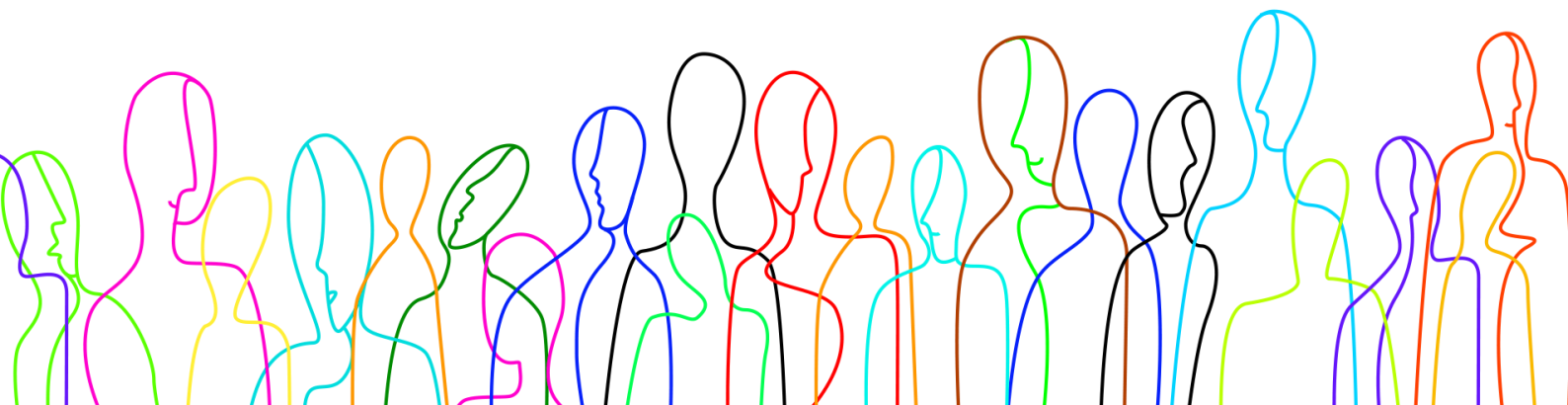# Task 1.1. *National research on the skills gap and co-design with relevant stakeholders*

Task report

(Project 2021 1 IT01 KA220 VET 000033272)

Version September 2022

Authors

Name	Organization
Beatriz Almeida	University of Porto
Maria Antónia Cadilhe	University of Porto
Marta Santos	University of Porto

Foreword

This report was developed in the scope of ***InPluServ - Diversity management and conflict negotiation for inclusive public services - a web-based training resource for the management***, a project in development under the Erasmus+ programme, funded by the European Commission. The InPluServ main objective is to increase the quality and innovativeness of vocational training, its resources and tools related to diversity management skills (DM), addressed to managers of the Public Administration (PA) through work-based methodologies, thus contributing to making public services and working environments more inclusive.

This report is part of the project's *Project Result 1 – Design and Development of the Curriculum in DM for Inclusive Public Services*, and presents the findings and considerations gathered through the research activities conducted on Task 1.1. *National research on the skills gap and co-design with relevant stakeholders*, which included the conduction of: 1) a review of previous projects preceding InPluServ; 2) a literature review; 3) an European and nationwide benchmark of diversity related training and activities available for PA managers; and, 4) an auscultation with multidisciplinary relevant interlocutors.

The partner responsible for this PR is the Faculty of Psychology and Education Sciences of the University of Porto (FPCEUP), in close cooperation with ANCI. If there is any unclarity, do contact the responsible partner via: scpsitrabalho@fpce.up.pt

Table of Contents

Executive summary

A summary of the findings gathered is presented, divided by the activity conducted. A more in-depth analysis can be found in each respective segment of the report.

1. Relevant projects for the conduction of Task 1.1.:

- Through the contact established with the participants during the preceding projects (focused on the contact with SME managers and Italian Public Administration workers), it was identified the need to focus on diversity management actions to be further developed and elevated in the VET training of the PA managers.

2. Literature review:

- **Diversity concept:** There seems to not be a clear and agreed definition of diversity, but literature agrees that diversity is focused on the different characteristics among individuals and groups. Diversity comprehends several different dimensions of characteristics, from more or less visible, to more or less stable, to being relations-oriented or job-oriented. Diversity is also socially constructed, having different meanings and implications across different countries and cultures. Different dimensions are inter-related and a person's characteristics should not be considered separately from one another, as it impacts the understanding of diversity impacts and consequences experienced by individuals and groups.

- **Diversity management (DM):** Consists of practices developed and implemented by organizations with the purpose of retaining and promoting workforce diversity. DM can comprehend different initiatives, from policies to awareness activities or training programmes. There is a modern standpoint that calls for the crucial need to pair DM actions with inclusion approaches. The inclusion approach of DM is an approach that promotes a culture of inclusion, is sensible and aware of the implications faced by certain groups within the work context, and also understands that individuals are different and have different needs. This approach changes the focus on diversity through an integration perspective, towards a focus on maintaining an environment of inclusion where everyone can feel that they belong.

- **Diversity Training:** Is among the most used forms of DM actions. It can have different training approaches (from more or less awareness based or skill based) and focus different levels (from individual to societal). Non-discrimination and regulatory compliance are the main focus of the training provided among global organizations. Although very used, diversity training is also very criticised, since it needs to be carefully developed and operationalized with the participants, as it can contribute to imposing rather negative consequences for diversity and inclusion in the workplaces instead of benefits. In this sense, literature points that effective diversity trainings are those that are adapted to be centred on key diversity characteristics present in the context in intervention and the reality of the work activity in focus, as well as providing a space for reflection for the participants and not relying on simply 'censuring' the biased views they may hold. In the

case of managers specifically, it is important to engage them on both solving the problem and promote their accountability for inclusion on their work context.

- **Leaders and DM:** Leaders have a central role in the promotion of inclusive environments for diversity in the workplace, with several needed competencies being highlighted in literature that range from promoting their own learning and development on the topics related to Diversity and Inclusion to being committed to developing an environment of equity, inclusion and tolerance among their teams. Although having a crucial role for DM and inclusion, studies suggest that there is not a shared understanding of diversity and DM notion and outcomes among managers.

- **Diversity and the potential for benefits and conflicts:** Diversity is often sought due to its value as a potential of innovation and creativity, however diversity at the workplace can also impose the potential to increase intra-group conflicts. In this sense, diversity can be associated with two types of conflicts: 1) conflicts regarding task development, which can promote innovation and creativity at work (related with the value of diversity); and 2) emotional conflicts, that result from assumptions, stereotypes, bias and attitudes of discrimination, that can impose a great barrier to promoting a culture of inclusion in the workplace.

- **Diversity and Inclusion in Public Administration (PA):** Literature on PA and *Diversity and Inclusion* highlights that much has been done by governments in recent years to promote diversity and inclusion actions on this context and that the topic is becoming more central as it imposes on PA a responsibility to answer both the needs of their diverse user population and the critical diversity characteristics of their workforce.

