / topics listed therein. At the same time observe the group and its needs - in some cases (if time permits) you can propose additional exercises, energiser, discussion etc.</p> <p>The theoretical content and the framework of the presentation is placed in appendix (Supplementary materials and Presentation).</p>	
20 minutes	<p>Initiatory (initial) activities:</p> <ul style="list-style-type: none"> • Introduction of the trainer • Goals of the meeting <ul style="list-style-type: none"> • explain the goals and point out that the main emphasis would be put at the increasing knowledge about GEP of the participants • include the information about RESET Project and its general aims • Agenda of the meeting • Opening round (possibility to get to know one another) <ul style="list-style-type: none"> • (see Supplementary materials 2.12) • create a space for getting to know each other better • ask for participants' needs and expectations about the training and post identified needs on the flipchart on the wall • include the specific expectations of the participants within the programme (if possible) or give some tips where to find information about requested issues • Contract with participants <ul style="list-style-type: none"> • co-create the contract for the meeting with participants. If some important elements are missed add the most essential points (see Supplementary materials 2.12 – Exemplary contract). • place the rules in a visible place for the whole meeting
100 minutes	<p>Lecture and discussions about Gender Equality. Participants should get the basic information about the issues of Gender Equality in European context. The workshop starts from the short task about participants' ideas of gender (in)equalities. Each participant shares own examples. Trainer summarises all of them adding own examples if necessary.</p> <ul style="list-style-type: none"> • it is worth engaging the participants by proposing them common discussion about examples of stereotypes and prejudice in their culture and workplaces. • when proposing examples, it is worth showing some from the culture of country where the training is organised <p>The lecture is organised around the topic of gender equality. It focuses on:</p> <ul style="list-style-type: none"> • the EU regulations on gender equality • data on gender (in different areas of social and economic life Gender equality index • the idea of GEP • the role of GE in academia at the national level (national/regional policies, governmental/municipal bodies responsible for GE)
15 minutes	Coffee break



Exemplary Scenario (for the trainer)

Planned time	Activity
60 minutes	<p>Lecture about basics of GEP. Trainer tells the story about addressing gender inequalities by GEP implementation. The main attention is put on:</p> <ul style="list-style-type: none"> • GEP as a strategic tool (and the first step) for enhancing GE in HEIs • the importance of GEP integration with strategy and mission statement of HEI • top management 's responsibilities for strategic orientation on GEP implementation <p>The lecture could be supplemented with some examples from different HEIs and short movies developed in previous EU projects.</p>
60 minutes	Lunch break
45 minutes	<p>Illustration of GEP structure</p> <ul style="list-style-type: none"> • share exemplary GEP parts • put attention on data-driven approach • introduce the SMART rule • engage participants to short analysis about GEP structure • tell about the steps happening behind GEP (data collection process, setting priorities and goals etc.)
15 minutes	Break
45 minutes	<p>Consequences of GEP implementation and closing remarks</p> <ul style="list-style-type: none"> • underline the role of managerial board in GEP approval and implementation • propose the group exercise. Ask for answering the questions (See Presentation). It is recommended to share flipcharts and markers to assure enough space for each participants. Ask for short summaries. • give concluding remarks about first steps of GEP implementation. Attract participants with the second part of the workshop.










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2.12. Supplementary materials for trainers

GEP implementation – orientation on knowledge competencies improvement Part 1

SECTIONS

	Introduction and initial activities
	Foundations of Gender Equality
	The idea of gender equality at the HEIs from the European perspective
	What do we know about GE – national perspective
	Basics of GEP
	GEP composition
	Consequences of GEP implementation



Introduction and initial activities

Opening round (exemplary questions/topics)

- Name
- Vocational area (role, tasks and responsibilities)
- Private area (who I am, what I do in a spare time)
- What are my needs and expectations about this workshop?
- Level of knowledge about GEP.

General rules for cooperation (exemplary contract)

- We call each other by name (*mandatory)
- We use the pronoun “I”, not “we”
- We respect the time
- We don’t generalise
- We do not use grand quantifiers expressions
- We do not take out personal content from the group (*mandatory)
- The “here and now” principle - we focus on the workshop(*mandatory)
- We mute our phones
- We engage in exercise rather than passively watch. We have the right to refuse to participate in an exercise
- We don’t judge(*mandatory)
- We respect each other (*mandatory)
- We are mutually responsible for the process as well as effects of the workshop(*mandatory)
- We are ready to be confronted (in a benevolent way)



Foundations of Gender Equality

What is gender (in)equality?

Gender equality – equal rights, responsibilities and opportunities of women and men and girls and boys and provision of fairness and justice in the distribution of benefits and responsibilities between women and men (EIGE : <https://eige.europa.eu>).

Gender equality – equal rights, responsibilities and opportunities of women and men and girls and boys and provision of fairness and justice in the distribution of benefits and responsibilities between women and men (EIGE: <https://eige.europa.eu/thesaurus/terms/1175>).

Gender equality - is the state in which access to rights or opportunities is unaffected by gender. It is not only women who are affected by gender inequality—all genders are impacted, including men, trans and gender-diverse people. This in turn impacts children and families, and people of all ages and backgrounds. Equality in gender does not mean that women and men will have or need the exact same resources, but that women’s, men’s, trans people’s and gender-diverse people’s rights, responsibilities and opportunities will not depend on their assigned gender at birth (H. Martinez. [2022]. What is Gender Equality ? Learn the definition with examples. <https://unitedwaynca.org/blog/what-is-gender-equality/>).

Gender Equality in EU (Gender Equality Index)

The Gender Equality Index is a tool to measure the progress of gender equality in the EU, developed by EIGE. It gives more visibility to areas that need improvement and ultimately supports policy makers to design more effective gender equality measures.

See actual data on the webpage: <https://eige.europa.eu/gender-equality-index/about>

Please update the information on the slide each year.

The index is based on some domain:

- work - measures the extent to which women and men can benefit from equal access to employment and good working conditions.

- money - measures gender inequalities in access to financial resources and women's and men's economic situation.
- knowledge - measures gender inequalities in educational attainment, participation in education and training over the life course and gender segregation.
- time - measures gender inequalities in allocation of time spent doing care and domestic work and social activities.
- power - measures gender equality in decision-making positions across the political, economic and social spheres. The sub-domain of political power examines the representation of women and men in national parliaments, government and regional/local assemblies.
- health - measures gender equality in three health-related aspects: health status, health behaviour and access to health services.
- violence.



Chosen definitions and terms:

Source: <https://eige.europa.eu/gender-equality-index/2023/country>




The idea of gender equality at the HEIs from the European perspective

Gender Equality Strategy 2020-2025

“The key objectives are:

- ending gender-based violence;
- challenging gender stereotypes;
- closing gender gaps in the labour market;
- achieving equal participation across different sectors of the economy;
- addressing the gender pay and pension gaps;
- closing the gender care gap and achieving gender balance in decision-making and in politics.

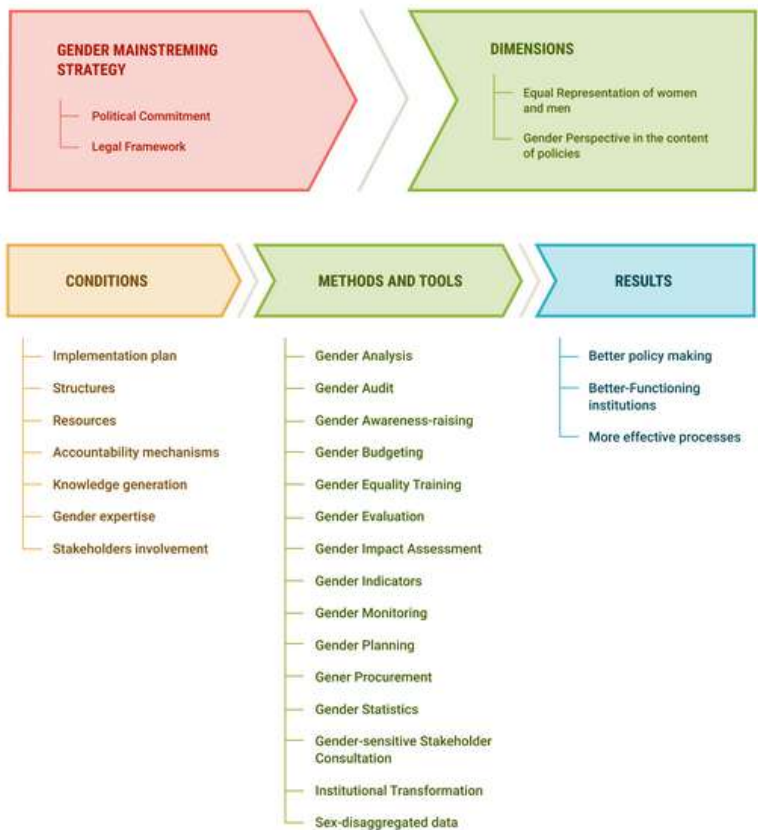
The Strategy pursues a dual approach of gender mainstreaming combined with targeted actions, and intersectionality is a horizontal principle for its implementation. While the Strategy focuses on actions within the EU, it is coherent with the EU’s external policy on gender equality and women’s empowerment”. (https://commission.europa.eu/strategy-and-policy/policies/justice-and-fundamental-rights/gender-equality/gender-equality-strategy_en#gender-equality-strategy-2020-2025)



Basics of GEP

Gender Mainstreaming

Gender mainstreaming – a strategy towards realising gender equality. It involves the integration of a gender perspective into the preparation, design, implementation, monitoring and evaluation of policies, regulatory measures and spending programmes, with a view to promoting equality between women and men, and combating discrimination.



(EIGE : <https://eige.europa.eu>).

Gender-based Violence

Gender-based violence – is violence directed against a person because of their gender. Both women and men experience gender-based violence but the majority of victims are women and girls. (EIGE : <https://eige.europa.eu>).

Horizontal and Vertical Segregation

“Women and men tend to concentrate in certain scientific fields (**horizontal segregation**).

For example, while women are more likely to be found in fields such as social sciences and humanities, men are more inclined to study, teach and/or research topics related to engineering or technology. In addition, top positions are more frequently occupied by men (**vertical segregation**) and evidence shows that resources distributed through research funding are not equally accessible to researchers of all genders”.

Chosen definitions and terms:

<https://eige.europa.eu/gender-mainstreaming/toolkits/gear/why-change-must-be-structural-1>



Consequences of GEP implementation

GEP – step by step

Step 1: getting started. In this step, you will need to familiarise yourself with the GEP concept and how it fits with your organisation and the specific context of your organisation. You also need to identify and approach potential allies and supporters of a GEP in your organisation.

Step 2: analysing and assessing the status quo in your organisation. In this step, sex-disaggregated data is collected, and organisational procedures, processes and practices are critically reviewed to detect any gender inequalities and their causes.

Step 3: setting up a GEP. In this step, you will need to identify objectives, set your targets and measures to remedy the identified problems, allocate resources and responsibilities, and agree on timelines.

Step 4: implementing a GEP. In this step, you will implement the planned activities and undertake outreach efforts to gradually expand the network of stakeholders supporting the GEP implementation.

Step 5: monitoring progress and evaluating a GEP. Through monitoring and evaluation activities you will assess the implementation process and the progress achieved against the aims and objectives identified in your GEP. Findings from the monitoring and evaluation exercise(s) allow you to adjust and improve your interventions.

Step 6: what comes after a GEP? Based on the results of steps 4 and 5, you need to develop a new GEP that builds on your experiences, learnings and achievements and that also ensures the sustainability of the efforts started in previous GEP implementation rounds.

https://eige.europa.eu/gender-mainstreaming/toolkits/gear/what-gender-equality-plan-gep?language_content_entity=en



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2.12. Presentation GEP implementation – orientation on knowledge competencies improvement Part 1

GEP implementation – orientation on knowledge competencies improvement



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Aims of the workshop



- learning about gender equality at the EU level
- learning about the GEP as a strategic document for HEIs
- setting the main goals of GEP in relation to the need for institutional change
- learning about the stages of GEP design
- learning about formal and informal consequences of GEP implementation
- learning about the role of different academic stakeholders/units in GEP designing and revising
- getting to know the institutional risks, challenges and potential resistance from various bodies/stakeholders throughout the process of designing and implementation of GEP



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Schedule of the workshop

- Foundations of Gender Equality
- The idea of gender equality at the HEIs from the European perspective.
- What do we know about GE – national perspective
- GEP Foundations
- GEP composition
- Consequences of GEP implementation




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General rules for cooperation

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Opening round

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What is gender (in)equality ?

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The idea of gender equality at the HEIs from the European perspective


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GENDER EQUALITY in EU (Gender Equality Index)



Category	Value	Change
Index	70.2	↑ 1.6
Work	73.8	↑ 2.1
Money	82.6	→ 0.0
Knowledge	63.6	↑ 1.1
Time	68.5	↑ 3.8
Power	59.1	↑ 1.9
Health	88.5	↓ 0.2
Violence		

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GENDER EQUALITY STRATEGY 2020-2025



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GENDER EQUALITY AT HIGHER EDUCATION INSTITUTIONS

There is a strong need to implement a coherent and complex approach on gender equality in all processes on the tertiary level.


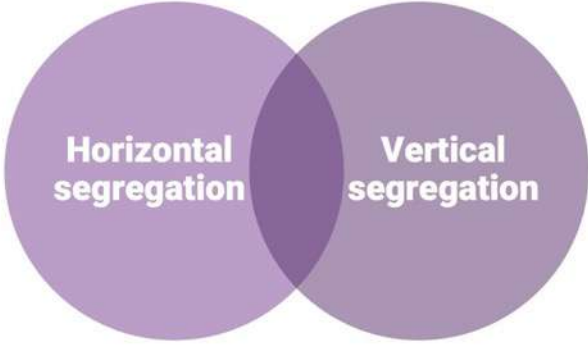

It could be achieved by a set of regulations and tools which foster institutional change.




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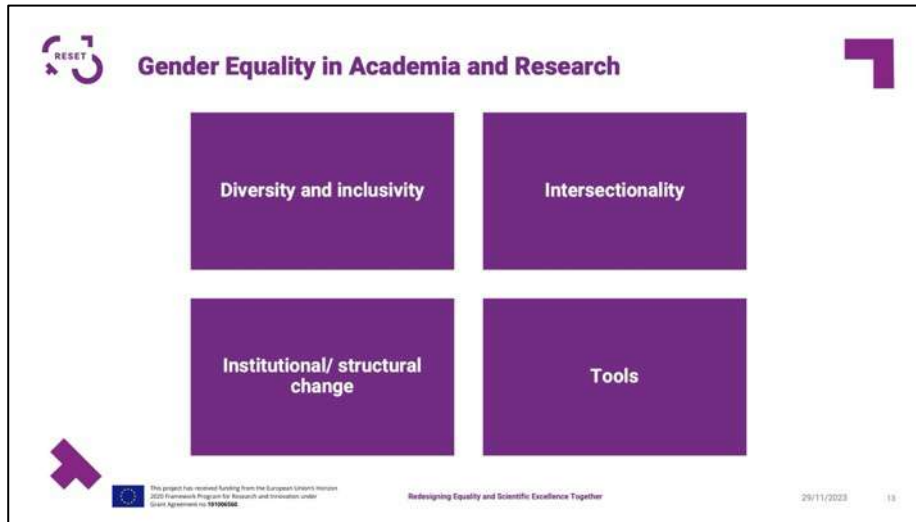
GENDER EQUALITY - dimensions

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Gender Equality in Academia and Research

- Diversity and inclusivity
- Intersectionality
- Institutional/ structural change
- Tools

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Tailored-made training: show some data illustrating the challenges identified in your institution

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How to cope with gender inequalities?

- Analysis of the current situation
- Implementing set of indicators
- Introducing structural change
- GEP

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What do we know about GE in our country?



Discussion






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GEP Foundations

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GEP



GEP (Gender Equality Plan) – is a set of commitments and actions that aim to promote gender equality in an organisation through a process of structural change..
 (EIGE : <https://eige.europa.eu>).

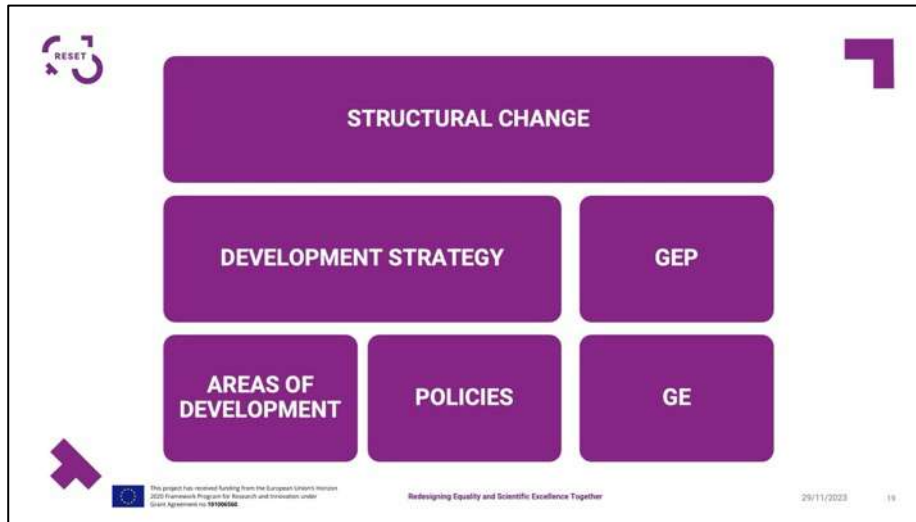




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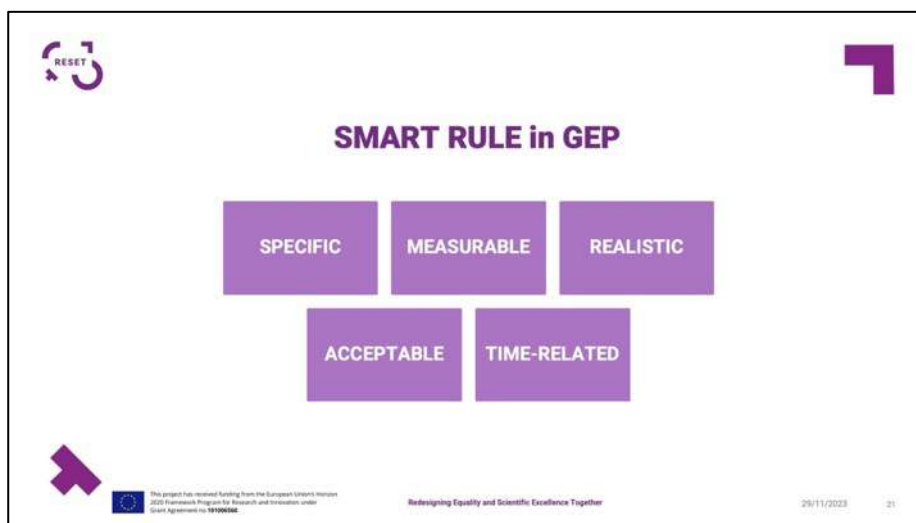
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Data based approach in GEP

Tailor-made training: use GEP from your institution to analyse the goals and KPIs used in the documents. Use other examples of GEPs to compare the way of data presentation


The slide features a purple 'RESET' logo in the top left and a purple corner icon in the top right. At the bottom, there is a small European Union flag logo, a line of text: 'This project has received funding from the European Union's Horizon 2020 Framework Program for Research and Innovation under Grant Agreement no 101006560', the text 'Redesigning Equality and Scientific Excellence Together', the date '29/11/2023', and the page number '20'.






Benefits from using the SMART RULE in GEP


- allows to be precise and reliable
- helps to formulate goals adequate to the specific kind of organisation
- allows for monitoring the progress
- matches people with their responsibilities
- facilitates the monitoring processes
- gives the concrete timeframe for goals achieving



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GEP Composition

Tailor-made training: use GEP from your institution to analyse the structure of the document. Use other examples of GEPs to compare the way of data presentation



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Roles and responsibilities in GEP implementation

What kind of risks may they face?

What kind of resistances could they have?

Who is involved in GEP desing/implementation?



How to cope with identified challenges?

What are the roles and responsibilities of each stakeholder?



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Closing round

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MODULE 2.13

GEP implementation – orientation on skills competencies improvement

Part 2

Topic

2.13 GEP implementation – orientation on skills competencies improvement Part 2



Toolbox goal:

- knowledge
- skills
- attitudes



Participants:

- Top and middle management
- Administration staff



Recommended form of training:

Synchronous face-to-face



Duration of recommended form of training:

7h with 1-hour lunch break



Form of basic training:

Synchronous online training



Duration of basic training:

4h



Main objective:

The main goal of the training is to improve skills and awareness about the GEP implementation process from the managerial perspective



Learning results Educational effects

Specific objectives:

- learning about crucial steps in the GEP implementation
- becoming aware about the measures and indicators useful in GEP designing
- obtaining skills to use GEP elements in everyday practice
- discovering the necessity of regular and cyclical monitoring and evaluation of GEP
- knowing PDCA cycle for the GEP implementation
- identifying the key success factors in the GEP implementation process on the example of a chosen institution

The participant:

- improves the ability to implement GEP efficiently
- applies the set of measures and indicators necessary for the GEP implementation and monitoring
- explains the importance of PDCA cycle in the process of the GEP implementation
- analyses the key areas of success in the GEP implementation in the specific university
- is aware of the importance of GEP communication and dissemination among different HEIs stakeholders



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2.13. Scenario

GEP implementation – orientation on skills competencies improvement

Part 2



Exemplary Agenda (for the participants)

Planned time	Activity
9.00-9.20	Introduction
9.20-10.20	How to make GEP a strategic tool for enhancing gender equality?
10.20-11.20	The guiding principles for GEP implementation
11.20-11.35	Coffee break
11.35-13.00	Ways to measure the progress of GEP implementation
13.00-14.00	Lunch Break
14.00-14.15	PDCA easy approach with great results
14.15-14.45	The quality of GEP
14.45-15.00	Closing round



Exemplary Scenario (for the trainer)

Planned time	Activity
<p>General tips:</p> <p>Below you can find the basic scenario of the workshop. Follow the guidelines and recapitulate the tasks / topics listed therein. At the same time observe the group and its needs - in some cases (if time permits) you can propose additional exercises, energiser, discussion etc.</p> <p>The theoretical content and the framework of the presentation is placed in appendix (Supplementary materials and Presentation).</p>	
20 minutes	<p>Initiatory (initial) activities:</p> <ul style="list-style-type: none"> • Introduction of the trainer • Goals of the meeting <ul style="list-style-type: none"> • explain the goals and point out that the main emphasis would be put at the increasing skills about GEP of the participants • include the information about RESET Project and its general aims • Agenda of the meeting • Opening round (possibility to get to know one another) <ul style="list-style-type: none"> • (see Supplementary materials 2.12) • create a space for getting to know each other better • ask for participants' needs and expectations about the training and post identified needs on the flipchart on the wall • include the specific expectations of the participants within the programme (if possible) or give some tips where to find information about requested issues • Contract with participants <ul style="list-style-type: none"> • co-create the contract for the meeting with participants. If some important elements are missed add the most essential points (see Supplementary materials 2.12 – Exemplary contract). • place the rules in a visible place for the whole meeting
120 minutes	<p>Lecture and practical exercises about How to make GEP a strategic tool for enhancing gender equality and about guiding</p> <ul style="list-style-type: none"> • Introduce the issue of gender inequalities at HEIs; Ask for some examples. Justify the need for making GE managerial issues. • explain the role of GEP as a starting point for setting rules and principles of diverse and inclusive organisations. • present the concept of stakeholders and some examples how stakeholders may affect GEP implementation • explain the issue of risk and opportunity in GEP implementation • propose the group work (see Handouts 2.13 – What do HEIs need to achieve success in GEP implementation?) • Illustrate successful GEP implementation based on different examples • engage to in pair exercise (see Handouts 2.13 – The ways of sensitising the academic community on key areas of GEP) • Introduce the GEP 2.0 concept • show the stages of GEP implementation, describe each element • tell the story about your institution GEP implementation • propose the exercise about communication and dissemination (see Handouts 2.13 – The ways of sensitising the academic community on key areas of GEP)



Exemplary Scenario (for the trainer)

Planned time	Activity
15 minutes	Coffee break
85 minutes	<p>Lecture about the necessity of quantitative dimension of GEP:</p> <ul style="list-style-type: none"> • introduce the concept of KPIs • run the discussions about the data management challenges • Illustrate efficient data management from exemplary GEP, indicate data composition of GEP from your institution <p>The revision of the indicators from GEP 1.0 – self-reflection. Engage participants to exercise about evaluation of GEP metrics (see Handouts 2.13).</p>
60 minutes	Lunch break
45 minutes	The brief lecture about PDCA and quality of GEP. Use the slides to recapitulate about GEP implementation
15 minutes	Closing round



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2.13. Supplementary materials for trainers

GEP implementation – orientation on skills competencies improvement Part 2

SECTIONS



Introduction and initial activities



How to make GEP a strategic tool for enhancing gender equality?



The guiding principles for GEP implementation



Ways to measure the progress of GEP implementation



PDCA easy approach with great results



The quality of GEP



How to make GEP a strategic tool for enhancing gender equality?

GE risks and challenges

Discrimination: Unjustified negative or harmful action toward a member of a group solely because of his or her membership in that group

Direct discrimination – an approach when you're treated differently and worse than someone else for certain reasons

Indirect discrimination - a practice, policy, or rule applied to everyone puts certain groups of people at a disadvantage.

Harassment - any unwanted behaviour, physical or verbal (or even suggested), that makes a reasonable person feel uncomfortable, humiliated, or mentally distressed.

Victimisation – the way of being treated badly because of reporting or/and complaining about discrimination by someone who is a witness or because helping someone who has been discriminated

GEP

GEP – a set of commitments and actions that aim to promote gender equality in an organisation through a process of structural change (<https://eige.europa.eu/gender-mainstreaming/toolkits/gear/what-gender-equality-plan-gep>).

“With the launch of Horizon Europe – the key funding programme for research and innovation (R & I) – in 2021, a new eligibility criterion was introduced to strengthen gender equality as a cross-cutting priority: organisations applying for Horizon Europe funds are required to have a gender equality plan (GEP) in place. For the calls with submission deadlines in 2022 and beyond, the GEP eligibility criterion will apply to all parts of Horizon Europe.

The following categories of legal entities established in EU Member States or associated countries need to comply with this criterion:

- **public bodies**, such as **research funding bodies**, national ministries and other public authorities, including public for-profit organisations,
- **higher education institutions**, both public and private,
- **research organisations**, both public and private.

In the understanding of the Horizon Europe work programme, a GEP should consist of the following.

Four minimum mandatory process-related requirements.

- **Public document.** A GEP is a formal document published on the organisation's website, signed by the top management and actively communicated within your organisation.
- **Dedicated resources.** A GEP must include a commitment to provide sufficient resources and expertise in gender equality for implementation.
- **Data collection and monitoring.** A GEP should be informed by collecting and analysing sex-disaggregated data on personnel (and students, for the relevant organisations). Organisations should report progress annually based on specific indicators.
- **Training.** A GEP must include awareness-raising and training activities on gender equality for the whole organisation and training on unconscious gender biases for staff and decision-makers". (<https://eige.europa.eu/gender-mainstreaming/toolkits/gear/horizon-europe-gep-criterion>)



Ways to measure the progress of GEP implementation

Risks and opportunities

Risk – the probability of a special event occurrence. In GE it means the probability that some negative effects may appear because of resistances, lack of resources etc. Risks may delay the goals achievements, e.g., lack of interest of top management, low engagement of administrative staff to redesign processes and procedures etc.

Opportunities – factors which enhance the achievement of GEP goals like, e.g., social campaigns organised by communication unit, etc.



The guiding principles for GEP implementation

GEP – step by step

Step 1: getting started. In this step, you will need to familiarise yourself with the GEP concept and how it fits with your organisation and the specific context of your organisation. You also need to identify and approach potential allies and supporters of a GEP in your organisation.

Step 2: analysing and assessing the status quo in your organisation. In this step, sex-disaggregated data is collected, and organisational procedures, processes and practices are critically reviewed to detect any gender inequalities and their causes.


Step 3: setting up a GEP. In this step, you will need to identify objectives, set your targets and measures to remedy the identified problems, allocate resources and responsibilities, and agree on timelines.

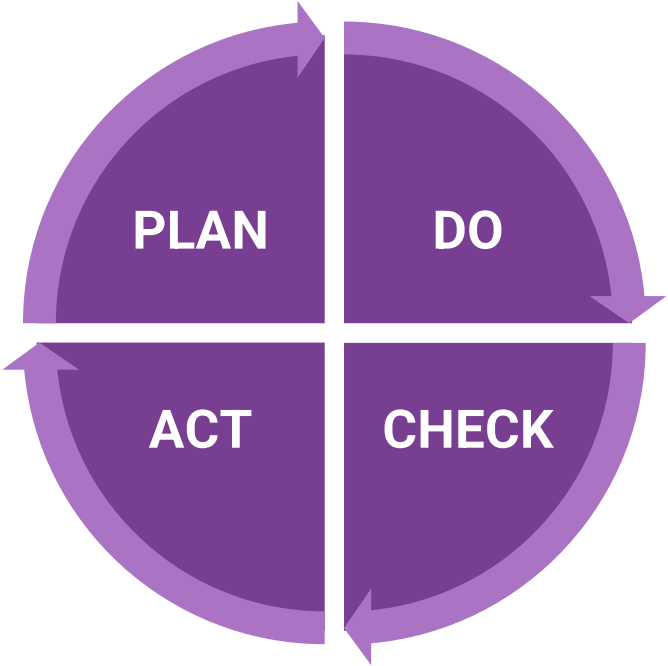
Step 4: implementing a GEP. In this step, you will implement the planned activities and undertake outreach efforts to gradually expand the network of stakeholders supporting the GEP implementation.

Step 5: monitoring progress and evaluating a GEP. Through monitoring and evaluation activities you will assess the implementation process and the progress achieved against the aims and objectives identified in your GEP. Findings from the monitoring and evaluation exercise(s) allow you to adjust and improve your interventions.

Step 6: what comes after a GEP? Based on the results of steps 4 and 5, you need to develop a new GEP that builds on your experiences, learnings and achievements and that also ensures the sustainability of the efforts started in previous GEP implementation rounds.

https://eige.europa.eu/gender-mainstreaming/toolkits/gear/what-gender-equality-plan-gep?language_content_entity=en

 **PDCA easy approach with great results**



PLAN	DO	CHECK	ACT
resources	implement	evaluate progress	improve actions
responsibilities	actions		develop new ideas
time	communication		
measures			



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2.13. Handouts

GEP implementation – orientation on skills competencies improvement

Part 2



Stakeholders, risks and opportunities of GEP implementation

Stakeholder	Impact on GEP	Possible risks related to GEP implementation	Possible opportunities related to GEP implementation



The ways of sensitising the academic community on key areas of GEP

Title of the action:

Beneficiaries :

Goals:

Short description:

Expected results:



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2.13. Presentation

GEP implementation – orientation on skills competencies improvement

Part 2

GEP implementation – orientation on skills competencies improvement



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Aims of the workshop




- learning about crucial steps in the GEP implementation
- becoming aware about the measures and indicators useful in GEP designing
- obtaining skills to use GEP elements in everyday practice
- discovering the necessity of regular and cyclical monitoring and evaluation of GEP
- knowing PDCA cycle for the GEP implementation
- identifying the key success factors in the GEP implementation process on the example of a chosen institution




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Schedule of the workshop



- How to make GEP a strategic tool for enhancing gender equality?
- The guiding principles for GEP implementation
- Ways to measure the progress of GEP implementation
- PDCA easy approach with great results
- The quality of GEP



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How to make GEP a strategic tool for enhancing gender equality?

Improper behaviours in HEIs processes Discriminatory practices in society

GE risks and challenges

Readiness to manage the GE dimension

GEP

The story of change begins here

Roles and responsibilities
Data collection

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How to make GEP a strategic tool for enhancing gender equality?

Stakeholders – groups or individuals that can either affect or be affected by the organisation

```

    graph TD
      TM[Top management] --- M[Media]
      M --- AS[Administrative staff]
      AS --- S[Students]
      S --- LC[Local community]
      LC --- R[Researchers]
      R --- T[Teachers]
      T --- TM
  
```

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How to make GEP a strategic tool for enhancing gender equality?

Risks and opportunities

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Success stories of GEP implementation

Tailor-made training: Look for examples of GEP implementation from your countries. Show some interesting cases and initiatives related to GEP implementation

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What do HEIs need to achieve success in GEP implementation?



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From GEP 1.0 to GEP 2.0 implementation




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The guiding principles for GEP implementation


- Be aware of challenges
- Collect data to recognise the situation
- Set goals, targets, measures and timelines
- Engage academic society
- Monitor progress and evaluate GEP

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The guiding principles for GEP implementation

Tailor-made training: Get information about the process of GEP implementation at your institution. Tell the story of each stage of GEP development.



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GEP communication and dissemination




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GEP communication and dissemination

Tailor-made training: Present the methods of communication and dissemination which were used at your institution. Show other examples for comparison.



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Ways to measure the progress of GEP implementation

KPIs

- measures progress and performance
- are related to goals
- are useful for stakeholders
- helps to benchmark

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Challenges of data management


- Lack of HR
- Lack of tools
- Dispersed information
-

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Best practices of data composition

*Tailor-made training: Collect some examples of GEPs from different HEIs.
 Pay attention to the method of data presentation.
 Show the examples of KPIs and metrics related to different GEP dimensions*


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Revision of the indicators from GEP 1.0

Self-reflection on concrete example from GEP

GEP area	GEP action	Measures	KPIs	Results	Feedback from stakeholders	Improved GEP action	Improved measures



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PDCA easy approach with great results





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The quality of GEP



Context

- problems and challenges
- stakeholders

Culture

- language
- management

Strategy

- procedures, policies, mechanisms
- measures

Action

- stakeholders engagement
- stakeholders feedback



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Closing round

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MODULE 2.14
**Gender and diversity dimensions in
research and teaching (including GIA
and intersectionality)**
Part 1

Topic

2.14 Gender and diversity dimensions in research and teaching (including GIA and intersectionality) Part 1



Toolbox goal:

- knowledge
- skills
- attitudes



Participants:

- Top and middle management
- Academic staff
- Administrative staff (especially of research and science units)
- PhD students



Recommended form of training:

Synchronous online training



Duration of recommended form of training:

12h (3x4h)



Form of basic training:

Synchronous online training



Duration of basic training:

6h



Main objective:

Understanding the importance of GE and intersectionality in research and teaching



Learning results Educational effects

Specific objectives:

- learning about gender equality in research (e.g., in building teams, preparing project proposals, networking, cooperation with various stakeholders, etc.)
- understanding the idea of gender- and diversity-sensitive education
- learning about intersectionality methodologies and methods as applied in research
- learning about implementing GIA in research proposal
- understanding the need to apply the gender dimension in ALL research and teaching projects (including STEM)
- obtaining knowledge about gender mainstreaming in science and research
- familiarising with gender- and diversity-related obstacles, challenges, problems in science/research
- understanding the need to apply the gender dimension in course syllabi and curriculum of programmes at various levels (BA, MA, PhD), including STEM.