- **PA manager's role for *Diversity and Inclusion*:** Literature on the context of PA highlights that the manager's role, through the adoption of inclusive leadership practices, is fundamental to create inclusive and empowering environments for a diverse PA workforce, fostering a stronger change for inclusion among PA workers than the solely existence of policies on itself. However, to promote this role of 'champions' for *diversity and inclusion* on PA managers, much still need to be done. Although promoting an environment of inclusion for diversity has been identified as a key leadership capability for public services leaders in recent years, data shows that the competencies to manage *diversity and inclusion* are still among the least included on public service leaders' competency frameworks, which, since formal training usually follows the competencies identified in these frameworks, it can imply that there is a formal skills gap on the training for PA managers on diversity and inclusion among OECD countries. At the same time, there is also a gap of diversity representativity among leadership levels at PA, regarding the underrepresentation of women and other minority groups.

- **Literature's main approach to PA managers action for diversity and inclusion:** Although the existing literature provides important information, when reflecting upon the messages that are identified, it seems that the work context is missing in the revised literature. Authors (both of institutional documents and empirical studies) identify the managers' responsibilities and the positive outcomes of their role on diversity and inclusion but seem to never centre them on the work situations. Texts revised tend to focus on what managers need to do (e.g. promote an environment of inclusion), but do not identify clues on how and in what way it can be developed by managers on their work context.

3. Benchmark:

- **Initiatives at European level:** When analysing some of the existing initiatives for *diversity and inclusion* at European level, these show that diversity has been a recent topic of interest European wide. Analysing the training offers identified, we see that most are composed by short modules and among the contents provided, the most focused training component are information on discrimination, prejudice and stereotypes, and tools to overcome these bias and behaviours.

- **Training actions at national level:** Throughout the contexts there is a very variable availability of training offers on *diversity and inclusion* related topics (from more offers to less offers in some contexts, to focusing a wide range of topics: from several to only one diversity characteristic; to using more informational to practical contact approaches with diverse groups). However, it seems that there are few training offers tailored exclusively for PA managers and their work activity, which highlights the need for an integrated training offer that provides a common base of themed modules that include both the exploration of concepts and information, but that align these topics with practical tools for the managers to be able to bring their work reality to the focus of the training and develop actions to intervene in the needs of their contexts.

- **There seems to be missing a training offer that is centred on the development of context-based competencies that is common among European countries for PA managers:** That can improve the *Diversity and Inclusion* training offer among European countries, allowing the development of shared skills and competencies among European PA managers that are based on bringing their activity to the focus of the training, in order to allow managers to develop tools and competencies to act in practical terms on their work context.

4. Auscultation:

- **Contextualizing diversity:** Critic diversity characteristics range variably on their expression across the different countries and within the different departments on each country's PA. Most identified characteristics relate to age, gender, different nationalities and ethnicities. Users of public services and vulnerable groups are seen as a lot more diverse than the PA workforce, since they reflect the cities the PA institutions are located in.

- **Positive outcomes of diversity:** Diversity is seen as bringing different perspectives and ideas, which contribute to both the innovation on the work performed, but also to the representativeness of public diversity and diverse needs within PA. It is also highlighted that diversity, when managed with inclusion, is seen as promoting stronger relations between team members, such as promoting the teams to develop more adaptative and flexible behaviours and attitudes towards including diversity (e.g. providing reasonable accommodations), and being more open to communication about differences and diversity among team colleagues. However, some interlocutors, although expressing that diversity has positive outcomes, had some difficulties identifying the benefits of diversity.

- **Challenges of (and for) diversity:** When considering the potential adverse outcomes related with diversity, all interlocutors recognized that diversity on itself brings more challenging situations (with impact on the management) than conflicts. Most interlocutors

expressed that diversity brings challenges related with dealing with the differences (of views, perspectives and realities) that diversity brings, and how to promote an inclusive environment on the teams to attend to these differences as the 'normal' and not in 'relation to the normal'. When focusing on conflicts, these were identified as either related to different personalities (and not specific diversity characteristics) or with discriminatory attitudes and stereotypes faced by diverse persons (e.g. focus on the persons characteristics and not the problem at hand), which usually are also related with team members not having knowledge and understanding of the others' perspective and reality, based on the dissimilarity of diversity characteristics.

- **Competencies for diversity management and inclusion:** Interlocutors reflected that as managers are closer to the workers, and also have power to act upon the context, they have a critical role in the way that they recognize, value and include the diversity of workers on the teams they manage. Competencies most identified can be divided in a three-level approach: 1) focus on the manager: be tolerant and resistant to dissimilarity and empathic of others' perspectives; 2) focus on interpersonal competencies: be flexible with the accommodation of diversity, use inclusive communication, tackle discrimination and allow a participatory approach; and, 3) focus on *diversity and inclusion* actions: identify the team diversity and analyse the work context to develop actions for inclusion, both on working conditions and on promoting an inclusive environment on the teams.

- **Learning modules on *Diversity and Inclusion*:** Interlocutors identify a preference for learning moments that provide a balance between awareness contents/moments and practical experience moments. In a sense that a more theoretical approach should allow managers to have the knowledge for the development of skills and practical actions to intervene in their context, tailored to their particular needs. It is highlighted that the training should allow a degree of flexibility for managers be able to adapt their learning journey to the reality of their context. For this, it is fundamental for the training to include moments dedicated to the analysis of the specific context and needs present there by the managers, so they can invest in learning tools and competencies they consider key to aid them promote Diversity and Inclusion in their context. To promote the future applicability of the learning outcomes by managers, all contents must be always supported in the PA context reality.

- **Learning methodologies:** A b-learning format is preferred for the training format. Interlocutors express wanting a training format that combines e-learning contents with practical activities/moments (in-person or synchronous). Participants were very critic in expressing that a format exclusive in e-learning may not be effective to attain and promote change in the contexts, as they consider that the training must provide practical moments among the managers for competency testing and/or of the contents learned, experience sharing, discussion of cases and contacting with interlocutors from diverse groups, among other initiatives, so managers can learn through both experimental but also dialogical, participatory and reflective learning experiences, based on the exploration and definition of intervention actions specific to their work context.

5. Final considerations and practical implications:

- **Proposing an original contribution by focusing the analysis on the managers' reality and needs on _diversity and inclusion_ on their work activity:** Comparing the findings gathered from the different sources during Task 1.1., a mismatch on the perspectives can be perceived. That is, literature on diversity and the role of managers (both institutional documents and empirical studies) tends to come from a more prescribed view, that focuses on what needs to be done and not on how and in what way it should be done by managers to promote diversity and inclusion actions on the PA work contexts. While, on another perspective, the auscultation conducted on the different countries highlighted that PA managers strongly want a training course that can help them solve, in practical terms, the real needs that they find in their work context related to diversity and inclusion challenges. It is in this sense that the InPluServ project, through this first Task, provides an original contribution to the literature on DM and PA managers – by bringing a new perspective on PA managers' action for _diversity and inclusion_, that highlights the managers' own perspective, actions and needs that they face on their daily work activity on this topic.

I. InPluServ Project: Introduction

1. What is the InPluServ project?

The *InPluServ - Diversity management and conflict negotiation for inclusive public services - a web-based training resource for the management* is a European action-research project, in development under the Erasmus+ programme (Key Action 2: Cooperation for innovation and the exchange of good practices), funded by the European Commission.

2. Diversity Management and Public Administration – the scope of InPluServ

Diversity Management (DM) first appeared in the 60s in USA, when the Civil Rights Movement raised diversity as a central issue in the American public debate (Mor Barak, 2017). Only in the 90s DM spread in a decisive way in Europe and from the effort of the European Union in 2004 the Diversity Charters were born and are currently signed in 26 countries.