The participant:

- knows the importance of the gender dimension and GE in research and teaching
- understands intersectional approaches as applied to research
- is aware of the Gender Impact Assessment and its role in preparing research proposals
- knows the arguments in favour of applying the gender dimension in various research projects and initiatives, including STEM
- is able to successfully use the gender and diversity components in a course syllabus and programme



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2.14. Scenario

Gender and diversity dimensions in research and teaching (including GIA and intersectionality)

Part 1



Exemplary Agenda (for the participants)

Day 1

Planned time	Activity
9.00 – 9.45	Introduction and initial activities
9.45 – 10.45	Gender equality in research and education
10.45 – 11.00	Coffee break
11.00 – 12.00	Gender mainstreaming
12.00 – 12.45	Gender mainstreaming – group assignment
12:45 – 13.00	Closing round

Day 2

Planned time	Activity
9.00 – 9.15	Opening round
09.15 – 10.15	Intersectionality - introduction
10.15 – 11.00	The Wheel of Privilege - exercise
11.00 – 11.15	Coffee break
11.15 – 12.45	Intersectionality in the Academia – Intersectional Academia Intersectionality – checklist exercise
12:45 – 13.00	Closing round



Exemplary Agenda (for the participants)

Day 3

Planned time	Activity
9.00 – 9.15	Opening round
09.15 – 10.15	Gender Impact Assessment – goals
10.15 – 11.00	Gender Impact assessment – steps
11.00 – 11.15	Coffee break
11.15 – 12.30	GIA exercise
12:30 – 13.00	Closing round



Exemplary Scenario (for the trainer) Day 1

Planned time	Activity
<p>General tips:</p> <p>Below you can find the basic scenario of the workshop. Follow the guidelines and recapitulate the tasks / topics listed therein. At the same time observe the group and its needs - in some cases (if time permits) you can propose additional exercises, energiser, discussion etc.</p> <p>The theoretical content and the framework of the presentation is placed in appendix (Supplementary materials, Handouts and Presentation).</p>	
45 minutes	<p>Initiatory (initial) activities:</p> <ul style="list-style-type: none"> • Introduction of the trainer • Goals of the meeting <ul style="list-style-type: none"> • explain the goals and point out that the main emphasis would be put at the expanding the knowledge about gender mainstreaming, intersectionality and Gender Impact Assessment in the academic context • include the information about RESET Project and its general aims • Agenda of the meeting • Opening round (possibility to get to know one another) <ul style="list-style-type: none"> • create a space for getting to know each other better • ask for participants' needs and expectations about the training and post identified needs on the flipchart on the wall • include the specific expectations of the participants within the programme (if possible) or give some tips where to find information about requested issues • Contract with participants <ul style="list-style-type: none"> • co-create the contract for the meeting with participants. If some important elements are missed add the most essential points • place the rules in a visible place for the whole meeting.
60 minutes	<p>Gender equality in research and education - introduction</p> <ul style="list-style-type: none"> • questions <ul style="list-style-type: none"> • What is gender sensitive research? • Is it important? • Do you know any tools for including gender and diversity dimension in research and teaching? (discussion in pairs + exchanging ideas with the whole group) <p>Lecture and discussion with participants</p> <ul style="list-style-type: none"> • summarise the discussion based on the participants reflections and additional materials; • discuss the pros and cons of advocating gender equality in research and education;
15 minutes	Coffee break



Exemplary Scenario (for the trainer) Day 1

Planned time	Activity
60 minutes	<p>Gender mainstreaming – goals and cycle</p> <ul style="list-style-type: none"> • Questions to be discussed collectively/in groups: <ul style="list-style-type: none"> • discuss stages of gender mainstreaming – preparation, design, implementation, monitoring, evaluation • what does it mean: Gender mainstreaming is not a policy goal but a means to achieve it? • have a look at gender mainstreaming cycle? What are its most important stages? • think of an example of a University document to illustrate GM stages and cycle • sum up the results of the discussion <p>Lecture and discussion with participants:</p> <ul style="list-style-type: none"> • Gender mainstreaming – goals and cycle (see Presentation and Supplementary materials 2.14)
45 minutes	<p>Gender mainstreaming – assignment</p> <ul style="list-style-type: none"> • Best practices referring to gender mainstreaming in the academia (see Supplementary materials 2.14 – cases/best practices) • divide the group into smaller groups (3-4 people) and ask them to familiarise themselves with best practices/case studies • briefly discuss the results and reflections upon this task with the whole group
15 minutes	<p>Closing round</p> <ul style="list-style-type: none"> • ask a couple of questions summarising the day • it is recommended that every participant would share their opinions and reflections



Exemplary Scenario (for the trainer) Day 2

Planned time	Activity
15 minutes	<p>Opening round</p> <ul style="list-style-type: none"> ask for participants' needs and expectations about the second day of the training ask participants reflections about the previous day and emotions that have appeared due to it
60 minutes	<p>Intersectionality – approach, methodology, theory, action</p> <ul style="list-style-type: none"> Explain the different dimensions of intersectionality, definitions, main concepts) Watch the video "What is intersectionality?" by Kimberlé Crenshaw (Supplementary materials 2.14) <p>Introduce the concepts privilege, positionality, the wheel of power and privilege (Supplementary materials 2.14)</p>
45 minutes	<p>Exercise: The Wheel of Privilege</p> <ul style="list-style-type: none"> Divide people in groups/pairs Main task: think about your social location and the intersecting identities which shape your interactions within the higher education system IMPORTANT: this exercise can be difficult for some participants so make sure everybody is comfortable Briefly reflect upon the exercise together
15 minutes	Coffee break
90 minutes	<p>Intersectionality in the Academia – Intersectional Academia</p> <ul style="list-style-type: none"> provide participants with the basic information about the possible applications of intersectionality (theory, methodology, concept) in the academic context Introduce the practical ways in which intersectionality can be introduced at university Make overview of the main challenges and obstacles for introducing intersectionality at the University (Supplementary materials 2.14) <p>Lecture and collective discussion</p> <p>Intersectionality – checklist exercise</p> <ul style="list-style-type: none"> ask participants to reflect on their own organisation with regards to some intersectionality-related questions/statements (Handouts – Intersectionality checklist) Discuss it collectively with the group Make sure everybody has the chance to speak
15 minutes	<p>Closing round</p> <ul style="list-style-type: none"> ask a couple of questions with regards to intersectionality inquire about the specific thought or concept that they personally take away from the training. it is recommended that every participant would share their opinions and reflections



Exemplary Scenario (for the trainer) Day 3

Planned time	Activity
15 minutes	<p>Opening round</p> <ul style="list-style-type: none"> ask for participants' needs and expectations about the third day of the training ask participants reflections about the previous day and emotions that have appeared due to it
60 minutes	<p>Gender Impact Assessment – goals and steps</p> <ul style="list-style-type: none"> Explain the main goals and steps of GIA General question for discussion: Does a law, policy or programme reduce, maintain or increase the gender inequalities between women and men? (Supplementary materials 2.14) <p>Lecture and discussion on the GIA on the selected university policy/document/programme (preferred local examples)</p>
45 minutes	<p>Gender Impact Assessment in the RESET project</p> <ul style="list-style-type: none"> Overview of EU policies and requirements with regards to GIA in research (and teaching) Introduce the RESET GIA tool (checklist) Q&A session <p>Lecture and collective discussion</p>
15 minutes	Coffee break
75 minutes	<p>Gender Impact Assessment tool - exercise</p> <ul style="list-style-type: none"> divide the group into smaller groups/pairs provide with the GIA check list handout (Supplementary materials 2.14) distribute the selected abstracts of research projects from your university that received EU-funding explain the task: participants should fill in the GIA questionnaire with regard to excellence, implementation and impact of the proposed research discuss the reflections upon the GIA tool collectively
30 minutes	<p>Closing round</p> <ul style="list-style-type: none"> ask a couple of questions with regards to GIA inquire about the specific thought or concept that they personally take away from the whole training (3 days) it is recommended that every participant would share their opinions and reflections



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2.14. Supplementary materials for trainers

Gender and diversity dimensions in
research and teaching (including GIA
and intersectionality)

Part 1

SECTIONS



Introduction and initial activities



Gender-sensitive research and education



Gender mainstreaming



Intersectionality



Gender Impact Assessment



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DAY 1



Introduction and initial activities

Opening round (exemplary questions/topics)

- Name
- Vocational area (role, tasks and responsibilities)
- Private area (who I am, what I do in a spare time)
- What do I know about gender and diversity dimensions in research and education
- What is my main objective for this meeting?
- What are my needs and expectations (in reference to the topic and schedule)?
- What is my motivation to participate in the training?

General rules for cooperation (exemplary contract)

- We call each other by name (*mandatory)
- We use the pronoun “I”, not “we”
- We respect the time
- We do not generalise
- We do not use grand quantifiers expressions
- We do not take out personal content from the group (*mandatory)
- The “here and now” principle – we focus on the workshop (*mandatory)
- We mute our phones
- We engage in the exercise rather than passively watch. We have the right to refuse to participate in an exercise
- We don't judge (*mandatory)
- We respect each other (*mandatory)
- We are mutually responsible for the process as well as effects of the workshop (*mandatory)
- We are ready to be confronted (in a benevolent way)



Gender-sensitive research and education

Gender sensitive research

Gender sensitive research demands that we consider gender at every stage of the process, where it is appropriate:

- In formulating the research questions
- In gathering the team, and organising the work
- In deciding upon the research methods used
- In data collection and analysis
- In the presentation/reporting of the findings



Chosen definitions and terms:

Guidelines for Sex/Gender into Scientific Research.
https://www.khas.edu.tr/sites/khas.edu.tr/files/docs/2019-04/Gender_Sex_in_Research.pdf



Gender mainstreaming

Gender mainstreaming

Definition

Gender mainstreaming – a strategy towards realising gender equality. It involves the integration of a gender perspective into the preparation, design, implementation, monitoring and evaluation of policies, regulatory measures and spending programmes, with a view to promoting equality between women and men, and combating discrimination. Gender mainstreaming is not a policy goal in itself, but a means to achieve gender equality. Equality between women and men is recognised by the EU as a fundamental right, a common value of the EU, and a necessary condition for the achievement of the EU objectives of growth, employment and social cohesion (What Is Gender Mainstreaming ?).

Gender mainstreaming cycle:

- Define tools (Gender statistics, gender analysis, GIA, gender stakeholder consultation)
- Plan tools (gender budgeting, gender procurement, gender indicators)
- Act tools (gender equality training, gender-sensitive institutional transformation, gender awareness-raising)
- Check tools (gender monitoring, gender evaluation)



Chosen definitions and terms:

What Is Gender Mainstreaming? <https://eige.europa.eu/gender-mainstreaming/what-is-gender-mainstreaming>)



Gender mainstreaming best practices in academia - exercise

Case 1

At Goethe University Frankfurt (Germany), Gender & Diversity Controlling is embedded in the obligation for all faculties to set up a Gender Equality & Diversity Action Plan every two years and to comply with reporting requirements. This process is steered by the Gender & Diversity Controlling coordinator who provides the faculties with data, tools and advice and ultimately assesses the new action plan, through the following four-step cycle: (1) analysis of the status quo and needs assessment; (2) planning of gender equality measures addressing the identified needs; (3) implementation of these measures; and (4) assessment of successes and shortcomings of the measures. The guidance and monitoring provided by the unit is not limited to the assessment of the Gender Equality & Diversity Plans, but includes a broader set of indicators and the design of several tools which are continuously being updated and adjusted. This approach is participatory and inclusive by ensuring the involvement of the University Senate, faculty representatives, along with other structures of the university, and is likely to be transferable to other universities. It could be observed that the Gender Equality and Diversity Action Plans at faculty level had been significantly enhanced with respect to the previous period, and that the active involvement of a variety of stakeholders in gender equality-related efforts within the faculties had increased over the years.

Case 2

Gender Perspective in Research and Teaching Award (Spain, organised at the University of Santiago de Compostela, illustrates the positive impact of peer-judged stimulants which provide incentives for virtuous competition: the award has generated significant impact in the university's community, with over 260 applicants presenting nearly 100 total eligible achievements since 2010, and it is fostering synergies with other initiatives undertaken by the university such as gender training and conferences and an increase in the visibility of gender issues in research and teaching.



Chosen definitions and terms:

Positive impact of gender mainstreaming in academia and research institutions
Opinion paper (EIGE 2015)

Case 3

Regarding leadership and decision-making, the new election procedure for the Board of Ghent University (Belgium) requires faculties to have at least one male and one female candidate for the elections. If the elections have an unbalanced gender outcome (not respecting the minimum 40/60 gender balance) the candidate with the least votes from the overrepresented sex (compared to other faculties) has to give way to the faculty's candidate of the other sex with the highest number of votes. Although it triggered some resistances, the new procedures paved the way for substantial changes: as a result of the 2014 election, the Board has now a 50/50 composition. There was no further need to implement positive measures to elect a female representative and the reformed election attracted the most voters ever in the history of the University. With the same purpose, the Siauliai University (Lithuania) drafted a strategy integrating a thorough gender mainstreaming planning for each election phase: selection of right candidates, lobbying and support for women candidates. The goal of the initiative was to increase women's representation up to 25% at the University Council, but it exceeded the goal and reached 36%.

Case 4

With respect to organisational culture & work-life balance, the Maternity Cover Fund put in place at Queens University Belfast (UK) provides assistance to Schools and Directorates. It ensures that the essential work of all staff members who take maternity leave is covered so that they can enjoy maternity leave. The outcome of this Fund and policy is a 100 % return rate after leave since it was put in place.

Chosen definitions and terms:

Positive impact of gender mainstreaming in academia and research institutions
Opinion paper (EIGE 2015)



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DAY 2



Introduction and initial activities

Opening round – Day 2 (exemplary questions/topics)

- How did you spend your time after the training?
- What are your main reflections from yesterday? Which concepts stayed with you? Any doubts?
- Do you have any questions in terms of what we did yesterday?
- What are your needs and expectations in terms of the current day?



Intersectionality

Intersectionality – approach & definitions

The concept of intersectionality highlights that individuals possess multiple social identities, such as race, gender, class, sexuality, disability, and more, which intersect and interact to shape their unique experiences and access to opportunities. Intersectionality is a framework that considers how various social categories, such as race, gender, ethnicity, class, sexuality, disability, and more, intersect and interact to shape a person’s unique lived experiences and access to opportunities.

Source: <https://www.enago.com/academy/intersectionality-in-academia/>

Intersectional approach – “the interconnected nature of social categorisations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage. Intersectionality is the acknowledgement that everyone has their own unique experiences of discrimination and oppression and we must consider everything and anything that can marginalise people – gender, race, class, sexual orientation, physical ability, etc.”.

Source: Intersectionality: What Is It and Why Is It Important?. <https://www.womankind.org.uk/intersectionality-101-what-is-it-and-why-is-it-important/>.

Originally coined by Kimberlé Crenshaw in 1989, **intersectionality** has gained popularity and is often discussed as a theory, methodology, paradigm, lens or framework. It recognises that people’s lives are shaped by their identities, relationships and social factors. These combine to create intersecting forms of privilege and oppression depending on a person’s context and existing power structures such as patriarchy, ableism, colonialism, imperialism, homophobia and racism.

Source: UN Women. Intersectionality Resource Guide and Toolkit. <https://www.unwomen.org/sites/default/files/2022-01/Intersectionality-resource-guide-and-toolkit-en.pdf>

The concept of intersectionality describes the ways in which systems of inequality based on gender, race, ethnicity, sexual orientation, gender identity, disability, class and other forms of discrimination “intersect” to create unique dynamics and effects. For example, when a Muslim woman wearing the Hijab is being discriminated against, it

would be impossible to dissociate her female identity from her Muslim identity and to isolate the dimension(s) causing the discrimination. All forms of inequality are mutually reinforcing and must therefore be analysed and addressed simultaneously to prevent one form of inequality from reinforcing another. For example, tackling the gender pay gap alone – without including other dimensions such as race, socio-economic status and immigration status – will likely reinforce inequalities among women.

Source: What Is Intersectionality? <https://www.intersectionaljustice.org/what-is-interse>

The Wheel of Power and Privilege

The wheel of power and privilege is a reflective activity to map and explore issues of power and privilege in an intersectional way. It can be done alone as a self-awareness tool or in a group to highlight how different people might benefit from or be marginalised by systems in our society. It is a powerful practice to boost awareness, compassion, and tolerance.

Source: <https://www.recipesforwellbeing.org/the-wheel-of-power-and-privilege/>

Privilege operates on a personal, interpersonal, cultural, and institutional level and gives advantages, access, favours, and benefits to members of dominant groups at the expense of members of marginalised groups. Privilege is almost never an earned state; it is commonly invisible to/taken for granted by those who have it, and is conferred based on those whose characteristics match the dominant groups whether they want those privileges or not, and regardless of their stated intent.

Source:

https://www.americansforthearts.org/sites/default/files/pdf/2019/cultural_equity/Identity%20and%20Social%20Location%20Wheel.pdf

Positionality refers to the personal values, views, and location in time and space that influence how one engages with and understands the world. It is wrapped up in the dynamics of power and privilege. For example, your gender, race, class, and other aspects of your social identities influence and inform how you move through the world, what knowledge you produce and value, and the biases through which everything you say, think, and do, is filtered, intentionally or otherwise. Moreover, positionality is experienced differently in different contexts, and can dictate how much access you have (to resources, support, etc.) in society.

Source:

<https://ecampusontario.pressbooks.pub/universaldesign/chapter/positionality-intersectionality/>

The Wheel of Power and Privilege

Sylvia Duckworth's **"wheel of power/privilege"** is another visual representation of how power, privilege, and social identities intersect. The graphic below uses the imagery of a wheel, sectioned off by the following social identities and respective categories:

- Citizenship: citizen, documented, undocumented
- Skin colour: white, different shades, dark
- Formal education: post-secondary, high school, elementary
- Ability: able-bodied, some disability, significant disability
- Sexuality: heterosexual; gay men; lesbian, bi, pan, asexual
- Neurodiversity: neurotypical, neuroatypical, significant neurodivergence
- Mental health: robust, mostly stable, vulnerable
- Body size: slim, average, large
- Housing: owns property, sheltered/renting, homeless
- Wealth: rich, middle class, poor
- Language: English, Learned English, non-English monolingual
- Gender: cisgender man; cisgender woman; trans, intersex, nonbinary



Chosen definitions and terms:

<https://ecampusontario.pressbooks.pub/universaldesign/chapter/positionality-intersectionality/>

Key Reasons Why Addressing Intersectionality in Academia Is Crucial

Recognising Diversity Within Diversity
Intersectionality highlights that people's experiences are not defined by a single aspect of their identity. It acknowledges the diversity within marginalised groups and how overlapping identities can create unique and often compounded forms of discrimination and disadvantage. By recognising these complexities, academia can develop more targeted and effective support systems to address the needs of individuals from diverse backgrounds.