However, there is a substantial gap in the activation of diversity policies, especially with reference to the management of diversity within the internal organization of work, with different situations in Europe and above all with a lack of indicators at the level of real impact. The DM implies a strong commitment on the part of those who have roles of decision and management of organizational processes.

Inclusive public services are essential in today's global societies because they can embrace the diversity of users and adapt to the needs of vulnerable groups, while at the same time, promote the inclusion of a diverse Public Administration (PA) workforce that can answer the diversity of the public' needs.

At European level, there are major differences in vocational training standards for public employees, and soft skills aimed at exploiting diversity and mediating conflict are often neglected.

In this scope, the InPluServ project aims to increase the quality and innovativeness of vocational training, its resources and tools related to diversity management skills (DM), addressed in particular to managers of the Public Administration (PA) through "work-based" methodologies, thus making public services and working environments more inclusive.

This main objective can be unfolded into more specific and synergic objectives:

1. To increase the quality and innovation of vocational training, its resources and its instruments at the level of the VET sector in Europe;
2. To develop a training pathway that promotes the valorisation of diversity and mediation of conflict skills and competencies in the provision of public service, through the creation of an offer of professional training, accredited at the European level (EQF and ECVET), specific for Public Administration managers, in digital format, focused on Diversity Management themes;

3. To conduct a pilot for the vocational training offer to be developed in Italy, Portugal, the Netherlands and Cyprus, that will directly involve 45 Public Administration managers. Additionally, 40 civil servants and 40 representatives of users from disadvantaged categories of public services in each country will also be involved;

4. To involve different stakeholders in the different phases of the project (co-organisation and co-design of training resources, dissemination, and evaluation) throughout its duration;

5. Develop guidelines for the advanced training of public administration employees with reference to the objectives of European policy (continuing training; inclusiveness of services). These guidelines will make the training path adaptable to the specific needs of national contexts and they will be able, through the results of the project, to draw up recommendations for creating a better working environment in the PAs and continue the national and European debate in terms of innovation in the field of public services;

6. Provide a space for the exchange of good practices and guidelines at European level for the implementation of targeted policies with regard to the management of human resources and the management of public services able to cope the complexity of their users.

In order to work towards the defined objectives and to contribute to the Erasmus+ working values, the project working phases are divided into four Project Results (PR), namely:

- PR1 – Design and Development of the Curriculum in DM for Inclusive Public Services;
- PR2 – E-learning platform and Training Pilot;
- PR3 – Training Credit System;
- PR4 – Report and Policy Guidance.

InPluServ sets its vision on building effective training tools for leaders of the Public Administration, focused on contributing to the development of PA managers' transversal and soft skills necessary for diversity management and conflict mediation, which in turn will promote a **more inclusive leadership and a more efficient work environment**, with positive impacts on human resource management and talent attraction of PA organisations, by establishing new ways of managing internal human resources based on the appreciation of individual characteristics. Through this focus, the project also aims to produce a virtuous effect in the way Public Administration can mediate the dialogue with the end users.

II. Project Partners

InPluServ is coordinated by ANCI Umbria and brings together seven partners from five European countries (Italy, Spain, Netherlands, Cyprus and Portugal):

ANCI UMBRIA - National Association of Italian Municipalities of Umbria (Italy), lead partner: ANCI Umbria is the regional association of the National Association of Italian Municipalities. It is a unitary association with a national character. ANCI Umbria was born in 1974 and today comprises 91 Umbrian municipalities. Works for the implementation of the constitutional principle of local self-government and, in particular, represents the general interests of members and local self-government. Provides support to its members in the dialogue with regional autonomies, with the national Association and with other institutions. Through its representatives, ANCI Umbria is the voice of the Umbrian municipalities and provides a support and advice service for members, in connection with any similar initiatives at national level. Maintains continuous and constant relations with the national ANCI, taking the appropriate initiatives of proposal in order to contribute to the choices of a general nature. Over the last few years, Anci Umbria has animated and coordinated the public and private territorial network in the presentation of some projects and has carried out, through regional, national and European funds, interventions on immigration (also with Fami Projects), integration, tourism and promotion of the territory, civil protection; health, social, safety, training.

University of Porto (Portugal): University of Porto is one of the largest Higher Education and Research Institutions in Portugal. With more than 30,000 students, it has 14 Faculties, 1 Business School and 49 Research Centres. As a teaching, research and innovation centre of the University of Porto, the Faculty of Psychology and Education Sciences of the University of Porto (FPCEUP) has the mission of providing training, research, community services and cultural extension in the fields of Social Sciences and Humanities, namely in Psychology and Educational Sciences, referenced to local and national realities, as well as to the dynamics of internationalization, guided by criteria of excellence, relevance and social responsibility in the respect for human rights. Within the Faculty of Psychology and Education Sciences, the Consulting Service in Work Psychology conducts consultancy projects driven by concrete intervention requests, focusing on the development of models, techniques and tools for professional development centred on the work activity.

University of Barcelona (Spain): Since its foundation in 1450, the University of Barcelona has been an important training and research centre. Students are distributed in 73 degree courses, 153 master's, 48 doctoral programmes, over 700 postgraduate courses and about 597 on-site and distance lifelong learning courses. The Faculty of Education supervises the preparation of teachers and experts in training. It develops research and teaching in areas such as educational organization, education theory and history, social assistance and social services. Within the Faculty, the research, education and virtual learning group (GREAV) analyses new emerging forms of teaching and learning in digital environment. GREAV has been recognized "Quality Research Group" by the regional

authorities. One of its initiatives is the publication of the Digital Education Review Journal, a peer review journal dedicated to research and development of digital innovations in teaching and learning.

CSI - Center For Social Innovation (Cyprus): Center for Social Innovation is a Research & Development organization, which fosters social innovation inciting positive change to local, national and global entities. These include governments, local administrative agencies, non-for-profit agencies, commercial entities & educational institutions. The team is composed of researchers, entrepreneurs, project managers, trainers & IT specialists. CSI encompasses the capability to identify social needs, design and implement adjusted initiatives, and provide for sustainable growth. The team's areas of expertise are in education and e-learning, entrepreneurship, start-ups, innovation, negotiations, IP advisory services, social responsibility, business advisory solutions, data analytics, information technologies, project management & evaluation services, product validation, training and computer gaming. CSI draws know-how from its wide global network: academic institutions, IT organizations, public services, international orgs and start-ups.

CCCI - Cyprus Chamber Of Commerce And Industry (Cyprus): The Cyprus Chamber of Commerce and Industry is operating as a Federation of the District Chambers of Commerce and Industry of the five major towns of Cyprus, Nicosia, Limassol, Famagusta, Larnaca and Paphos. The Chamber is the organisation of the business people of Cyprus and apart from offering a wide range of services to them it promotes their interests and views to the Government and the Legislature. The Chamber's membership exceeds 8000 enterprises from the whole spectrum of business activity representing more than 95% of the business community of the country. More than 120 Professional Associations from the sectors of commerce, industry and services are also affiliated to the Chamber. The CCCI is a recognised social partner in Cyprus and takes an active part in the Social Dialogue at national level while it also participates together with the trade unions and the Government in the various committees of tripartite co-operation that exist.

In Dialogue (Netherlands): In Dialogue is an international consultancy and training organisation, specialised in the communicative and relational aspects of organisational life. It has a vast international experience across Europe and beyond, offering after education to educational professionals, consulting, leadership development and development of educational materials and methods. It has been founded in 2007 and has currently 7 partners (yet on project basis involves also additional consultants). It is based in Netherland, yet works European/ internationally, and has subsidiary offices in Austria and Denmark. In 2019 (pre-covid) the organisation delivered trainings to 980 people and consulted over 27 organisations/ businesses/ schools. The main services are: Professional (after) education; Consultation to organisations, teams and communities (in relation to strategic development, evaluation processes, conflict mediation and much more); Development of leadership and consultant/ trainer competences; Coaching of individuals and teams (supervision); Educational and change methodologies and curricula/ programmes.

INCA - National Confederal Institute of Assistance (Italy): INCA was founded in 1945 during the first congress of the GCIL -Italian General Confederation of

Labor. Its mission is to defend the rights of workers, including those living abroad, and support the reform of social legislation in order to achieve a system of protection; protection that is based on the principles of equality and freedom. Inca is in Italy, in all Europe: Austria, Belgium, Croatia, France, Germany, Great Britain, Slovenia, Spain, Switzerland, Sweden and Romania. In the other continents it is present in: Argentina, Australia, Brazil, Canada, Colombia, Peru, United States, Uruguay and Venezuela. In recent years, the increase in immigration has led the Inca to open offices also in Senegal, Tunisia and Morocco, from which a large part of foreign workers who intend to settle in our country come.

To attain the project purpose of understanding the reality and answering the real needs of managers of the Public Administration, InPluServ counts with the participation of several Associated Partners, that will participate in the different phases of the project.

INAIL - Istituto Nazionale Assicurazione contro gli Infortuni sul Lavoro/National Institute for Insurance against Accidents at Work (Italy): National Institute for Insurance against Accidents at Work, is an Italian, public non-profit entity safeguarding workers against physical injuries and occupational diseases. INAIL objectives are to contribute to reducing injuries, protecting workers performing hazardous jobs, and facilitating the return to work of people injured at the workplace.

FELCOS Umbria (Italy): FELCOS Umbria is an Association of Municipalities that promotes sustainable development, good governance practices and social and economic growth, both locally and internationally, through development cooperation projects, training activities, technical assistance and the strengthening of skills, territorial planning and programming, the creation of networking, social communication and awareness-raising activities, and education projects for sustainable development and global citizenship.

ANCL - Associazione Nazionale Consulenti del Lavoro/National Association of Labour Counsellors (Italy): ANCL is a contracting party to the National Collective Bargaining Agreement for employees of the Professional Societies. The Association has always expressed, by majority, the leadership of the institutional bodies of the Category. Currently, the members of the National Council of the Order of Labour Consultants and the Board of the National Assistance and Insurance Body of Labour Consultants - ENPACL are expressions of the ANCL that practically looks after and promotes the interests of Labour Consultants in all offices. The Association, through the National Study Centre "Cesare Orsini", takes care of the technical and cultural updating of the members, organizing conferences and study days both at national and local level, publishing manuals and operational texts, participating in editorial committees of organic works and databases on social, tax and labour legislation of various publishers.

Federsanità ANCI (Italy): Federsanità is the Confederation of the regional Anci Federsanità (article 27 of the Anci Statute) which associates the Local Health Authorities, Hospitals and Irccs together with the representatives of the Municipalities associated to the regional reference Anci. It aims to encourage actions and policies aimed at promoting trajectories of socio-health and socio-assistance integration strongly oriented towards a new concept of patient "accountability" based on proximity, proactivity, personalisation, participation.

IUL - Università telemática/ IUL online university (Italy): IUL was founded by Ministerial Decree of 2 December 2005, published in the official journal on 5 January 2006. It issues academic qualifications recognised by law in accordance with art. 3 of Ministerial Decree no. 509 of 3 November 1999 and subsequent amendments. The IUL Telematic University offers online learning paths, ensuring a flexible, fast, intuitive learning experience, suitable for students of all kinds. The qualifications issued by IUL are recognized by the Ministry of University and Research and are equivalent to those of all Italian universities.

Porto City Council (Portugal): Promotes and participates in the project various phases, in particular with contributions to the auscultation phase of the project and to test resources by participating in the Pilot in Portugal. The City Council will also contribute to the evaluation of the training offer with feedback on the results and their future exploitation within the organization.

Municipality of Gouda City (Netherlands): The Municipality of Gouda City supports the project and will contribute both in view of the co-design during the auscultation phase, and of the Pilot in the Netherlands, both for dissemination and especially exploitation activities, having an interest in integrating the results in their business.

ROC - Regional Vocational Centre (ROC) (Netherlands): Vocational centre that promotes equal opportunities to all young people and focusing on lifelong development. Within our quality agenda, each college has formulated its own ambitions. In addition, the services and the CSCs have drawn up a joint ambition. Four overarching themes can be found as a thread running through all these ambitions. We have defined a broad ambition for MBORijnland in these themes: Regional learning network; Personalised learning; Hybrid education; and Professionalisation.

III. Objectives and report structure

This report presents the results gathered during the auscultation process of the projects first task, Task 1.1 *National research on the skills gap and co-design with relevant stakeholders*, inserted in the PR1, which aims to specifically:

1. Understand the concepts and map the state of the art of diversity and Diversity Management (DM), alone and in the context of PA;
2. Understand the reality of the PA context and the real needs faced by PA managers in each of the project partner countries in terms of diversity, skills and resources available and needed to manage diversity and inclusion;
3. Contribute with important insights for the development of the project subsequent tasks.

The following segments of the report are structured according to the order of the various phases that were conducted during Task 1.1. The phases were conducted in a defined, gradual order, aimed to construct a map of contributions aligned with the project scope and objectives.

In the following part of the report, we describe the methodology used to gather the data presented in this report. The next segments present the activities conducted on Task 1.1. (see Figure 1): the previous projects that set the base for the InPluServ project; the literature review; the benchmark results; and the auscultation results.
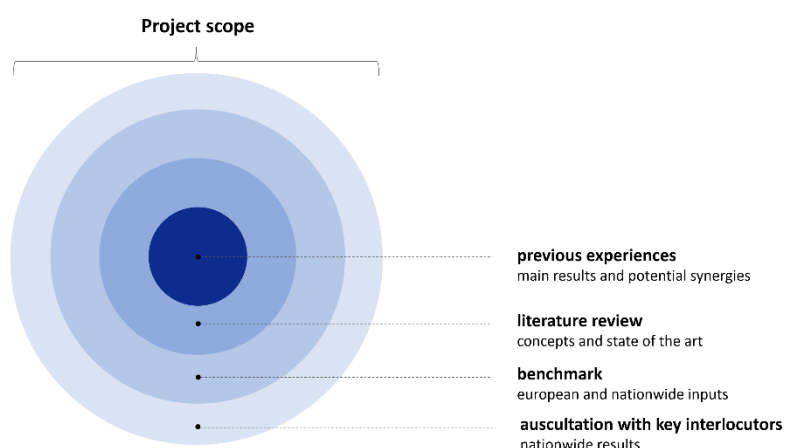
Figure 1 Activities conducted on Task 1.1 aligned with the project scope and objectives.

IV. Methodology

The method used to complete Task 1.1. goals used a qualitative approach, based on the conduction of a literature review and benchmark, and auscultation with key project stakeholders, in order to promote the close contact with the interlocutors, their perceptions and account of the reality of their contexts. The choice of a qualitative approach was also based on the need identified in literature for the use of more qualitative approaches that allow to explore in more detail the individuals' reality and perceptions on diversity research (Roberson et al., 2017).