Promoting Inclusivity

An intersectional approach challenges the “one-size-fits-all” solutions and ensures that academic institutions actively consider the diverse needs and perspectives of their students, faculty, and staff. This inclusivity fosters a sense of belonging and empowerment for all members of the academic community, leading to increased engagement and academic success.

Addressing Systemic Inequalities

Intersectionality sheds light on the interconnected nature of various forms of discrimination and oppression. By addressing the root causes of multiple oppressions, academia can work towards dismantling systemic inequalities that persist in education and research environments.

Fostering Critical Thinking and Intellectual Growth

Encouraging an intersectional perspective challenges students and scholars to critically examine the intersections of power, privilege, and oppression. This fosters intellectual growth and encourages a deeper understanding of societal complexities.

Creating Inclusive Curricula

Academia has an opportunity to incorporate diverse perspectives into curricula across disciplines. By including authors, researchers, and voices from diverse backgrounds, educational institutions can create a more inclusive and well-rounded learning experience for all students.

Attracting and Retaining Diverse Talent

Addressing intersectionality in academia is essential for attracting and retaining diverse talent among both students and faculty. Institutions that actively promote diversity and inclusivity are more likely to be seen as welcoming spaces for individuals from underrepresented backgrounds.

Preparing for a Diverse World

As the world becomes increasingly diverse, graduates need to be equipped with the skills to navigate and engage with people from various backgrounds. An intersectional approach to education prepares students to be more culturally competent and better equipped to contribute positively to a globalised society.

Chosen definitions and terms:

<https://www.enago.com/academy/intersectionality-in-academia/>

Challenges of Intersectionality in Academia

While addressing intersectionality in academia is crucial, it comes with its own set of challenges. These challenges can stem from institutional, cultural, and individual factors, and they may vary across different academic disciplines and geographic regions. Here are some of the main challenges:

Tokenism and Surface-level Diversity

Academic institutions may face the risk of tokenism, where they superficially promote diversity without genuinely addressing the underlying issues. This can lead to underrepresented groups feeling isolated or marginalised, as their perspectives and experiences might not be fully integrated into the academic environment.

Resistance to Change

Implementing intersectional approaches in academia may face resistance from traditional norms and practices. Some stakeholders might be resistant to altering existing structures and curricula, hindering progress towards more inclusive and diverse academic spaces.

Inadequate Support Systems

Students and faculty from underrepresented backgrounds may encounter limited support systems, such as mentoring, networking, and resources, necessary to navigate the challenges they face in academia. This lack of support can lead to a higher attrition rate among diverse talent.

Microaggressions and Bias

Academic environments may unknowingly perpetuate microaggressions and implicit biases, which can create hostile or unwelcoming climates for individuals with intersecting marginalised identities. These experiences can impact mental health, self-esteem, and academic performance.

Lack of Representation in Faculty

Diverse faculty members can act as role models and mentors for students from similar backgrounds. However, there is often a lack of representation among faculty, which can contribute to a sense of isolation for underrepresented students and may hinder faculty retention efforts.

Data Collection and Reporting

Accurate data collection and reporting on intersectional diversity can be challenging. Without comprehensive data, it becomes difficult for institutions to understand the extent of disparities and identify areas that require improvement.

Limited Intersectional Research

Intersectionality is increasingly recognised as a critical framework. Furthermore, there is still a lack of research that specifically examines the intersectional experiences of individuals in academia. Development of evidence-based policies and practices require more research.

Equity vs. Equality

Striving for equity in academia means recognising that different individuals may require different levels of support to achieve the same outcomes. However, achieving equity can be challenging when institutions prioritise an equal distribution of resources, which may not address the unique needs of marginalised groups.

Lack of Inclusive Curricula

Academic curricula might not adequately incorporate diverse perspectives and experiences, leading to a limited representation of knowledge and a one-sided narrative. This can result in a narrow and biased understanding of various subjects.

Intersectionality as an Afterthought

In some cases, institutions may treat intersectionality as an afterthought rather than an integral aspect of their policies and practices. It is essential to prioritise intersectionality from the initial stages of planning and decision-making.

Addressing these challenges requires a multifaceted approach involving the commitment of academic institutions, faculty, administrators, students, and policymakers. Implementing training and workshops on diversity, equity, and inclusion can raise awareness of intersectionality and its importance. Creating and supporting affinity groups and resource centres can provide safe spaces and resources for

underrepresented communities. Moreover, fostering a culture of open dialogue and inclusion can contribute to an environment where diverse voices are valued and amplified.



Chosen definitions and terms:

<https://www.enago.com/academy/intersectionality-in-academia/>



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DAY 3



Introduction and initial activities

Opening round – Day 3 (exemplary questions/topics)

- How did you spend your time after the training?
- What are your main reflections from yesterday? Which concepts stayed with you? Any doubts?
- Do you have any questions in terms of what we did yesterday?
- What are your needs and expectations in terms of the current day?



Gender Impact Assessment

GIA goals and steps

Goals

Gender Impact Assessment has been defined as an ex ante evaluation, analysis or assessment of a law, policy or programme that makes it possible to identify, in a preventative way, the likelihood of a given decision having negative consequences for the state of equality between women and men.

Steps

How to carry out Gender Impact Assessment:

- Step 1: Definition of the policy purpose
- Step 2: Checking gender relevance
- Step 3: Gender-sensitive analysis
- Step 4: Weighing the gender impact
- Step 5: Findings and proposals for improvement



Chosen definitions and terms:

<https://eige.europa.eu/gender-mainstreaming/toolkits/gender-impact-assessment/what-gender-impact-assessment>)

GIA RESET tool

Gender Impact Assessment aims to determine the degree of sex and gender responsibility of a research proposal. GIA questions, analyses, sensitises and integrates sex and gender into research process where appropriate. In this way, GIA will not only contribute to the success of individual researchers' research projects, research teams' proposals, and organisations but also advance science and society at large. The sex and gender dimensions bring added value to research in terms of excellence, rigor, reproducibility, creativity and business opportunities. With such dimensions, the ultimate goal is to enhance the societal relevance of and push for responsible research and innovation (RRI).

Source: RESET WP7 "GIA check list and protocol"

GIA takes into consideration:

- Excellence – planning phase of the research
- Implementation – execution phase of the research
- Impact – dissemination phase of the research

Closing round – Day 3 (exemplary questions/topics)

- What do you think about the training we had (3 days)?
- What are your main insights and reflections?
- What would you consider changing?
- What was particularly memorable for you?
- Has anything surprised you?

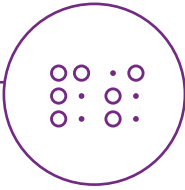


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2.14. Handouts

Gender and diversity dimensions in
research and teaching (including GIA
and intersectionality)

Part 1

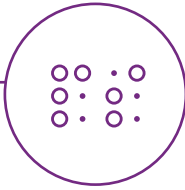


Intersectionality checklist

DURATION: 45 min (individual work + group work + debrief)

TASK 1: Individually think about your organisation and group and rate it based on the following questions (1 strongly disagree - 2 disagree - 3 somewhat agree - 4 agree – 5 strongly agree)

QUESTION	1	2	3	4	5
There is a range of genders who attend my organisation					
No single gender makes up the majority of attendees					
There is a range of genders represented on boards/committees					
Genders are regularly discussed/considered as part of our work					
We have links with gender organisations					
There is a range of racial and ethnic identities in my organisation					
No single racial and ethnic identity makes up the majority of attendees/members					
There is a range of racial and ethnic identities represented on boards/committees					
Racial and ethnic identities are regularly discussed/considered as part of our work					
We have links with racial and ethnic identity organisations					
There is a range of people with (dis)abilities in my organisation					
No one (dis)ability makes up the majority of attendees					
There is a range of (dis)abilities represented on boards/committees					
(Dis)abilities are regularly discussed/considered as part of our work					
We have links with (dis)ability organisations					
There are a range of people from different socioeconomic statuses in my organisation					
No single socioeconomic status makes up the majority of attendees					
There are a range of people from different socioeconomic statuses represented on boards/committees					
Socioeconomic statuses are regularly discussed/considered as part of our work					
We have links with socioeconomic statuses organisations					



Intersectionality checklist

TASK 2: Are there any other identities or groups that are missing from your organisation? List them below.

TASK 3: Think about which identity/group/intersection is least present/represented in your organisation and briefly outline why this could be the case and what initial steps you could make to be more inclusive.



GIA checklist (RESET)

EXCELLENCE – PLANNING PHASE of the RESEARCH

The excellence criterion focuses on clarity and pertinence of the project's objectives, and the extent to which the proposed work is ambitious, and goes beyond the state-of-the-art. Soundness of the proposed methodology, including the underlying concepts, models, assumptions, interdisciplinary approaches, appropriate consideration of the sex and gender dimension in research and innovation content, and the quality of open science practices including sharing and management of research outputs and engagement of citizens, civil society and end users where appropriate are under the scope.

Check if you have the sex and gender dimensions in research and innovation content properly taken into account e.g., topic choice, literature review, knowledge gaps, research question.

- I have conducted a literature review and included sex and gender in my search of keywords.
YES NO I don't know
- I take in consideration the diversity of quoted authors (sex, geographical origin, ...)
YES NO I don't know
- I indicate the first name of the authors in the bibliography.
YES NO I don't know
- I considered gender implications in how I have elaborated my research question and my research goals.
YES NO I don't know
- When thinking of the research or data gaps, I consider how gender may play a role in producing such gaps.
YES NO I don't know
- I plan to include sex and gender disaggregated data.
YES NO I don't know
- If any differences of sex disaggregated data exist, I ask myself whether these differences are influenced by gender roles in society.
YES NO I don't know
- My way to interpret sex disaggregated data (if they exist) includes self-reflection on the influence of stereotypes and unconscious biases.
YES NO I don't know
- I consider diverse (gender, sex, age, origin, etc.) communities in the sampling
YES NO I don't know
- I have considered the gender-specific risks associated with this research and I have designed measures to mitigate against these risks.
YES NO I don't know
- I have verified existing gender theories that concern the subject of my research.
YES NO I don't know
- I include a gender expert/expertise in my team.
YES NO I don't know



GIA checklist (RESET)

IMPLEMENTATION – EXECUTION PHASE of the RESEARCH

The implementation criterion analyses the quality and effectiveness of the work plan, assessment of risks, and appropriateness of the effort assigned to work packages, and the resources overall. Capacity and role of each participant, and extent to which the consortium as a whole brings together the necessary expertise is evaluated in this section.

Check if you have the sex and gender dimension in quality and effectiveness of the work plan properly considered.

- I am collecting/using gender-disaggregated data whenever possible.
YES NO I don't know
- I have designed data collection tools to take into account and challenge gender stereotypes and social and cultural factors that may introduce gender bias into the data.
YES NO I don't know

Check the way that you are planning to assemble the research team and means to influence in advance to a balanced composition of the research team.

- My research team is balanced in terms of sex and diversity (nationality, age, origin, status, academic age, etc.). YES NO I don't know
- I have considered the gender balance in the project consortium or team.
YES NO I don't know
- I have considered sex, gender and diversity dimensions in the recruitment, job descriptions and career paths of research group members.
YES NO I don't know
- I will create opportunities throughout the research cycle to be reflexive and aware of my own and my team's gender assumptions, biases and power as researchers.
YES NO I don't know
- There are dimensions other than sex/gender that are important to consider.
YES NO I don't know
- Even if the team is not obviously diverse (e.g., all members come from the same field, gender, ethnicity,...), I take into account points of view and experiences of all social groups.
YES NO I don't know
- In my team, all points of views are heard and all members are listened to.
YES NO I don't know
- Tasks in my team are circulated or distributed in a way that does not reproduce gender stereotypes.
YES NO I don't know
- Researchers trained in gender studies are included in the research team.
YES NO I don't know



GIA checklist (RESET)

IMPACT – DISSEMINATION PHASE of the RESEARCH

The impact criterion assesses credibility of the pathways to achieve the expected outcomes and impacts specified in the work programme, and the likely scale and significance of the contributions due to the project. Suitability and quality of the measures to maximise expected outcomes and impacts, as set out in the dissemination and exploitation plan, including communication activities will be evaluated.

Check if you have the sex and gender dimensions in the pathways, impacts and contributions properly taken into account.

- I am using appropriate terminologies and language that do not reflect gender stereotypes and that do not assume only two genders.
YES NO I don't know
- All research outputs will be verified for use of appropriate terminologies and language that do not reflect gender stereotypes and that do not assume only two genders.
YES NO I don't know
- When considering authors, inviting keynotes, planning publications and providing visibility for researchers and their work on websites I pay attention to gender balance.
YES NO I don't know
- I valorise all the members of the research team in the dissemination phase (authors, publications, website, keynote, etc.).
YES NO I don't know
- The sex/gender dimension is included in the presentation of findings.
YES NO I don't know
- Research reports/publications/outputs will be revised by a gender expert.
YES NO I don't know
- I have included gender equality training for the project staff.
YES NO I don't know

Check societal effects of my research.

- I consider that the results of my research (project) can have different effects on men and women, boys or girls.
YES NO I don't know
- My research can contribute to the advancement of gender equality in society.
YES NO I don't know



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2.14. Presentation

Gender and diversity dimensions in research and teaching (including GIA and intersectionality)

Part 1

Gender and diversity dimensions in research and teaching (including GIA and intersectionality)
Part 1



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Aims of the workshop





- Learning about gender equality in research
- Understanding the idea of gender and diversity-sensitive education
- Learning about intersectionality methodologies and methods as applied in research
- Learning about implementing GIA in research proposals
- Understanding the need to apply the gender dimension in ALL research and teaching projects (including STEM)
- Obtaining knowledge about gender mainstreaming in science and research
- Familiarising with gender- and diversity-related obstacles challenges, problems in science/research
- Understanding the need to apply the gender dimension in courses, syllabi and curriculum of programmes at various levels (BA, MA, PhD), including in STEM



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Schedule of the workshop





- Introduction and warm-up exercises / contract
- What is a gender-sensitive research?
- Gender dimension in research and teaching – why?
- Gender mainstreaming (goals, steps, cycle)
- Intersectionality – introduction
- Intersectionality Wheel
- Intersectionality in Academia
- Gender Impact Assessment – goals
- Gender Impact Assessment – steps
- RESET GIA



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RESET

DAY 1

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RESET

Opening round



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RESET





General rules for cooperation

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Gender sensitive research

Gender should be considered at each stage of the process:


Formulating research question

Gathering team and organising work

Choosing research method, data collection and analysis

Presentation and reporting findings/results

Source: Guidelines for Sex/Gender into Scientific Research (2019)



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Gender mainstreaming - goals

Strategy to achieve GE

Integration of gender perspective

Promoting GE

Combating discrimination

Source: What Is Gender Mainstreaming? <https://eige.europa.eu/gender-mainstreaming/what-is-gender-mainstreaming>





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Gender mainstreaming

Integration of the gender perspective in policies, regulatory measures, spending programmes, etc.


preparation

design

implementation

moniotring

evaluation



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Gender mainstreaming

! NOT A POLICY GOAL

! BUT A MEANS TO ACHIEVE GENDER EQUALITY

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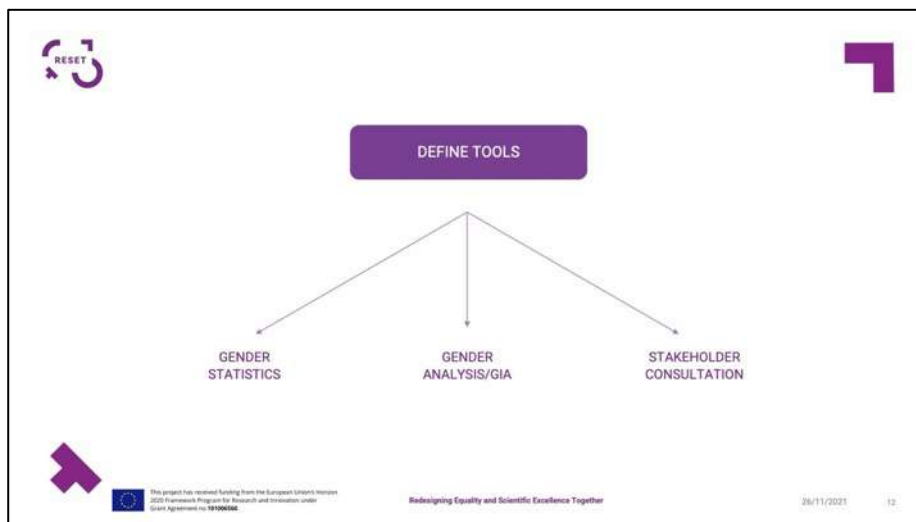
Gender mainstreaming cycle

DEFINE TOOLS PLAN TOOLS

ACT TOOLS CHECK TOOLS

Source: What Is Gender Mainstreaming? <https://eige.europa.eu/gender-mainstreaming/what-is-gender-mainstreaming>