The method used had the double objective of (1) mapping what has been researched on this subject and gather inputs from different sources relevant to the project's objectives, and (2) to support the development of the methods used on the results of the precedent phases of this Task, in order to develop tools that would be efficient to gather data. The procedures used and their description are presented below.

1. **Review of previous projects:**

Review of documents and outputs of previous projects developed by ANCI that set the base for the present project, to identify relevant inputs to be considered for and during the InPluServ.

2. **Literature review:**

Search for and analysis of systematic literature reviews, empirical articles (of sources including scientific journals related with Public Administration (e.g., Review of Public Personnel Administration)) and reports (e.g., OECD), on the topics of Diversity and DM, aimed to support the project on the findings presented in literature and other key documents.

Research was focused on: the concept of diversity, in particular in professional contexts (Psychology; Management; RH Management); the concept of diversity management (DM); the relationship between diversity and diversity management with conflict and conflict management; the diversity management in the Public Administration sector.

3. **Benchmark:**

Benchmarking of initiatives in each partner country and/or in the European context regarding diversity and conflict management accessible to PA managers, such as: training programmes; awareness sessions/activities; public policies; and others. In total, 70 initiatives were analysed during this mapping phase.

4. **Auscultation Process:**

The auscultation process was completed through the conduction of interviews and focus groups with different key stakeholders in relation to the PA context of each partner country of the project (Italy, Portugal, Spain, Netherlands, and Cyprus). This phase was conducted from 13th of May to 1st of August.

In total, 5 focus groups (with 5 to 10 participants per group, ranging from 1h25min to 2h30min) and 23 interviews (21 individual and 2 in group - 2 to 3 participants - ranging from 30min to 1h22min) were conducted.

The focus groups were developed with the participation of PA managers from different Departments (e.g. Human Resources; Public User Services; Social Services; Infrastructures - Hydrogeological, Hydraulic, Seismic Risk, and Green Spaces, Committee on Human Rights and Equal Opportunities for Men and Women; Committee on Labour, Welfare and Social Security; Fire Department; Finances and Inspection; Health Promotion; PA Evaluation and Training), allowing the participants to share their reality, needs, and discuss the topics on diversity and inclusion, getting to know different experiences and situation within the group of managers.

The interviews had the objective of gathering inputs from specific key stakeholders for the project focused on their experience with diversity or training, and involved a different range of participants: from HR and People Management managers; to training Institutions and trainers of the PA workforce; managers and workers from user services, social intervention areas, departments specialized in managing PA workers complaints, mental health services, and anti-trafficking units; diversity partners of municipalities and representatives of non-governmental organizations related with the inclusion of vulnerable groups; PA trade unions; and diversity and inclusion offices in PA.

Both the focus groups and interviews were conducted with the aid of a semi-structured script, developed according to the project objectives for the auscultation and based on the literature and benchmark findings. The topics explored were related to: understanding the critical diversity on the context (workforce and public users level); the inclusion of diversity on PA; the potential benefits and conflicts related to diversity; skills and resources used (or in need) to manage diversity and inclusion; experience with, and inputs for diversity training and e-learning components.

To support the conduction of the auscultation process, a guide on the practical steps for conducting focus groups and interviews was developed. This guide also included tips and considerations on how to approach the topic of diversity, inclusion and discrimination (considering the degree of sensibility needed) during the moments with the participants, which were based on the literature review conducted.

Each country's results were first analysed by the corresponding team, through a content analysis considering the categories defined in the script. These inputs were later analysed in aggregated form (considering the contributions collected in all partner countries) through categories based on the main group themes presented by the results and added to the table below (Table 1): (1) Contextualizing diversity; (2) Positive outcomes of diversity; (3) Challenges of (and for) diversity; (4) Skills for diversity management and inclusion; (6) Learning modules on diversity and inclusion; and (7) Learning methodologies.

V. Relevant projects for the conduction of Task 1.1.

The present project has its purpose based on the framework and the needs that were revealed through two previous projects developed by ANCI with other partners, namely, the ETHOS project at European level, and the Io e Gli Altri (Others and me) at national level in Italy.

1. ETHOS – Exploiting the organizational conflicts in business environment

The ETHOS project was developed from 2014 to 2016, involving partners from Italy, Slovenia, Spain, Bulgaria, Poland, and United Kingdom, namely: Tucep - Tiber Umbria Comett Education Programme; Centro Psicopedagogico Per La Pace E La Gestione Dei Conflitti; Provincia Di Perugia; Irsa – Institute For Development And Strategic Analyses; Asociacion Cultural Euroaccion; Itpio – Insitute For Training Of Personnel In International Organisations; Wyższa Szkoła Biznesu I Nauk O Zdrowiu; and Wsx Enterprise.

Its idea derived from the LLP Grundtvig project called CONTEST - Community Experiments Through the Exploitation of Social Conflicts, involving most ETHOS partners.

The project aims and goals were to promote and improve new approaches and tools to manage – as resources for change - interpersonal, social and organizational conflicts in business environment, through the development of a specific training offer for SMEs managers and entrepreneurs, focused on conflict management in business environment. The project aim was based on the idea that conflict in the workplace is inevitable, but it doesn't have to bring down morale or affect productivity.

2. Io e Gli Altri (Others and me)

The Io e Gli Altri project was developed from 2016 to 2020, involving three Italian partners, namely: ANCI UMBRIA; INAIL UMBRIA; and INCA CGIL UMBRIA.

The project idea was evolved from the necessity to take care of relationships in the workplace, it had the purpose of strengthening conflict management to make public services more inclusive. Also deriving from the idea that conflict is an inevitable moment of any relationship, but, with the right skills, it can be a resource, the project focused on the improvement of conflict management skills.

3. Projects' contributions to InPluServ

Both projects contributed to InPluServ with common aspects to both projects, and also with specific aspects retrieved from each of the previous projects.

Through the acquired experiences, both projects:

- produced training modules focused on soft and transversal skills for conflict management;
- are supported in reflective and collaborative learning methodologies;

- led to the conclusion that diversity management is an important topic to be further developed and elevated in the VET training.

Specifically, the ETHOS project brings:

- experience in working with managers;
- experience in working on conflict management contents;
- international project insights related to documents' outputs and methodology steps;

The Io e Gli Altri project brings:

- a project focused on the PA context;
- the idea that diversity, knowledge and conflict are intrinsically related;
- an e-learning platform;
- the need to explore in depth the concept of diversity management and diversity inclusion provision in PA;
- the need to promote the development of transversal skills of managers and management bodies as a driving force to favour the management of diversity;
- the need of promoting lifelong learning among workers in the PA context, aligned with the continuous social and technological transformations.

VI. Literature review

The literature review segment (see Figure 2) is organized in four parts that explore concepts and the state of the art of each topic. This organization presents a levelled order, as each topic contributes directly to the next, and to the project scope as a whole. These go from Diversity (the central topic), to Diversity and Diversity Management (DM) in the Public Administration.
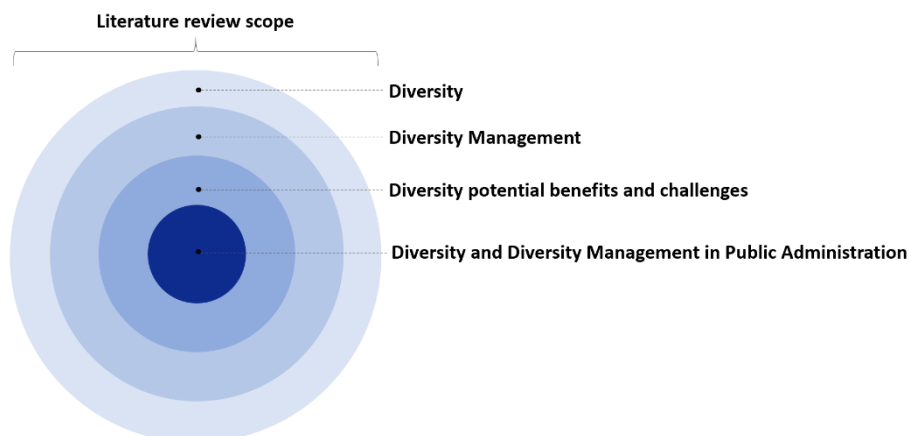
Figure 2 Literature review order in relation with the project scope.

1. Defining and understanding the concept of Diversity

As a multifaceted concept, there is not a specific and broadly used definition of diversity.

Broadly, diversity considers the differences and commonalities between people, and its definitions are differently positioned in three aspects (Qin et al., 2014):

- Characteristics that differentiate people from each other;
- Level of construct (e.g., individual or group level);
- How personal characteristics are considered as diversity.

However, the different definitions seem to have a common ground in seeing diversity as (Qin et al., 2014):

- **A two-dimensional concept**: characteristics have been classified in terms of **visibility** and **job-relatedness** (Simons et al., 1999);
- **Socially constructed:** depends on how people perceive diversity characteristics within a specific setting (Unzueta & Binning, 2010).

Focusing on the dimensionality aspect of diversity, a recent literature review (Yadav & Lenka, 2020) (see Table 1), proposes an organisation of diversity dimensions and characteristics, that crosses the level of visibility (surface-deep level) with job-oriented or relations-oriented dimensions:

	Surface-level	Deep-level
Job-oriented characteristics	Organizational tenure Team tenure Educational background Functional background Occupational background	Knowledge Skills Experiences Abilities
Relations-oriented characteristics	Gender Age Race/Ethnicity Nationality Religion	Values Personality Social status Attitudes

Table 1 Job and relations -oriented diversity characteristics by level of visibility
(Adapted from Yadav & Lenka, 2020).

Complementarily to this perspective, other authors also divide diversity characteristics in primary and secondary dimensions (Griggs, 1995; Wentling & Palma-Rivas, 1997, cited in Wrench, 2015), in which:

- **Primary dimension diversity characteristics** are usually more stable (e.g., age, gender, ethnicity);
- **Secondary dimension diversity characteristics** are less stable, (e.g., educational background, financial status, parental status).

These frameworks, commonly used to define the concept of diversity, shed some light on the numerous characteristics that diversity can encompass and mean when one thinks about what 'diversity' is, which leads to question which definition should be more appropriate to use.

Which definition to use?

The concept of diversity has been gradually changing since 1960, and since 1990 there seems to be a growth of characteristics that are considered in the definition of diversity (Qin et al., 2014). Changing from legally protected characteristics to a view of diversity that can include any characteristic that represents human differences (Jayne & Dipboye, 2004).

This change seems to be aligned with the growth of migration and globalization trends worldwide, which has raised the research interest in the notion of diversity, and aligned with these trends, the concept of 'superdiversity' emerged (Doycheva, 2019).

Despite the relevance of this general framework of the concept (which has been a reference for the initial phase of the project) and the fact that there are several definitions and theoretical approaches to the concept, we consider that it is important to define the concept within the project purpose to justify our positioning towards the activities undertaken, due to the notions that are usually related to diversity and that must not be overlooked.

In this sense, while a broader definition is more inclusive in its literal meaning (by considering a greater range of characteristics) (Kapoor, 2011), it can diminish the consideration of inequalities, historical and political issues faced by certain groups (Linnehan & Konrad, 1999), by adopting an approach that mixes diversity characteristics that are target of inequality with other diversity characteristics that are not associated with inequality (Mor Barak, 2017).

This idea gains even more relevance when focusing on diversity at the workplace (which is one of lines of focus of the InPluServ Project), as diversity is a concept that is socially constructed in the relationship among persons and groups (Qin et al., 2014), it can be related to belonging to groups that are visibly or invisibly different from what is considered common within a specific context, which can impact an individual's or group employment conditions (Mor Barak, 2017).

Due to these reasons, while the broader framework of diversity becomes more popular in organizations worldwide, it has also been very criticised. As reflected by Mor Barak (2017), *"many diversity trainers, as well as HR managers, find this broad definition appealing because it allows them to pull everyone in the organization under the "diversity umbrella," thus avoiding the controversial process of identifying groups with or without power, those who are discriminating, and those who are discriminated against"* (p.200). According to Mor Barak (2017), the broad definition implies that all diversity characteristics are equal and may underestimate the characteristics that are considered.

Does this mean that a narrow definition of diversity should be used? One that considers only one or two critical diversity characteristics? In the organizational context, if diversity is defined and operationalized in a narrow way, considering / targeting only specific diversity characteristics in an organization, it can make the workers who are not being considered, not recognise the initiatives as relevant and thinking these are benefiting specific groups in the organization (Sabharwal, 2014).

Both the broad and the narrow definition of diversity highlight two concepts related to diversity expression that should be accounted for: the conjunction of diversity characteristics and intersectionality.

In this scope, Roberson and colleagues (2017) point out the importance of considering that everyone belongs to multiple categories (see Figure 3). Meaning that, focusing on one diversity characteristic or viewing characteristics independently, can limit the understanding of diversity impacts and consequences (Roberson et al., 2017). By, for example, considering a group of persons that share a primary characteristic as being all the 'same', without acknowledging that the members of one group, although they may share a set of characteristics, are also individuals with different characteristics from one another (Kapoor, 2011).
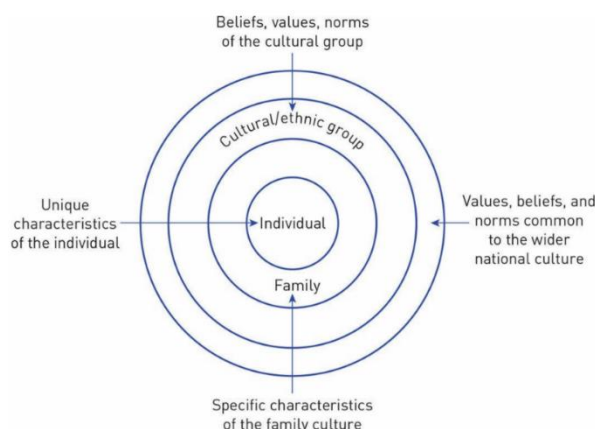
Figure 3 A Framework for viewing diversity characteristics influences on the individual
(Source: Mor Barak, 2017, Viewing Individuals Whose Culture Is Different From One's Own).

Focusing the conjunction of diversity dimensions that every person has/is part of, highlights the need to account for a different notion that is related to diversity: the Intersectionality of Diversity, where characteristics target of inequality may overlap and deepen the issues faced by certain groups or individuals (OECD, 2020a).

Intersectionality is concerned with the situations and processes of oppression and exclusion faced by individuals, that are created and accentuated at the intersection of characteristics that belong to different minority groups (of gender, race and class) (notion by Kimberlé Crenshaw, cited in Quemener, 2020). The overlapping of diversity characteristics, that do not necessarily have a tie with oppression and inequality (e.g. the conjunction of diversity characteristics mentioned above), is often confused with intersectionality, and also used by organizations to promote 'intersectionality' without really addressing the inequalities and oppression faced by minority groups (Mor Barak, 2017; Quemener, 2020).