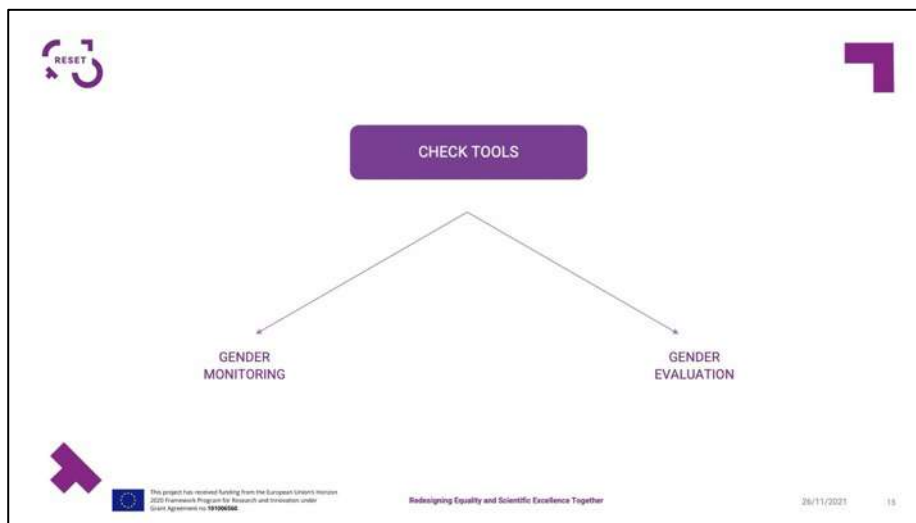
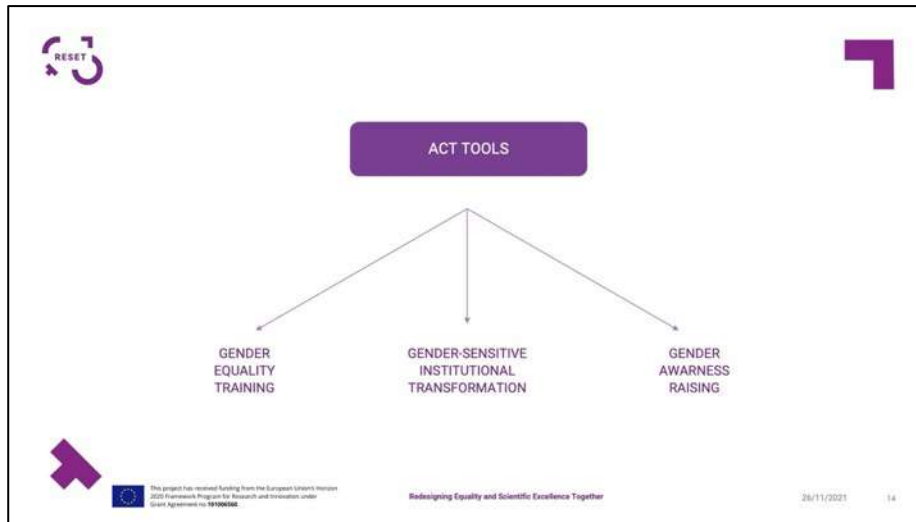
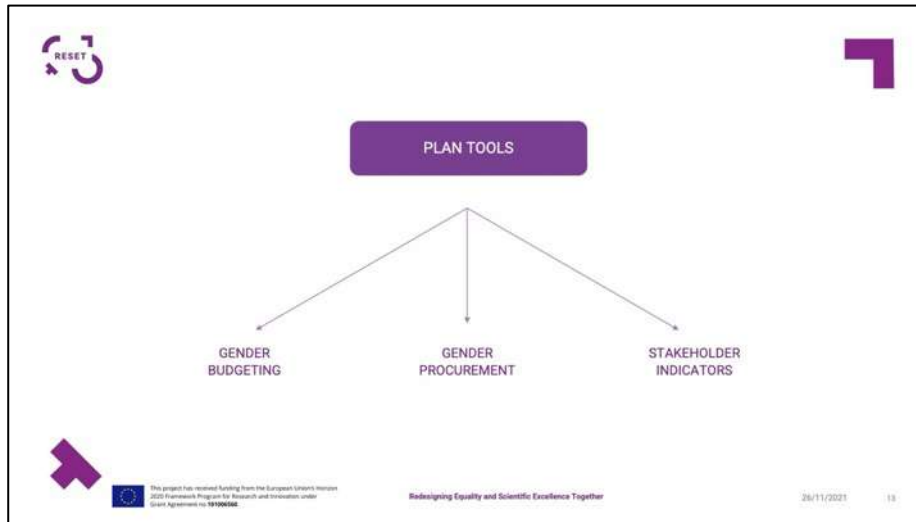
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DEFINE TOOLS

GENDER STATISTICS GENDER ANALYSIS/GIA STAKEHOLDER CONSULTATION

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Best practices referring to gender mainstreaming in academia



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Closing round - day 1



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DAY 2

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Opening round




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Intersectional approach

Originally coined by Kimberlé Crenshaw in 1989 (American civil rights advocate, Professor at the UCLA School of Law and the Columbia Law School)

The interconnected nature of social categorisations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage. Intersectionality is the acknowledgement that everyone has their own unique experiences of discrimination and oppression and we must consider everything and anything that can marginalise people – gender, race, class, sexual orientation, physical ability, etc.

Source: *Intersectionality: What Is It and Why Is It Important?* <https://www.womankind.org.uk/intersectionality-101-what-is-it-and-why-is-it-important/>



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Let's watch the video

Kimberlé Crenshaw on intersectionality:



Kimberlé Crenshaw
 American Civil Rights Advocate
 Professor, UCLA School of Law and
 Columbia Law School

Source: <https://youtu.be/VIDtnfQ9FHc>



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Intersectionality

theory methodology

paradigm lens of framework

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The Wheel of Privilege

Adapted from: CRIAW / ICREF's Intersectionally wheel

Fourth
Larger forces
and structures
reinforcing
exclusion

Third
Types of
discrimination
that impact
identity

Second
Aspects of
Identity

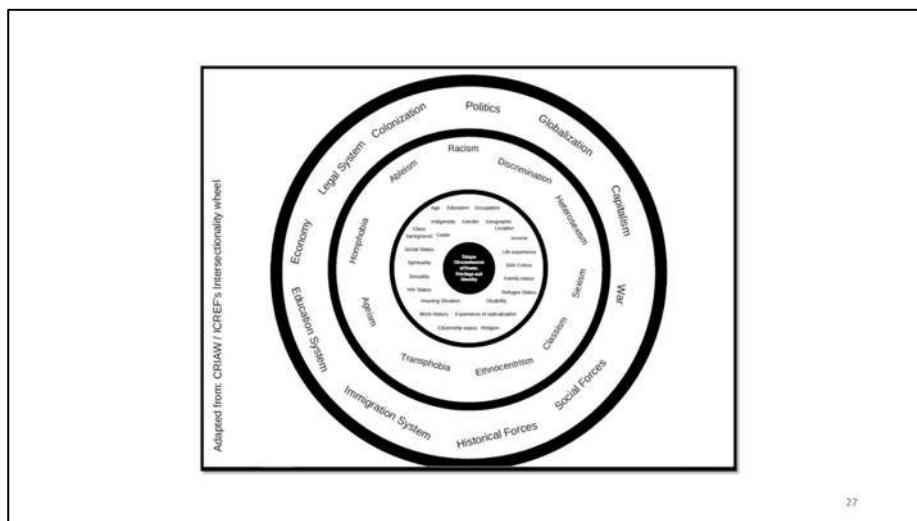
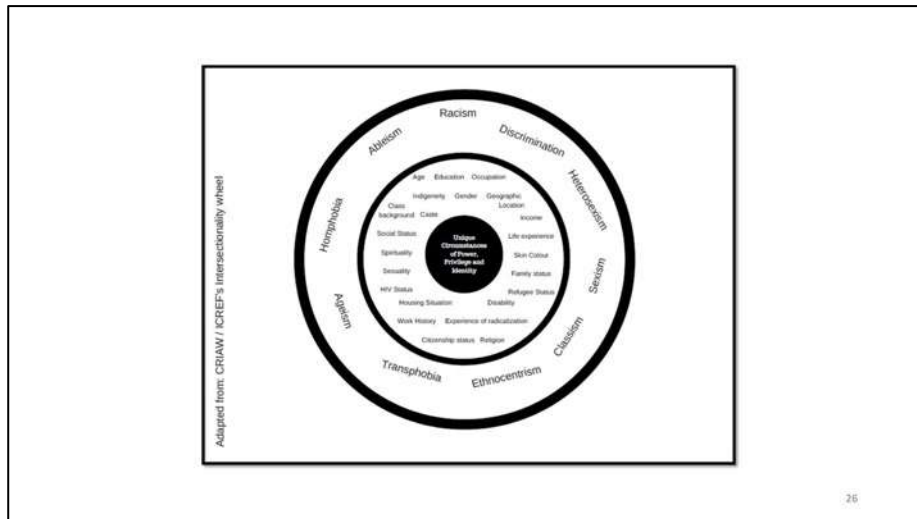
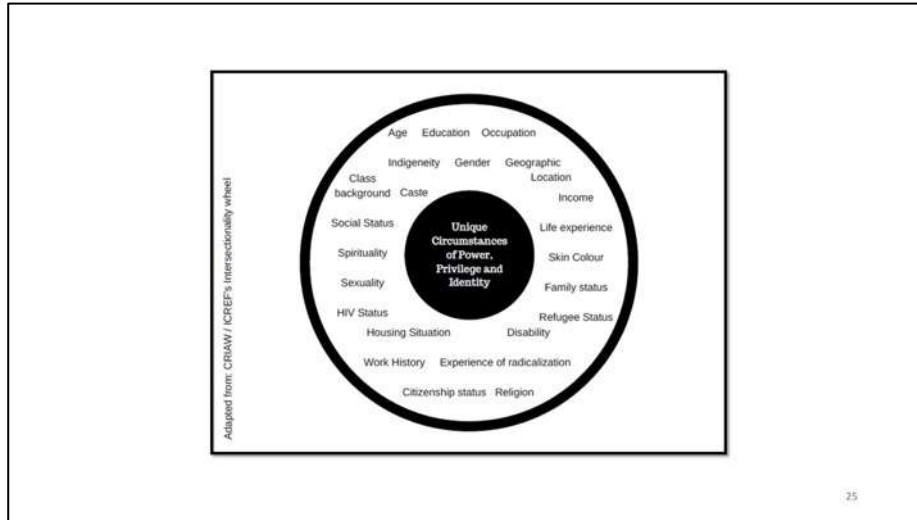
Innermost
Unique
Circumstances

23

Adapted from: CRIAW / ICREF's Intersectionally wheel

Unique Circumstances of Power,
Privilege and Identity

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Exercise: The Wheel of Privilege

Think about your social location and the intersecting identities which shape your interactions within the higher education system:

- How are these similar and different to your colleagues, students, and administrators?
- How has academia epistemically favoured scholarship and ways of knowing of those with identities closer to the centre of power?
- Which social identities do the systems of power historically (and currently) serve?

Referring back to the identities in the Wheel of Power/Privilege think about how you define yourself, and where your salient social identities are located on the wheel. Get curious about:

- How close or far away from the centre are you?
- How does your level of power shift as you place yourself in different identity categories?
- Thinking about your institution, where do students, staff, administrators, and/or faculty reside?

Source: <https://ecampusontario.pressbooks.pub/universaldesign/chapter/positionality-intersectionality/>

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The Wheel of Academic Privilege


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Intersectional organisation

INCLUSION POLICY	REPRESENTATIVE MEMBERSHIP
VISIBILITY	REPRESENTATIVE LEADERSHIP
PRACTICALITY	ADVISORY BOARD
SOLIDARITY AND STATEMENTS	TRAINING

Source: *Intersectionality Toolkit*. IGLYO (2014)

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Intersectionality in Academia – how?

RECOGNISING DIVERSITY WITHIN DIVERSITY

ADDRESSING SYSTEMIC INEQUALITIES

PROMOTING INCLUSIVITY

CREATING INCLUSIVE CURRICULA AND PROGRAMMES


FOSTERING CRITICAL THINKING AND INTELLECTUAL GROWTH

ATTRACTING AND RETAINING DIVERSE TALENT

PREPARING FOR A DIVERSE WORLD

Source: *Intersectionality in Academia: Dealing with diverse perspectives*. ENAGO Academy (2023)

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Intersectionality in Academia – obstacles

TOKENISM AND SURFACE-LEVEL DIVERSITY

RESISTANCE TO CHANGE (INDIVIDUAL AND INSTITUTIONAL)

INADEQUATE (OR LACK OF) DATA COLLECTION AND REPORTING

INADEQUATE SUPPORT SYSTEMS

LACK OF REPRESENTATION IN FACULTY

MICROAGGRESSIONS AND BIAS

LACK OF INCLUSIVE CURRICULA AND PROGRAMMES

LIMITED INTERSECTIONAL RESEARCH

INTERSECTIONALITY SHOULD NOT BE AN AFTERTHOUGHT BUT INTEGRAL ELEMENT OF POLICY AND PRACTICE

Source: *Intersectionality in Academia: Dealing with diverse perspectives*. ENAGO Academy (2023)

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Intersectional organisation

INCLUSION POLICY

REPRESENTATIVE MEMBERSHIP

theory

methodology

paradigm

lens of framework

Source: *Intersectionality in Academia: Dealing with diverse perspectives*. ENAGO Academy (2023)

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Intersectionality checklist - exercise



Let's practice intersectionality checklist

1. Fill in the intersectionality questionnaire (Handout)
2. Briefly discuss the results in groups the outcomes

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Closing round - day 2



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DAY 2

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Gender Impact Assessment - goals


-  Identification of possible negative consequences for gender equality
-  Analysis and assesment of law, policy, programme, measure
-  Ex-ante evaluation



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General question of GIA

Does a law, policy or programme reduce, maintain or increase the gender inequalities between women and men?


Intersectional approach to gender equality – also addressing diversity



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5 steps of GIA (from EIGE)


- 1) Definition of the policy purpose
- 2) Checking gender relevance
- 3) Gender sensitive analysis
- 4) Weighing the gender impact
- 5) Findings and proposal of improvement



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GIA IN RESET PROJECT


Aims to determine the degree of sex and gender responsibility of a research proposal. GIA questions, analyses, sensitises and integrates sex and gender into research process where appropriate.

In this way, GIA will not only contribute to the success of individual researchers' research projects, research teams' proposals, and organisations but also advance science and society at large.

The sex and gender dimensions bring added value to research in terms of excellence, rigor, reproducibility, creativity and business opportunities. With such dimensions, the ultimate goal is to enhance the societal relevance of and push for responsible research and innovation (RRI).


Source: RESET GIA check list and protocol (WP7)




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EXCELLENCE
Planning phase of research

IMPLEMENTATION
Execution phase of research


IMPACT
Dissemination phase of research




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GIA checklist – exercise




Let's practice ex-ante check list developed within the RESET project (WP7):

1. Read the selected abstracts of research proposals
2. Fill in the GIA questionnaire with regard to excellence, implementation and impact of the proposed research (Handout)
3. Briefly discuss the results in groups

Tailored-made input: please select abstracts of projects from your university that received EU-funding



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**Closing round
- day 3**

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RESET

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MODULE 2.15
Gender and diversity dimensions in
research and teaching (including GIA
and intersectionality)
Part 2

Topic

2.15 Gender and diversity dimensions in research and teaching (including GIA and intersectionality) Part 2



Toolbox goal:

- knowledge
- skills
- attitudes



Participants:

- Top and middle management
- Academic staff
- Administrative staff (especially of research and science units)



Recommended form of training:

Synchronous face-to-face training



Duration of recommended form of training:

7h with 1-hour lunch break



Form of basic training:

Synchronous online training



Duration of basic training:

7h with 1-hour lunch break



Main objective:

To apply GE in research and education approach in the workplace



Learning results Educational effects

Specific objectives:

- learning about gender equality in research (e.g., in building teams, preparing project proposals, networking, cooperation with various stakeholders, etc.),
- learning about intersectionality methodologies and methods as applied in research,
- learning about implementing GIA in research proposals,
- understanding the need of applying the gender dimension in ALL research and teaching projects (including STEM),
- familiarising with gender- and diversity-related obstacles, challenges, problems in science/research,
- understanding the need of applying the gender dimension in course syllabi and curriculum of programmes at various levels (BA, MA, PhD), including STEM.
- discovering a problem-solving approach for gender mainstreaming issues
- learning about improving attitudes of continuous improvement
- applying the approach in work place

The participant:

- is able to plan the process of gender mainstreaming
- creates innovative solutions of GE in research and education
- analyses the best options and indicates those most suitable for the University
- is able to plan and apply GIA measures
- knows how to use and apply intersectional approach in research
- is able to link scientific excellence with gender/diversity
- designs course syllabus with the gender/diversity component
- is able to search for references/publications with the gender/diversity dimensions in his/her/their field of study



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2.15. Scenario

Gender and diversity dimensions in research and teaching (including GIA and intersectionality)

Part 2



Exemplary Agenda (for the participants)

Planned time	Activity
9.00 – 9.45	Introduction and initial activities
9.45 – 10.15	Quick introduction to design thinking
10.15–10.45	Examples + case studies
10.45 – 10.55	Coffee break
10.55 – 11.45	Gender mainstreaming – basic information
11.45– 12.30	Intersectionality in the Academia
12:30 – 13.30	Lunch break
13.30 – 14.00	Exercise + discussion
14.00 – 14.50	Introduction to GIA
14.50 – 15.00	Coffee break
15.00 – 15.40	Exercise – GIA RESET tool
15.40 – 16.00	Closing round



Exemplary Scenario (for the trainer)

Planned time	Activity
<p>General tips:</p> <p>Below you can find the basic scenario of the workshop. Follow the guidelines and recapitulate the tasks / topics listed therein. At the same time observe the group and its needs - in some cases (if time permits) you can propose additional exercises, energiser, discussion etc.</p> <p>The theoretical content and the framework of the presentation is placed in appendix (Supplementary materials, Handouts and Presentation).</p>	
45 minutes	<p>Initiatory (initial) activities:</p> <ul style="list-style-type: none"> • Introduction of the trainer • Goals of the meeting <ul style="list-style-type: none"> • explain the goals and point out that the main emphasis would be put at the enhancing skills gender mainstreaming, intersectionality and Gender Impact Assessment in the academic context • include the information about RESET project and its general aims • Agenda of the meeting • Opening round (possibility to get to know one another) <ul style="list-style-type: none"> • create a space for getting to know each other better • ask for participants' needs and expectations about the training and post identified needs on the flipchart on the wall • include the specific expectations of the participants within the programme (if possible) or give some tips where to find information about requested issues • Contract with participants <ul style="list-style-type: none"> • co-create the contract for the meeting with participants. If some important elements are missed add the most essential points • place the rules in a visible place for the whole meeting
60 minutes	<p>Quick introduction to Design Thinking</p> <ul style="list-style-type: none"> • questions <ul style="list-style-type: none"> • What is Design Thinking and why is it useful? • DT's goals, characteristics and core principles • DT's steps • Benefits from using DT in gender and diversity areas • Do you know any tools for including gender and diversity dimension in research and teaching? (discussion in pairs + exchanging ideas with the whole group) <p>Lecture and short video screening</p> <ul style="list-style-type: none"> • Introduce the method of Design Thinking • Show the exemplary video about DT (e.g., https://www.youtube.com/watch?v=LhQWrHQwYTk) <p>Exercise + group discussion</p> <ul style="list-style-type: none"> • Tailor-made training: think of some needs/problems of a particular group of stakeholders at your University. Try to apply the 5 steps of Design Thinking method to address this need. Perhaps it could be an issue taken from your Gender Equality Plan (GEP) or a problem related to gender/diversity dimensions in research or teaching. (see Presentation 2.15 and Supplementary materials 2.15)
10 minutes	Coffee break



Exemplary Scenario (for the trainer)

Planned time	Activity
50 minutes	<p>Gender mainstreaming – goals and cycle</p> <ul style="list-style-type: none"> Questions to be discussed collectively/in groups: <ul style="list-style-type: none"> discuss stages of gender mainstreaming – preparation, design, implementation, monitoring, evaluation what does it mean: Gender mainstreaming is not a policy goal but a means to achieve it? have a look at gender mainstreaming cycle? What are its most important stages? discuss the notion and examples of GM with participants <p>Lecture and discussion with participants:</p> <ul style="list-style-type: none"> (see Presentation 2.15 and Supplementary materials 2.15)
45 minutes	<p>Intersectionality in the Academia – Intersectional Academia</p> <ul style="list-style-type: none"> provide participants with the basic information about the possible applications of intersectionality (theory, methodology, concept) in the academic context introduce the practical ways in which intersectionality can be introduced at university make overview of the main challenges and obstacles for introducing intersectionality at the University question: how to check your intersectional sensitivity?, what is the focus of intersectionality in research/teaching Introduce the tool “the wheel of power and privilege” (and its academic version) (Supplementary materials 2.15) <p>Lecture and collective discussion</p>
60 minutes	Lunch break
30 minutes	<p>Intersectionality in the Academia – checklist exercise</p> <ul style="list-style-type: none"> ask participants to reflect on their own organisation with regards to some intersectionality-related questions/statements (Handouts – Intersectionality checklist) discuss it collectively with the group make sure everybody has the chance to speak
50 minutes	<p>Introduction to Gender Impact Assessment (GIA)</p> <ul style="list-style-type: none"> questions: what is gender-sensitive research?, what are the ways in which we can incorporate gender/diversity dimensions in research and teaching? Explain the main goals and steps of GIA General question for discussion: Does a law, policy or programme reduce, maintain or increase the gender inequalities between women and men? <p>Introduce the definition of GIA provided by RESET</p> <ul style="list-style-type: none"> (Supplementary materials 2.15) <p>Lecture and group reflection upon the local/national contexts + showcasing different GIA tools (RESET, Yellow Window, SUPERA, Equal4Europe, etc.)</p>
10 minutes	Coffee break



Exemplary Scenario (for the trainer)

Planned time	Activity
50 minutes	<p>Gender Impact Assessment tool - exercise</p> <ul style="list-style-type: none"> • divide the group into smaller groups/pairs • provide with the GIA check list handout • distribute the selected abstracts of research projects from your university that received EU-funding • explain the task: participants should fill in the GIA questionnaire with regard to excellence, implementation and impact of the proposed research • discuss the reflections upon the GIA tool collectively
20 minutes	<p>Closing round</p> <ul style="list-style-type: none"> • ask a couple of questions with regards to GIA, GM and gender/diversity in research and teaching • inquire about the specific thought or concept that they personally take away from the whole training • it is recommended that every participant would share their opinions and reflections



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2.15. Supplementary materials for trainers

Gender and diversity dimensions in research and teaching (including intersectionality and GIA)

Part 2

SECTIONS



Introduction and initial activities



Introduction to Design Thinking



Gender mainstreaming



Intersectionality in the Academia



**Gender-sensitive research and Gender
Impact Assessment**



Introduction and initial activities

Opening round (exemplary questions/topics)

- Name
- Vocational area (role, tasks and responsibilities)
- Private area (who I am, what I do in my spare time)
- What do I know about gender and diversity dimensions in research and education?
- What is my main objective for this meeting?
- What are my needs and expectations (with reference with the topic and schedule)?
- What is my motivation to participate in the training?

General rules for cooperation (exemplary contract)

- We call each other by name (* mandatory)
- We use the pronoun "I", not "we"
- We respect the time
- We do not generalise
- We do not use grand quantifiers expressions
- We do not take out personal content from the group (*mandatory)
- The "here and now" principle - we focus on the workshop (*mandatory)
- We mute our phones
- We engage in exercise rather than passively watch. We have the right to refuse to participate in an exercise
- We don't judge (*mandatory)
- We respect each other (*mandatory)
- We are mutually responsible for the process as well as effects of the workshop (*mandatory)
- We are ready to be confronted (in a benevolent way)



Introduction to Design Thinking

DT definitions and goals

Design thinking is a human-centered approach helpful in the problem solving. It facilitates the discovery of the needs and expectations of users and to plan the proper actions based on the generated ideas. It is a method oriented on an active participation and solution based framework.

Design thinking is a mindset and approach to learning, collaboration and problem solving. Traditional academic teaching is typically analytical and focused. Design Thinking encourages learners to take an inquiry stance, think divergently, and develop reflexivity. The approach affirms empathy, curiosity, constructiveness, and continuous iteration

The aim of Design Thinking is to unlock innovation, creativity, and problem-solving potential of various stakeholders and groups in the academic community.

Design thinking is a transformative problem-solving approach that puts human needs and experiences at its core. At its essence, it is a structured methodology that empowers individuals and organisations to tackle complex challenges by fostering empathy, creativity, and innovation. Unlike traditional problem-solving methods, design thinking is not confined to a linear path; instead, it encourages dynamic and iterative thinking to arrive at innovative solutions.

Design Thinking:

- an approach/a method
- a process
- active participation and co-design
- versatile tool



Chosen definitions and terms:

Design Thinking in Education.

<https://tll.gse.harvard.edu/files/hgsetll/files/designthinkingeducation.pdf>

<https://www.teamazing.com/design-thinking/>

DT core principles

- **Empathy:** Design thinking starts with deep empathy for the end-user. This means understanding their needs, desires, and pain points on a profound level. Empathy forms the foundation upon which innovative solutions are built.
- **Iteration:** Design thinking embraces the idea that the first solution is rarely the best one. It encourages continuous refinement and iteration of ideas through prototyping and testing. This iterative process allows for the discovery of unexpected insights and improvements.
- **User-Centricity:** The user is the focal point of the entire design thinking process. Solutions are not imposed from the top down; they emerge organically from an understanding of the user's perspective and needs.
- **Collaboration:** Design thinking thrives on interdisciplinary collaboration. It brings together individuals with diverse skills and perspectives to foster creative problem-solving.

These principles, combined with a structured framework, make design thinking a potent methodology for addressing a wide range of challenges, from designing user-friendly products to solving complex organisational problems.



Chosen definitions and terms:

<https://www.teamazing.com/design-thinking/>

Design Thinking – STEPS

Stage 1: Empathise

The journey of Design Thinking commences with a crucial first step—empathy. In this initial stage, designers and problem-solvers immerse themselves in the world of the end-user, seeking to understand their needs, desires, and challenges on a profound level. This isn't a casual observation – it's a deep dive into the user's experiences. Empathy involves conducting interviews, surveys, and even shadowing users in their daily routines. The goal? To gain insights that go beyond what's explicitly stated—to uncover the unspoken, the latent, and the emotions that influence user behaviour. Empathy is the bedrock upon which the entire design thinking process rests, for it's from this wellspring of understanding that innovative solutions emerge.

Stage 2: Define

With a wealth of empathetic insights in hand, the next stage is to distil these observations into a clear and concise problem statement. What are the specific challenges and pain points that need to be addressed? Defining the problem is a pivotal moment in the design thinking process because it frames the entire journey. It's about reframing the issue to focus on what truly matters to the user. This stage requires a delicate balance of precision and creativity – precision in articulating the problem, and creativity in reframing it to inspire fresh ideas.

Stage 3: Ideate

Now, armed with a well-defined problem, the design thinking process enters the ideation stage – a veritable playground for creative brainstorming. Here, the emphasis is on quantity rather than quality, as the goal is to generate a broad spectrum of ideas, no matter how wild or unconventional they may seem. Ideation sessions often involve cross-functional teams engaging in free-flowing discussions, sketching, and mind mapping. It is in this stage that the magic of creativity takes flight, and seemingly impossible solutions begin to take shape.

Stage 4: Prototype

Ideation is a boundless landscape of possibilities, but to transform these concepts into tangible solutions, the process moves to prototyping. The purpose of prototyping is to bring ideas to life in a tangible form that can be tested and refined. It's an essential step to bridge the gap between abstract concepts and real-world applicability. Prototypes serve as a canvas for experimentation and iteration, allowing designers to uncover flaws, make improvements, and fine-tune their solutions.

Stage 5: Test the solutions

The final stage of design thinking is where ideas are put to the test in the real world. Testing involves presenting prototypes to the end-users and gathering their feedback. This user-centric approach ensures that the proposed solutions align with the users' needs and expectations. The feedback loop is iterative, often leading back to the ideation and prototyping stages as insights are gained. This process of testing and refinement continues until the most suitable and effective solution emerges, ready to address the defined problem effectively.



Chosen definitions and terms:

<https://www.teamazing.com/design-thinking/>

Example of how to encourage the trainees to apply Design Thinking to use gender mainstreaming and enhancing gender equality at their university

The main goal is to gain the deepest understanding of the users/beneficiaries and what their ideal solution will be. Participants of the training decide about the main issue to be solved, choose personas and design solutions that will be generated.

- **Step 1:** participants collect data about the specific group of beneficiaries (such as administrative staff, academic staff, etc.) and formulate the set of assumptions to verify. The value of empathy is a focal point of this stage to understand the situation of users and to have input for further processes.
- **Step 2:** participants analyse gathered information, share observations and synthesise them to define the core problems that were identified. This is the time to create personas, which will be the representatives of the analysed community.
- **Step 2:** Ideation allows to generate innovative and diversified ideas that could be developed. When ideas are proposed, participants are expected to develop solutions. Thanks to the work on real needs, the improved ideas are more coherent with participants' expectations.
- **Step 4:** The last element of the process is testing, in which designed ideas are proposed to the whole group and evaluated to eliminate some weak points and suggest improvements.



Gender mainstreaming

Gender mainstreaming

Gender mainstreaming – a strategy towards realising gender equality. It involves the integration of a gender perspective into the preparation, design, implementation, monitoring and evaluation of policies, regulatory measures and spending programmes, with a view to promoting equality between women and men, and combating discrimination. Gender mainstreaming is not a policy goal in itself, but a means to achieve gender equality. Equality between women and men is recognised by the EU as a fundamental right, a common value of the EU, and a necessary condition for the achievement of the EU objectives of growth, employment and social cohesion (What Is Gender Mainstreaming ?).



Chosen definitions and terms:

[https://eige.europa.eu/gender-mainstreaming/what-is-gender-mainstreaming\)](https://eige.europa.eu/gender-mainstreaming/what-is-gender-mainstreaming)



Intersectionality in the Academia

Intersectionality – approach & definitions

The concept of intersectionality highlights that individuals possess multiple social identities, such as race, gender, class, sexuality, disability, and more, which intersect and interact to shape their unique experiences and access to opportunities. Intersectionality is a framework that considers how various social categories, such as race, gender, ethnicity, class, sexuality, disability, and more, intersect and interact to shape a person's unique lived experiences and access to opportunities.

Intersectional approach – “the interconnected nature of social categorisations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage. Intersectionality is the acknowledgement that everyone has their own unique experiences of discrimination and oppression and we must consider everything and anything that can marginalise people – gender, race, class, sexual orientation, physical ability, etc.”.



Chosen definitions and terms:

<https://www.enago.com/academy/intersectionality-in-academia/>)

Intersectionality: What Is It and Why Is It Important?.

<https://www.womankind.org.uk/intersectionality-101-what-is-it-and-why-is-it-important/>

Intersectionality – sensitivity and focus

Checking intersectional sensitivity:

- Reflect upon your privilege,
- Listen and learn the views of other people and vulnerable groups,
- Make space for vulnerable groups' voices, stories and actions,
- Watch your language.

Intersectionality focus is:

- **SOCIAL INEQUALITY:** Based on mutually constituted and intersecting social categories
- **DYNAMIC NATURE OF INEQUALITY:** A way of understanding inequalities as dynamic relationships
- **CONTEXTUAL DEPENDENCY:** Based on an understanding that power configurations are time- and location-dependent
- **STRUCTURAL AND POLITICAL CONTEXT:** Focus on structural and political factors that shape inequalities
- **POWER RELATIONS:** Explores how social inequalities are shaped by power relations
- **IMPLICATIONS FOR MOST DISADVANTAGED:** Focus on the implications for vulnerable and marginalised within a group
- **RESEARCHERS' REFLEXIVITY:** Practitioners reflect upon how their own background identities shape the research/teaching process and interpretation of the results



Chosen definitions and terms:

Intersectionality: What Is It and Why Is It Important?.

<https://www.womankind.org.uk/intersectionality-101-what-is-it-and-why-is-it-important/>

Elizabeth Larson et al, 10 Best resources on... intersectionality with an emphasis on low- and middle-income countries, Health Policy and Planning 2016).

The Wheel of Power and Privilege

The wheel of power and privilege is a reflective activity to map and explore issues of power and privilege in an intersectional way. It can be done alone as a self-awareness tool or in a group to highlight how different people might benefit from or be marginalised by systems in our society. It is a powerful practice to boost awareness, compassion, and tolerance.



Chosen definitions and terms:

<https://www.recipesforwellbeing.org/the-wheel-of-power-and-privilege/>

Key Reasons Why Addressing Intersectionality in Academia Is Crucial

Recognising Diversity Within Diversity

Intersectionality highlights that people's experiences are not defined by a single aspect of their identity. It acknowledges the diversity within marginalised groups and how overlapping identities can create unique and often compounded forms of discrimination and disadvantage. By recognising these complexities, academia can develop more targeted and effective support systems to address the needs of individuals from diverse backgrounds

Promoting Inclusivity

An intersectional approach challenges the "one-size-fits-all" solutions and ensures that academic institutions actively consider the diverse needs and perspectives of their students, faculty, and staff. This inclusivity fosters a sense of belonging and empowerment for all members of the academic community, leading to increased engagement and academic success.

Addressing Systemic Inequalities

Intersectionality sheds light on the interconnected nature of various forms of discrimination and oppression. By addressing the root causes of multiple oppressions, academia can work towards dismantling systemic inequalities that persist in education and research environments.

Fostering Critical Thinking and Intellectual Growth

Encouraging an intersectional perspective challenges students and scholars to critically examine the intersections of power, privilege, and oppression. This fosters intellectual growth and encourages a deeper understanding of societal complexities.

Creating Inclusive Curricula

Academia has an opportunity to incorporate diverse perspectives into curricula across disciplines. By including authors, researchers, and voices from diverse backgrounds, educational institutions can create a more inclusive and well-rounded learning experience for all students.

Attracting and Retaining Diverse Talent

Addressing intersectionality in academia is essential for attracting and retaining diverse talent among both students and faculty. Institutions that actively promote diversity and inclusivity are more likely to be seen as welcoming spaces for individuals from underrepresented backgrounds.

Preparing for a Diverse World

As the world becomes increasingly diverse, graduates need to be equipped with the skills to navigate and engage with people from various backgrounds. An intersectional approach to education prepares students to be more culturally competent and better equipped to contribute positively to a globalised society.



Chosen definitions and terms:

<https://www.enago.com/academy/intersectionality-in-academia/>

Challenges of Intersectionality in Academia

While addressing intersectionality in academia is crucial, it comes with its own set of challenges. These challenges can stem from institutional, cultural, and individual factors, and they may vary across different academic disciplines and geographic regions. Here are some of the main challenges:

Tokenism and Surface-level Diversity

Academic institutions may face the risk of tokenism, where they superficially promote diversity without genuinely addressing the underlying issues. This can lead to underrepresented groups feeling isolated or marginalised, as their perspectives and experiences might not be fully integrated into the academic environment.

Resistance to Change

Implementing intersectional approaches in academia may face resistance from traditional norms and practices. Some stakeholders might be resistant to altering existing structures and curricula, hindering progress towards more inclusive and diverse academic spaces.

Inadequate Support Systems

Students and faculty from underrepresented backgrounds may encounter limited support systems, such as mentoring, networking, and resources, necessary to navigate

the challenges they face in academia. This lack of support can lead to a higher attrition rate among diverse talent.

Microaggressions and Bias

Academic environments may unknowingly perpetuate microaggressions and implicit biases, which can create hostile or unwelcoming climates for individuals with intersecting marginalised identities. These experiences can impact mental health, self-esteem, and academic performance.

Lack of Representation in Faculty

Diverse faculty members can act as role models and mentors for students from similar backgrounds. However, there is often a lack of representation among faculty, which can contribute to a sense of isolation for underrepresented students and may hinder faculty retention efforts.

Data Collection and Reporting

Accurate data collection and reporting on intersectional diversity can be challenging. Without comprehensive data, it becomes difficult for institutions to understand the extent of disparities and identify areas that require improvement.

Limited Intersectional Research

Intersectionality is increasingly recognised as a critical framework. Furthermore, there is still a lack of research that specifically examines the intersectional experiences of individuals in academia. Development of evidence-based policies and practices requires more research.