Another aspect that should be considered when trying to define diversity is, as previously mentioned, that diversity is a socially constructed concept, that depends on the perceptions and interactions among individuals and groups on what is seen as diversity (Qin et al., 2014).

This must be considered when determining a definition for diversity, as its definition changes according to the country and cultural context where it is been defined, meaning that across countries (Mor Barak, 2017):

- **Diversity characteristics have different levels of relevance:** some characteristics are very relevant in some countries and less relevant in other geographic contexts;
- **Some diversity terms are transversal across contexts:** such as gender, age, race, ethnicity, sexual orientation, and disability;
- **Interpretation of diversity characteristics impacts change across contexts:** such as the view of older workers in western and easter cultures; as well as the context and legislation in a specific context, which may also affect the way diversity characteristics are seen.

Public Administration position on defining the concept of diversity (segment based on OECD, 2009)**:**

As Public Administration is the work context in focus at the InPluServ project, it becomes important to understand how diversity has been defined by governments of different OECD countries.

As previously discussed in this segment of the report, defining diversity can be a complex process – a problem which has also been faced among OECD countries, as different countries present different definitions for diversity that combine the understanding of diversity characteristics with governments' priorities and actions.

Interestingly, **definitions and terms adopted by OECD countries have changed**, as priorities and progress also change. **Therefore, diversity is represented as a dynamic theme, driving** policies and definitions to be changed or adjusted to reflect the specificities of different contexts:

- **Diversity as equal opportunities:** focuses on the prevention of discrimination to guarantee the neutrality of HR processes public employers;
- **Diversity as a resource**: aims to understand and appreciate the benefits diversity may bring to public service, as a way of increasing the capacity of government and the satisfaction of people employed in the public service;
- **Diversity as inclusiveness**: strategic, long-term and joint manner to ensure changing structures and systems to make use of workers' relevant competencies.

Aligned with these definitions/lines of action, there seems to be a growing awareness among OECD countries that *"equal opportunities and fairness do not necessarily mean that everyone must be treated in exactly the same way. Sometimes treating people differently is a way to ensure equal opportunities of employment in the public service" (p.9).*

Considering OECD itself, the organization adopts a definition of diversity aligned with the previously presented broad definition of diversity, that seems to move the focus from the different characteristics on themselves, to see diversity mainly for the different set of experiences and skills that it brings and the individual's own merit, regardless of their origin or beliefs.

Insights to consider when defining and operationalizing diversity:

To develop a diversity definition that can be considered globally in the scope of this project, but that also considers the challenges faced by the broad or narrow definitions, we highlight the following definition that is proposed on diversity literature applied to the workplace context, and that highlights the impacts that can be related to diversity characteristics (Mor Barak, 2017):

"Workforce diversity refers to the division of the workforce into distinction categories that (a) have a perceived commonality within a given cultural or national context, and that (b) impact potentially harmful or beneficial employment outcomes such as job opportunities, treatment in the workplace, and promotion prospects—irrespective of job-related skills and qualifications." (p.203)

However, as previously discussed, diversity is becoming more complex in society, and due to this the broad-based approach has been raising in its use. Along with the use of this approach, its main critic is that it tends to ignore the systemic issues of inequality and oppression (Linnehan & Konrad, 1999; Mor Barak, 2017).

In this scope, a new approach to the use of the broad definition of diversity is proposed, by identifying that the broad term of superdiversity (term used to define the current broad approach to diversity, see above) is a fitting methodological approach to understand the complexities of diversity of social groups, that must have the issues of inequality and oppression re-centred in its study, as they continue to shape social structures and spaces (Aptekar, 2017).

From this review of the literature insights, we propose that diversity can be understood as a concept that is concerned with the differences among individuals and/or groups - either visible or less visible, more stable or less stable - that includes a multiplicity of characteristics, that yield different implications for the individual or group, which are dependent on social, cultural, economic and historical contexts. Among diversity characteristics, it must be highlighted that

diversity considers the contextual implications for groups that have a history of inequality, such as women and racial/ethnic minorities, but it also goes beyond these characteristics and encompasses other sociodemographic characteristics (e.g., age, disability, nationality, and socioeconomic background), as well as job-related characteristics, such as job experience and different educational backgrounds.

Why is it important to carefully define diversity?

Literature suggests that the effects of diversity and the mixed results found by different studies, among other factors, are also dependent on the way diversity is conceptualized and measured (Qin et al., 2013; Roberson et al., 2017), as it will directly affect which data is gathered and the results that are obtained, which in turn will have implications for the lines of intervention that are drawn.

1.1. Key points on defining diversity – what to know?

- There seems to not be a clear and agreed definition of diversity, but literature agrees that diversity is focused on the differences among individuals and groups.

- There are several different dimensions of diversity, from more or less visible, to more or less stable, to being relations-oriented or job-oriented.

- Diversity characteristics are inter-related and contribute to the uniqueness of individuals and their different perspectives.

- A person's diversity characteristics should not be considered separately from one another, as it impacts the understanding of diversity impacts and consequences experienced by individuals and groups. This means that although a group (e.g. women) can share a set of impacts due to their common characteristic, they are not all the same.

- Diversity is socially constructed, having different meanings and implications across different countries and cultures.

- Diversity characteristics have positive or negative implications to specific individuals and groups, depending on social, cultural, economic, and historical contexts. Which highlights the need to (1) understand the different diversity characteristics and (2) the implications that are faced by the different diverse groups.

- Diversity cannot be separated from the context and the issues faced by minority groups, and must consider the intersectionality of diversity characteristics target of inequality.

- Along with the current trends of globalization, the broad approach to diversity is used, to encompass the wide range of diversity characteristics. However, it must be used considering the inequalities, historical and political issues of disadvantage faced by certain groups.

- The way diversity is defined/considered can have implications on the way diversity is going to be seen by workers, and how initiatives are going to be operationalized within organisations, yielding direct impacts on the results achieved.

- Carefully defining diversity and understanding its facets, means that the workers reality is accounted for, and their needs can be met by the organisation.

2. Defining Diversity Management (DM)

From diversity to Diversity Management (DM):

Literature focused on diversity shows that differences in performance of demographic and job-related diversity may be explained by contextual factors at the occupational, industry, team, and greater levels of analysis (Roberson et al., 2017). This highlights that diversity (as a variable) can be greatly impacted by the context where it exists, which in turn gives relevance to the importance of DM actions to manage the context and outcomes of diversity in organizations.

What is Diversity Management (DM)?

DM is a business strategy adopted by organizations, which is constituted by policies, programmes and interventions aimed at promoting the benefits of diversity in terms of creativity, innovation, and organizational legitimacy (Ashikali & Groeneveld, 2015).

DM initiatives vary substantially among organizations, and can include mentoring programmes, training programmes, flexible working policies (e.g. considering the personal and family needs of workers), and advocacy groups (Kellough & Naff, 2004, cited in Pitts, 2007).

Several studies have shown that it is expected that DM promotes organizational performance (Ashikali & Groeneveld, 2015). Figure 4 presents a literature review model of DM (Yadav & Lenka, 2020) that deepens the role of DM actions as a moderator between diversity characteristics and the potential outcomes (both positive and negative) in terms of process and performance.