Equity vs. Equality

Striving for equity in academia means recognising that different individuals may require different levels of support to achieve the same outcomes. However, achieving equity can be challenging when institutions prioritise an equal distribution of resources, which may not address the unique needs of marginalised groups.

Lack of Inclusive Curricula

Academic curricula might not adequately incorporate diverse perspectives and experiences, leading to a limited representation of knowledge and a one-sided narrative. This can result in a narrow and biased understanding of various subjects.

Intersectionality as an Afterthought

In some cases, institutions may treat intersectionality as an afterthought rather than an integral aspect of their policies and practices. It is essential to prioritise intersectionality from the initial stages of planning and decision-making.

Addressing these challenges requires a multifaceted approach involving the commitment of academic institutions, faculty, administrators, students, and policymakers. Implementing training and workshops on diversity, equity, and inclusion can raise awareness of intersectionality and its importance. Creating and supporting affinity groups and resource centres can provide safe spaces and resources for underrepresented communities. Moreover, fostering a culture of open dialogue and inclusion can contribute to an environment where diverse voices are valued and amplified.



Chosen definitions and terms:

<https://www.enago.com/academy/intersectionality-in-academia/>



Gender-sensitive research and Gender Impact Assessment

Gender sensitive research

Gender sensitive research demands that we consider gender at every stage of the process, where it is appropriate:

- In formulating the research questions
- In gathering the team, and organising the work
- In deciding upon the research methods used
- In data collection and analysis
- In the presentation/reporting of the findings

The ways to incorporate the sex/gender dimension in research:

- Gender equality in research teams,
- Gender-sensitive research – gender is considered at every stage of the research project,
- Gender-specific research – gender is the field of study itself.

Chosen definitions and terms:

Guidelines for Sex/Gender into Scientific Research.
(https://www.khas.edu.tr/sites/khas.edu.tr/files/docs/2019-04/Gender_Sex_in_Research.pdf)

GIA goals and steps

Goals

Gender Impact Assessment has been defined as an ex ante evaluation, analysis or assessment of a law, policy or programme that makes it possible to identify, in a preventative way, the likelihood of a given decision having negative consequences for the state of equality between women and men.

Research processes that need to include gender/sex dimensions:

- Research design (context factors, defining priorities, theoretical framework, research questions)
- Data collection (choosing the right methodology, incorporating gender into analysis, analysing interactions and intersections)
- Reporting and disseminating research results

Steps

How to carry out Gender Impact Assessment:

Step 1: Definition of the policy purpose


Step 2: Checking gender relevance

Step 3: Gender-sensitive analysis

Step 4: Weighing the gender impact

Step 5: Findings and proposals for improvement

Chosen definitions and terms:



<https://eige.europa.eu/gender-mainstreaming/toolkits/gender-impact-assessment/what-gender-impact-assessment>)

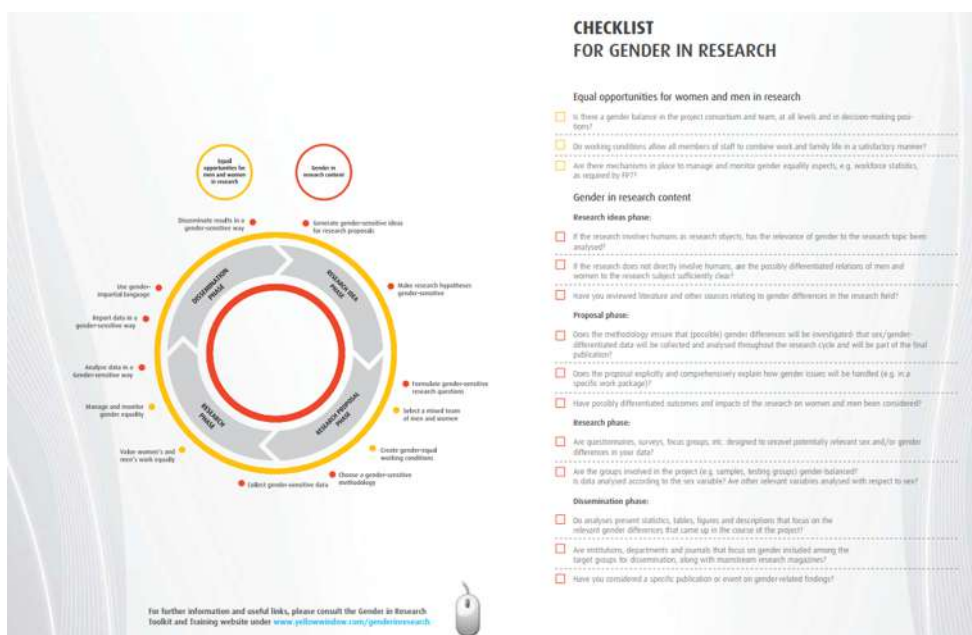
GIA RESET tool

Gender Impact Assessment aims to determine the degree of sex and gender responsibility of a research proposal. GIA questions, analyses, sensitises and integrates sex and gender into research process where appropriate. In this way, GIA will not only contribute to the success of individual researchers' research projects, research teams' proposals, and organisations but also advance science and society at large. The sex and gender dimensions bring added value to research in terms of excellence, rigor, reproducibility, creativity and business opportunities. With such dimensions, the ultimate goal is to enhance the societal relevance of and push for responsible research and innovation (RRI)

GIA takes into consideration:

6. Excellence – planning phase of the research
7. Implementation – execution phase of the research
8. Impact – dissemination phase of the research

Yellow Window checklist



The diagram shows a circular process with four quadrants: **DISSEMINATION PHASE** (top), **IMPLEMENTATION PHASE** (right), **RESEARCH PHASE** (bottom), and **IDEATION PHASE** (left). Each quadrant has associated actions:

- DISSEMINATION PHASE:** Disseminate results in a gender-sensitive way; Equal opportunities for men and women in research; Gender in research culture.
- IMPLEMENTATION PHASE:** Evaluate gender-sensitive ideas for research proposal; Make research hypothesis gender-sensitive.
- RESEARCH PHASE:** Formulate gender-sensitive research questions; Select a mixed team of men and women; Create gender-equal working conditions.
- IDEATION PHASE:** Use gender-impairing language; Report data in a gender-sensitive way; Analyse data in a gender-sensitive way; Manage and monitor gender equality; Value women's and men's work results; Select gender-sensitive data; Choose a gender-sensitive methodology.

CHECKLIST FOR GENDER IN RESEARCH

Equal opportunities for women and men in research

- Is there a gender balance in the project consortium and team, at all levels and in decision-making positions?
- Do working conditions allow all members of staff to combine work and family life in a satisfactory manner?
- Are there mechanisms in place to manage and monitor gender equality aspects, e.g. workload statistics, as required by FP7?

Gender in research content

Research idea phase:

- If the research involves humans as research objects, has the relevance of gender to the research topic been analysed?
- If the research does not directly involve humans, are the possibly differentiated relations of men and women to the research subject sufficiently clear?
- Have you reviewed literature and other sources relating to gender differences in the research field?

Proposal phase:

- Does the methodology ensure that (possible) gender differences will be investigated that sex/gender-differentiated data will be collected and analysed throughout the research cycle and will be part of the final publication?
- Does the proposal explicitly and comprehensively explain how gender issues will be handled (e.g. in a specific work package)?
- Have possibly differentiated outcomes and impacts of the research on women and men been considered?

Research phase:

- Are questionnaires, surveys, focus groups, etc. designed to reveal potentially relevant sex and/or gender differences in your data?
- Are the groups involved in the project (e.g. samples, testing groups) gender balanced?
- Is data analysed according to the sex variable? Are other relevant variables analysed with respect to sex?

Dissemination phase:

- Do analyses present statistics, tables, figures and descriptions that focus on the relevant gender differences that came up in the course of the project?
- Are institutions, departments and journals that focus on gender included among the target groups for dissemination, along with mainstream research magazines?
- Have you considered a specific publication or event on gender-related findings?

For further information and useful links, please consult the Gender in Research Toolkit and Training website under www.yellowwindow.com/genderresearch



Chosen definitions and terms:

RESET WP7 “GIA check list and protocol”

Similar tools: <https://equal4europe.eu/checklist-for-gender-sensitive-research/>

Scientific excellence

Scientific excellence from the gender perspective provides a novel understanding of and approach to progressive change of the criteria of excellence in research. They include: “recognition, multidisciplinary, open access, intersectionality, responsible research and innovation as well as societal impact”. In “Joint statement of top-management on their engagement for equality, diversity and excellence in research”, the RESET consortium declared that all academic stakeholders ought to “participate in the competition for excellence, regardless of their social characteristics”, which is rooted in “the principles of gender equality and diversity, according to which all individuals should have the same opportunities, regardless of their sex, gender, sexual orientation, nationality and ethnicity, the fact of having disability, their religion, social background or even culture” (WP6, D6.5).

Closing round (exemplary questions/topics)

- What do you think about the training we had?
- What are your main insights and reflections?
- What would you consider changing?
- What was particularly memorable for you? What concept, notion, exercise you will take with you?
- Has anything surprised you?

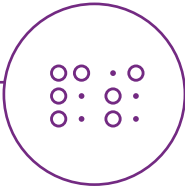


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2.15. Handouts

Gender and diversity dimensions in
research and teaching (including GIA
and intersectionality)

Part 2

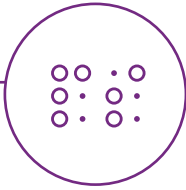


Intersectionality checklist

DURATION: 45 min (individual work + group work + debrief)

TASK 1: Individually think about your organisation and group and rate it based on the following questions (1 strongly disagree - 2 disagree - 3 somewhat agree - 4 agree – 5 strongly agree)

QUESTION	1	2	3	4	5
There is a range of genders who attend my organisation					
No single gender makes up the majority of attendees					
There is a range of genders represented on boards/committees					
Genders are regularly discussed/considered as part of our work					
We have links with gender organisations					
There is a range of racial and ethnic identities in my organisation					
No single racial and ethnic identity makes up the majority of attendees/members					
There is a range of racial and ethnic identities represented on boards/committees					
Racial and ethnic identities are regularly discussed/considered as part of our work					
We have links with racial and ethnic identity organisations					
There is a range of people with (dis)abilities in my organisation					
No one (dis)ability makes up the majority of attendees					
There is a range of (dis)abilities represented on boards/committees					
(Dis)abilities are regularly discussed/considered as part of our work					
We have links with (dis)ability organisations					
There are a range of people from different socioeconomic statuses in my organisation					
No single socioeconomic status makes up the majority of attendees					
There are a range of people from different socioeconomic statuses represented on boards/committees					
Socioeconomic statuses are regularly discussed/considered as part of our work					
We have links with socioeconomic statuses organisations					



Intersectionality checklist

TASK 2: Are there any other identities or groups that are missing from your organisation? List them below.

TASK 3: Think about which identity/group/intersection is least present/represented in your organisation and briefly outline why this could be the case and what initial steps you could make to be more inclusive.



GIA checklist (RESET)

EXCELLENCE – PLANNING PHASE of the RESEARCH

The excellence criterion focuses on clarity and pertinence of the project's objectives, and the extent to which the proposed work is ambitious, and goes beyond the state-of-the-art. Soundness of the proposed methodology, including the underlying concepts, models, assumptions, interdisciplinary approaches, appropriate consideration of the sex and gender dimension in research and innovation content, and the quality of open science practices including sharing and management of research outputs and engagement of citizens, civil society and end users where appropriate are under the scope.

Check if you have the sex and gender dimensions in research and innovation content properly taken into account e.g., topic choice, literature review, knowledge gaps, research question.

- I have conducted a literature review and included sex and gender in my search of keywords.
YES NO I don't know
- I take in consideration the diversity of quoted authors (sex, geographical origin, etc.)
YES NO I don't know
- I indicate the first name of the authors in the bibliography.
YES NO I don't know
- I considered gender implications in how I have elaborated my research question and my research goals.
YES NO I don't know
- When thinking of the research or data gaps, I consider how gender may play a role in producing such gaps.
YES NO I don't know
- I plan to include sex and gender disaggregated data.
YES NO I don't know
- If any differences of sex disaggregated data exist, I ask myself whether these differences are influenced by gender roles in society.
YES NO I don't know
- My way to interpret sex disaggregated data (if they exist) includes self-reflection on the influence of stereotypes and unconscious biases.
YES NO I don't know
- I consider diverse (gender, sex, age, origin,...) communities in the sampling
YES NO I don't know
- I have considered the gender-specific risks associated with this research and I have designed measures to mitigate against these risks.
YES NO I don't know
- I have verified existing gender theories that concern the subject of my research.
YES NO I don't know
- I include a gender expert/expertise in my team.
YES NO I don't know



GIA checklist (RESET)

IMPLEMENTATION – EXECUTION PHASE of the RESEARCH

The implementation criterion analyses the quality and effectiveness of the work plan, assessment of risks, and appropriateness of the effort assigned to work packages, and the resources overall. Capacity and role of each participant, and extent to which the consortium as a whole brings together the necessary expertise is evaluated in this section.

Check if you have the sex and gender dimension in quality and effectiveness of the work plan properly considered.

- I am collecting/using gender-disaggregated data whenever possible.
YES NO I don't know
- I have designed data collection tools to take into account and challenge gender stereotypes and social and cultural factors that may introduce gender bias into the data. YES NO I don't know

Check the way that you are planning to assemble the research team and means to influence in advance to a balanced composition of the research team.

- My research team is balanced in terms of sex and diversity (nationality, age, origin, status, academic age...). YES NO I don't know
- I have considered the gender balance in the project consortium or team.
YES NO I don't know
- I have considered sex, gender and diversity dimensions in the recruitment, job descriptions and career paths of research group members.
YES NO I don't know
- I will create opportunities throughout the research cycle to be reflexive and aware of my own and my team's gender assumptions, biases and power as researchers.
YES NO I don't know
- There are dimensions other than sex/gender that are important to consider.
YES NO I don't know
- Even if the team is not obviously diverse (e.g., all members come from the same field, gender, ethnicity,...), I take into account points of view and experiences of all social groups. YES NO I don't know
- In my team, all points of views are heard and all members are listened to.
YES NO I don't know
- Tasks in my team are circulated or distributed in a way that does not reproduce gender stereotypes.
YES NO I don't know
- Researchers trained in gender studies are included in the research team.
YES NO I don't know



GIA checklist (RESET)

IMPACT – DISSEMINATION PHASE of the RESEARCH

The impact criterion assesses credibility of the pathways to achieve the expected outcomes and impacts specified in the work programme, and the likely scale and significance of the contributions due to the project. Suitability and quality of the measures to maximise expected outcomes and impacts, as set out in the dissemination and exploitation plan, including communication activities will be evaluated.

Check if you have the sex and gender dimensions in the pathways, impacts and contributions properly taken into account.

- I am using appropriate terminologies and language that do not reflect gender stereotypes and that do not assume only two genders.
YES NO I don't know
- All research outputs will be verified for use of appropriate terminologies and language that do not reflect gender stereotypes and that do not assume only two genders.
YES NO I don't know
- When considering authors, inviting keynotes, planning publications and providing visibility for researchers and their work on websites I pay attention to gender balance.
YES NO I don't know
- I valorise all the members of the research team in the dissemination phase (authors, publications, website, keynote,...).
YES NO I don't know
- The sex/gender dimension is included in the presentation of findings.
YES NO I don't know
- Research reports/publications/outputs will be revised by a gender expert.
YES NO I don't know
- I have included gender equality training for the project staff.
YES NO I don't know

Check societal effects of my research.

- I consider that the results of my research (project) can have different effects on men and women, boys or girls.
YES NO I don't know
- My research can contribute to the advancement of gender equality in society.
YES NO I don't know



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2.15. Presentation

Gender and diversity dimensions in
research and teaching (including GIA
and intersectionality)

Part 2

Gender and diversity dimensions in research and teaching (including GIA and intersectionality)
Part 2



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 This project has received funding from the European Union's Horizon 2020 Framework Program for Research and Innovation under Grant Agreement no 101006560.
 









Aims of the workshop






- Introducing the idea of gender mainstreaming
- How to implement the gender mainstreaming approach in practice
- The idea of Design Thinking
- The stakeholders of the process
 - Who is responsible for implementing the idea of GE?
 - What are their attitudes to the topic?
 - What should they know about gender mainstreaming?
- The process of gender mainstreaming at the HEI
- Intersectional academia – benefits and obstacles
- Gender Impact Assessment tool developed within RESET




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Redesigning Equality and Scientific Excellence Together


2





Schedule of the workshop



- Introduction and warm-up exercises / contract
- What is gender mainstreaming and how to use it in academia?
- How to use the Design Thinking approach
- Intersectionality in Academia – ways to achieved and main challenges
- Gender Impact Assessment tool developed within the RESET project
- Practical exercises and handouts





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RESET logo in top left and bottom left corners. A large purple L-shaped graphic in the top right corner.

DAY 1

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RESET logo in top left and bottom left corners. A large purple L-shaped graphic in the top right corner.

Opening round



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General rules for cooperation

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Design Thinking

Design thinking is a method of problem-solving that relies on a complex set of skills, processes, and mindsets that help people generate novel solutions to problems. Design thinking can result in new objects, ideas, narratives, or systems. The excitement over design thinking lies in the proposition that anyone can learn to do it. The democratic promise of design thinking is that once design thinking has been mastered anyone can go about redesigning the systems, infrastructures, and organizations that shape our lives.

Source: <https://designthinking.ideo.com/faq/how-do-people-define-design-thinking>

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Design Thinking

Design thinking, a method of creative and collaborative problem solving originating in the tactics of designers, is a product design and development process that is, more and more, being used as a tool to move innovation forward and structure creation processes in diverse disciplines, from product development to food creation to social science research. Increasingly design thinking has become popular beyond the confines of creative and design disciplines and into the realm of wicked problems in social and ecological systems.



Source: Rahmin Bender-Salazar, *Design thinking as an effective method for problem-setting and needfinding for entrepreneurial teams addressing wicked problems*, *Journal of Innovation and Entrepreneurship*, vol. 12 (24) (2023)




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Design Thinking

approach/method	process
active participation/co-design	versatile tool

Source: *Source: Design Thinking in Education*, <https://tl.gse.harvard.edu/files/hgsettl/files/designthinkingeducation.pdf>

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Design Thinking

reflexivity curiosity
 constructiveness continuous iteration
 creativity innovation

Source: *Design Thinking in Education*, <https://tll.gse.harvard.edu/files/hgsetll/files/designthinkingeducation.pdf>

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Core principles of Design Thinking

empathy iteration
 user-centricity collaboration

Source: <https://www.teamazing.com/design-thinking>

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Design Thinking steps

Empathise
Understanding people

Ideate
Generating your ideas

Prototype
Creation and experimentation

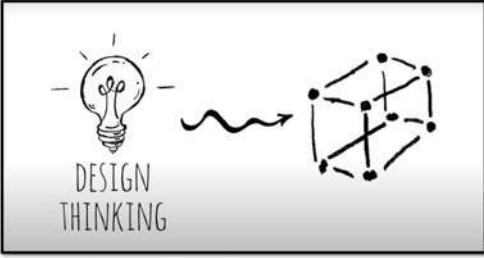
Test
Refining the product

Define
Figuring out the problem

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Let's watch the video

Design thinking as a cycle:




Source: <https://www.youtube.com/watch?v=LhQWrHQwYTk>

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Benefits of Design Thinking



- Applicable Across Industries
- Reinforcing Innovation
- Strengthening Leadership
- Encouraging Creativity
- Promoting Teamwork
- Delivering Business Value

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Design Thinking – exercise

*Tailor-made training; think of some needs/problems of a particular group of stakeholders at your University.
 Try to apply the 5 steps of Design Thinking method to address this need.
 Perhaps it could be an issue taken from your Gender Equality Plan (GEP)
 or a problem related to gender/diversity dimensions in research or teaching.*

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Gender mainstreaming - goals

Strategy to achieve GE

Integration of gender perspective

Promoting GE

Combating discrimination



Source: *What Is Gender Mainstreaming?* <https://eige.europa.eu/gender-mainstreaming/what-is-gender-mainstreaming>



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Gender mainstreaming

Integration of the gender perspective in policies, regulatory measures, spending programmes, etc.


preparation

design

implementation

moniotring

evaluation



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Gender mainstreaming

! NOT A POLICY GOAL

! BUT A MEANS TO ACHIEVE GENDER EQUALITY



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Intersectional approach

Originally coined by Kimberlé Crenshaw in 1989 (American civil rights advocate, Professor at the UCLA School of Law and the Columbia Law School)

The interconnected nature of social categorisations such as race, class, and gender, regarded as creating overlapping and interdependent systems of discrimination or disadvantage. Intersectionality is the acknowledgement that everyone has their own unique experiences of discrimination and oppression and we must consider everything and anything that can marginalise people – gender, race, class, sexual orientation, physical ability, etc.



Source: *Intersectionality: What Is It and Why Is It Important?* <https://www.womankind.org.uk/intersectionality-101-what-is-it-and-why-is-it-important/>

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Intersectionality

theory

methodology

paradigm



lens of framework

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How to check your intersectional sensitivity?



REFLECT UPON YOUR PRIVILEGE

LISTEN AND LEARN THE VIEWS OF OTHER PEOPLE AND VULNERABLE GROUPS

MAKE SPACE FOR VULNERABLE GROUPS' VOICES, STORIES, ACTIONS

WATCH YOUR LANGUAGE

Source: *Intersectionality: What Is It and Why Is It Important?*, <https://www.womankind.org.uk/intersectionality-101-what-is-it-and-why-is-it-important/>

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The focus of intersectionality

Source: Elizabeth Larson et al, *10 Best resources on... intersectionality with an emphasis on low- and middle-income countries, Health Policy and Planning* 2016

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The Wheel of Privilege

Adapted from: CRIAW / ICREF's Intersectionality wheel

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The Wheel of Academic Privilege

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Intersectionality in Academia – how?

RECOGNISING DIVERSITY WITHIN DIVERSITY

ADDRESSING SYSTEMIC INEQUALITIES

PROMOTING INCLUSIVITY


CREATING INCLUSIVE CURRICULA AND PROGRAMMES

FOSTERING CRITICAL THINKING AND INTELLECTUAL GROWTH

ATTRACTING AND RETAINING DIVERSE TALENT



PREPARING FOR A DIVERSE WORLD

Source: *Intersectionality in Academia: Dealing with diverse perspectives. ENAGO Academy (2023)*


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Intersectionality in Academia – obstacles

TOKENISM AND SURFACE-LEVEL DIVERSITY

RESISTANCE TO CHANGE (INDIVIDUAL AND INSTITUTIONAL)

INADEQUATE (OR LACK OF) DATA COLLECTION AND REPORTING

INADEQUATE SUPPORT SYSTEMS

LACK OF REPRESENTATION IN FACULTY


MICROAGGRESSIONS AND BIAS

LACK OF INCLUSIVE CURRICULA AND PROGRAMMES

LIMITED INTERSECTIONAL RESEARCH



INTERSECTIONALITY SHOULD NOT BE AN AFTERTHOUGHT BUT INTEGRAL ELEMENT OF POLICY AND PRACTICE

Source: *Intersectionality in Academia: Dealing with diverse perspectives. ENAGO Academy (2023)*



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LUNCH BREAK


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Intersectionality in Academy checklist - exercise



Let's practice intersectionality checklist


1. Fill in the intersectionality questionnaire (Handout) taking into consideration your own institution
2. Address all three tasks
3. Discuss briefly the results in groups the outcomes



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Gender sensitive research

Gender should be considered at each stage of the process:


Formulating research question

Gathering team and organising work

Choosing research method, data collection and analysis

Presentation and reporting findings/results


Source: Guidelines for Sex/Gender into Scientific Research (2019)



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Ways to incorporate gender dimension in research

GE in research teams

Gender-sensitive research

Gender-specific research

Source: Guidelines for Sex/Gender into Scientific Research (2019)



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Gender dimension in research

Gender Research Rubric	
Gender-blind	Gender (the differentiated and intersectional experiences of women, men, and gender diverse groups) is <i>not</i> considered in the research project, not even in its conceptualization or its rationale.
Gender-aware	Gender is considered in the research project's rationale, but is not an operative concept in the design and methodology.
Gender-sensitive	Gender is considered in the research project's rationale, project design and methodology. Data is disaggregated by gender, and gender is also considered in the composition of the research team and reviewers. Gender-sensitive research does not (yet) extend to analysis and action to address gender inequalities.
Gender-responsive	Gender is considered in the research project's rationale, design, and methodology and is rigorously analysed with a view to inform implementation, communication, and influencing strategies. Gender-responsive research does not (yet) address the underlying structural factors such as norms and power relations that contribute to gender inequalities.
Gender-transformative	Examines, analyses, and builds an evidence base to inform long-term practical changes in structural gender power relations and norms, roles and inequalities. Gender-transformative research should lead to sustained change through action (e.g. partnerships, outreach, and interventions, particularly with women's rights organizations).

Source: *Intersectionality in Academia: Dealing with diverse perspectives*. ENAGO Academy (2023)

Gender Impact Assessment - goals



- Identification of possible negative consequences for gender equality
- Analysis and assesment of law, policy, programme, measure
- Ex-ante evaluation

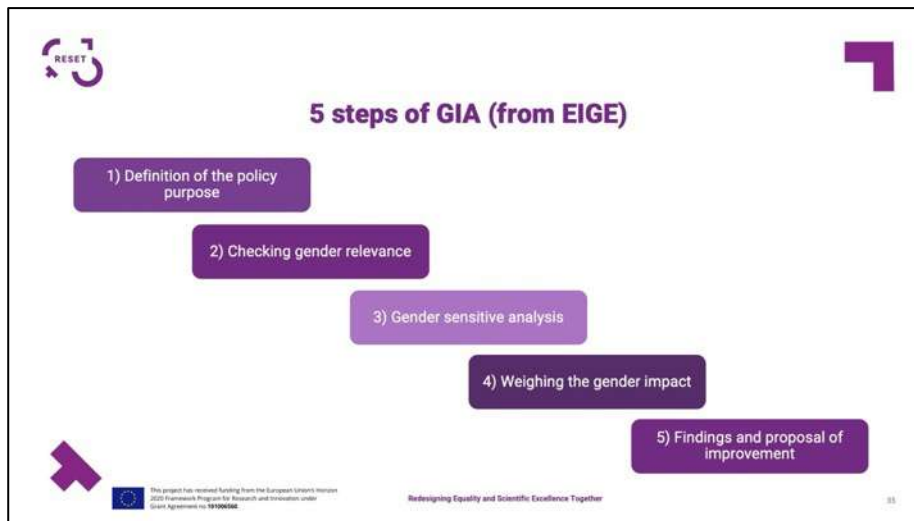
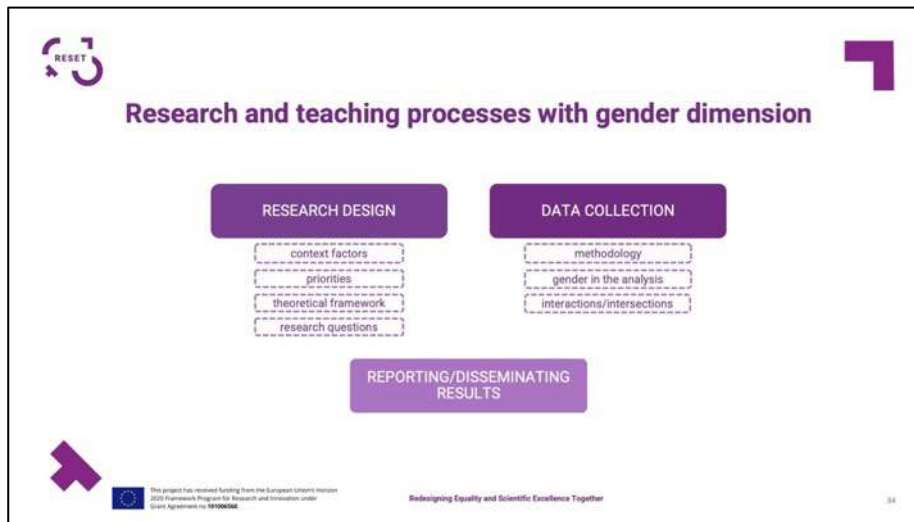
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General question of GIA

Does a law, policy or study programme reduce, maintain or increase the gender inequalities between women and men?

Intersectional approach to gender equality – also addressing diversity

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GIA IN RESET PROJECT

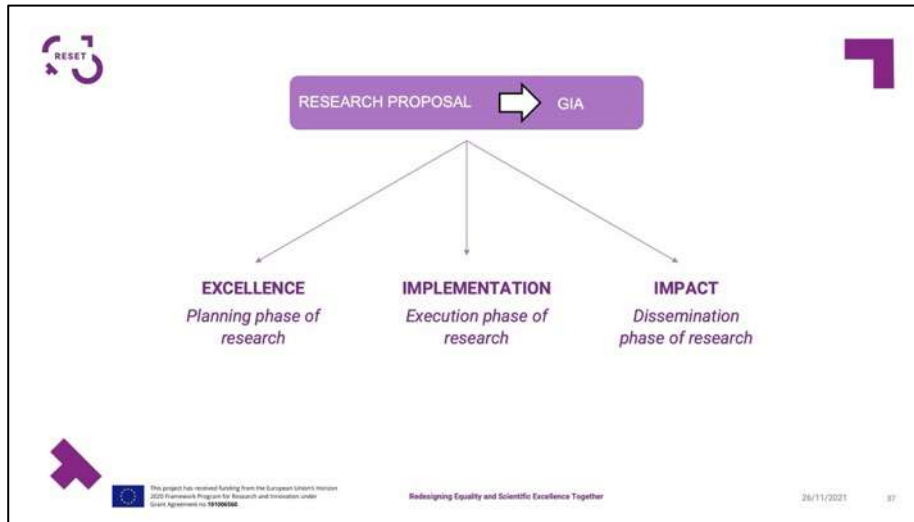
Aims to determine the degree of sex and gender responsibility of a research proposal. GIA questions, analyses, sensitises and integrates sex and gender into research process where appropriate.

In this way, GIA will not only contribute to the success of individual researchers' research projects, research teams' proposals, and organisations but also advance science and society at large.

The sex and gender dimensions bring added value to research in terms of excellence, rigor, reproducibility, creativity and business opportunities. With such dimensions, the ultimate goal is to enhance the societal relevance of and push for responsible research and innovation (RRI).

Source: RESET GIA check list and protocol (WP7)

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Scientific excellence in RESET and GIA

Scientific excellence from the gender perspective provides a novel understanding of and approach to progressive change of the criteria of excellence in research. They include: recognition, multidisciplinary, open access, intersectionality, responsible research and innovation as well as societal impact.

The RESET consortium declared that all academic stakeholders ought to participate in the competition for excellence, regardless of their social characteristics, which is rooted in the principles of gender equality and diversity, according to which all individuals should have the same opportunities, regardless of their sex, gender, sexual orientation, nationality and ethnicity, the fact of having disability, their religion, social background or even culture.

Source: Joint statement of top-management on their engagement for equality, diversity and excellence in research (WP 6)

The slide includes the RESET logo, a funding notice from the European Union, and the date 26/11/2021.

GIA checklist - exercise

Let's practice ex-ante check list developed within the RESET project (WP7):

1. Read the selected abstracts of research proposals
2. Fill in the GIA questionnaire with regard to excellence, implementation and impact of the proposed research (Handout)
3. Briefly discuss the results in groups

Tailored-made input: please select abstracts of projects from your university that received EU-funding

Look for examples for other GIA guidelines/checklist from other projects

The slide includes the RESET logo, a funding notice from the European Union, and the date 26/11/2021.



**Closing round
 - day 1**

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RESET

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 Equality and
 Scientific
 Excellence
 Together**



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Scientific
Excellence
Together

Conclusions

Conclusions

The database of teaching materials and methods of teaching has been developed as part of the RESET project under the task 4.3. As the previous deliverables were co-designed with all RESET partners, the materials and the proposed methods for conducting specific trainings take into account the needs, expectations and suggestions identified in the earlier stages of the project. Suggestions included, among others: planning both online and face-to-face training activities, planning short training, preparing tailor-made training adjusted to the national and institutional contexts of particular universities, drawing from experiences of mentoring universities in the RESET consortium (OULU and RUB), using interactive methods of training, addressing intersectionality in relation to gender and using the co-design approach to planned training activities. Simultaneously, we have chosen to propose a comprehensive approach and recommend long-term processes in order to bring about a significant shift in the mindset of the participants with regard to relevant areas - gender equality and diversity.

Recommendations for users

When establishing development activities and inviting participation, one may encounter denial, reluctance, and refusal, particularly when these activities demand time and effort. You may anticipate strong resistance, especially from top and middle management, due to their current job obligations, time constraints, and competing priorities. The following are guidelines to cope with resistance throughout the training process:

- Begin training sessions with short forms of training that are feasible and affordable for the participants and consume a little amount of time (up to 2-4 hours). Starting with such trainings can help establish a relationship with participants, demonstrate values associated with engaging in development activities, generate interest, and gather their needs for future events.
- Highlight the potential benefits of participating in development activities connected with the areas of gender equality and diversity (on-site and online training, webinars, workshops, etc.)
- Present the possible risks of not participating and failing to adapt to ongoing changes.
- Emphasise the inevitability of change.
- Stress the importance of participants in the development process and their potential influence on change.

- Encourage participants to share possible difficulties and obstacles hindering full engagement in the development process, along with optimal solutions they can devise on their own.
- If necessary, seek assistance from other individuals at your university involved in establishing changes in the work environment, especially from authorities who can set an example and emphasise the importance of the programme. Collaborate with communication departments, top management, and executives.
- Exchange ideas on handling resistance and potential sources of reluctance with other trainers involved in the process at your university.
- Consult with the UL team to discuss difficulties or solutions you have established, drawing conclusions for future training.
- As our approach, which is comprehensive, may not be suitable for all partners, or it may be challenging to implement, each trainer should adapt the training approach to their specific circumstances and constraints. Consider the provided content as a template that serves as both a starting point and an inspiration to select elements most suitable for a particular university, stakeholders, or participants.
- Constantly expand the content of the database; introduce new elements, including topics and methods, to enhance its usefulness, sustainability, and alignment with the needs of participants and national contexts.
- Feel free to choose between onsite and online training. PowerPoint templates can serve as a structure for training in both delivery modes.
- Continue the train-the-trainers process among instructors from your university to collect best practices, address difficulties, and understand participant reactions. This ongoing process should aid in better dealing with resistance and planning training activities more effectively.

Our approach demonstrates how trainers can apply the toolbox in practice and expand upon every area identified as relevant for gender equality and diversity. Therefore, it can be utilised not only within the RESET consortium, but also by other Higher Education Institutions (HEIs) interested in using it for their training purposes.

Our content is a collection of best practices and ready-made solutions that can serve as a guide for trainers. The detailed scenarios, along with the handouts, supplementary materials, and references, can facilitate the delivery of training even for those who may be entirely new to the subject matter. However, it is crucial to remember that training should be conducted by individuals with training experience, and specific modules may require a background in psychology or related qualifications.

Such a broad and comprehensive approach to training allows for the achievement of many significant benefits, including:

- Minimising the risk of inappropriate behaviours,
- Building an integrated and friendly work environment,

- Raising awareness about equality and diversity issues,
- Supporting marginalised groups and those at risk of discrimination,
- Creating a gender-sensitive culture,
- Incorporating equality- and diversity-related issues in educational, research and administrative processes,
- Strengthening management mechanisms and procedures,
- Enhancing institutional and structural change,
- Familiarising the academic community with the need (and the EU demand) of incorporating gender and diversity dimensions in research and teaching.