A model for Diversity Management (DM):

A widely cited model is Pitts's (2006) that argues "that DM is a multifaceted concept" which includes three components organized in levels, from inclusive recruitment to the development of management policies:

1. Recruitment programmes/integrating minorities in the workforce;
2. Programmes aimed to increase cultural awareness and exposing the potential benefits of having different backgrounds and viewpoints;
3. Development and implementation of policy and programme instruments to manage diversity in daily practice.

According to Pitts (2007), the logical step for DM is to develop actions that can retain the benefits of diversity, while attempting to mitigate the negative impacts related to diversity.
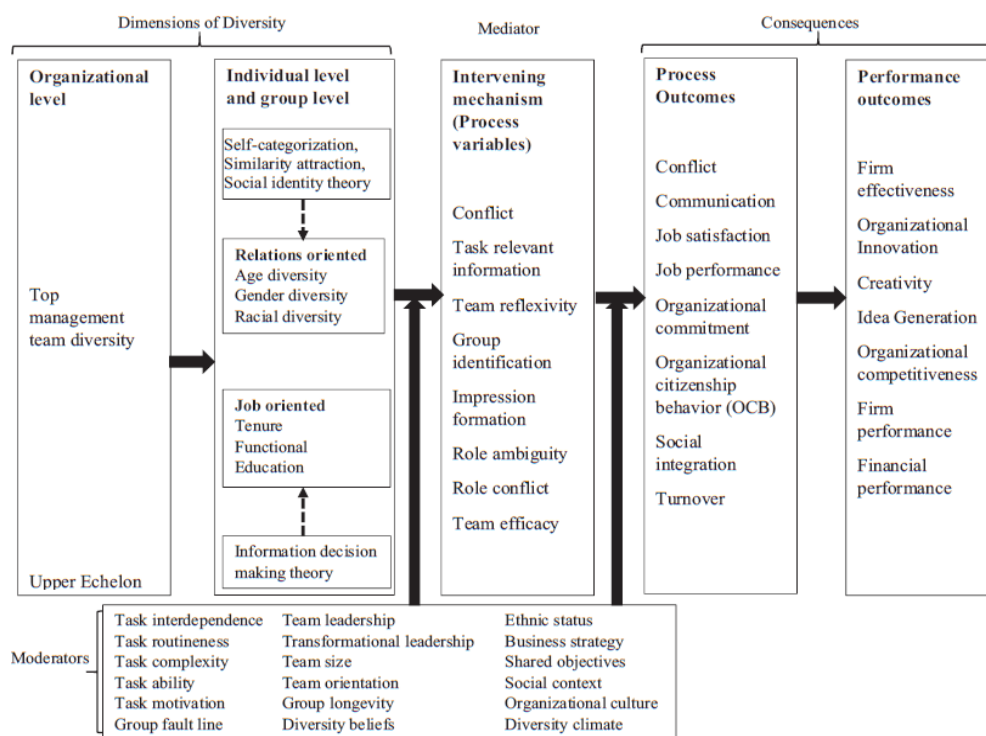
Figure 4 A DM model with diversity dimensions, mediators, moderators and outcomes *(Source: Yadav & Lenka, 2020).*

What to keep in mind when considering Diversity Management (DM):

As previously mentioned, one of the DM main purposes is to retain and promote the positive impacts of diversity in the organisation (Pitts, 2007). In this sense, it becomes important to understand what the expected outcomes of diversity are, as well as the main critics that have been done to DM.

Box 1. Expected potential benefits of considering diversity at the workplace (from Wrench, 2015):

- Allowing a larger pool of skills and talents of the workforce;
- Avoiding internal problems such as conflicts, misunderstandings, absenteeism, staff turnover and damage to staff development;
- Making products and services more attractive to a diverse population of costumers;
- Increasing creativity, innovation and problem solving through diverse teams;
- Stimulating more flexible working practices through the consideration of the needs of a diverse workforce;
- Avoiding the costs of racial discrimination, such as damage to the organization's image through adverse publicity and/or the financial penalties resulting from legal cases;

These potential benefits of diversity are usually related to what is called "the business case for Diversity"[1], used by organisations to identify the *"real value in the diversity and perspective that employees from a wide range of cultures can bring to a business organization"* (InterMed Project, 2020, p.10).

Box 2. Main aspects discussed as challenges on existing Diversity Management practices (from Wrench, 2015):

- **Organizations' perception that diversity brings benefits solely by existing in the workforce:** assumption that a diverse workforce automatically brings benefits such as increased productivity or creativity;
- **DM can mean many things:** it can represent many practices or policies developed and implemented by organisations, from the recognition of cultural differences at work, to setting of recruitment targets;
- **DM can dilute the ethnicity/gender focus:** by aggregating these policies with policies relating to too many other groups, which can make the sense of inclusion almost meaningless.

These challenges centre the need for active DM actions that can enhance the positive effects of diversity and can consider the diversity characteristics expression in the intervention context.

The modern standpoint of DM:

When looking at the evolution of DM practices over the decades, it seems that these accompanied the evolution of the notion of diversity, evolving from Affirmative Approaches, focused on recruitment and diversity numbers in the organization, to the management of diversity in the organization (Sabharwal et al., 2018). This positioning promotes a space for discussion and change of views, that moves from seeing DM beneficiaries as vulnerable subjects, towards recognizing their agency and their active role as co-creators of Diversity & Inclusion practices and solutions (Intercultural Cities, 2021).

Aligned with this perspective, literature points the need to move from an "one size fits all" solution when dealing with diversity characteristics, to an approach that focuses on the promotion of a culture of inclusion and acceptance of individual's difference – as, for example, it is important to understand that not all older workers in an organization are the same, and therefore designing strategies around homogenous groups will have limited impact (Nolan-Flecha, 2018). Similarly, there is also a consensus that DM needs to move from a passive (only valuing the existence of diversity) to an active (diversity management) approach (Sabharwal, 2014), as DM literature suggests that active management initiatives are crucial for diversity to be able to propose benefits for workers and organizations (Pitts, 2006).

---

[1] Although very used, the notion of business case for diversity (BCD) is also starting to be very criticized in literature. BCD focuses the potential outcomes of diversity for the organizations' production (through innovation, new ideas and creativity), having a strong vision that is focused on diversity mostly as an economic asset to the organization. Due to this, literature has been introducing the notion of the "fairness case" for diversity, that justifies diversity on moral grounds of fairness and equal opportunity on organizations (Georgeac & Rattan, 2022).

As DM is crucial for diversity outcomes, organizations must not forget their role of accountability in DM actions. This means that, besides focusing their DM actions on aspects such as training, communication and teamwork for the workforce, organizations must also consider the external social context they are inserted in, as well as their own organizational culture, and the influence exerted by these aspects on the rooted nature of equity problems faced by the diversity of their workers (Kersten, 2000, cited in Wrench, 2005).

A DM towards inclusion:

The modern standpoint of DM highlights a path towards creating a culture of inclusion through initiatives and mechanisms that recognize, accept and work to accommodate differences within the organization, allowing the positive outcomes of diversity (for both workers and organization as a whole) to emerge.

Indeed, to achieve the potential performance outcomes of well-managed diverse teams, organizations *"will need to move beyond a focus on diversity for its own sake, towards a focus on providing a safe, open and inclusive work environment that is underpinned by a sense of belonging for all employees."* (World Economic Forum (WEF), 2020, p.6)

The imperative to put inclusion at the centre of DM is also highlighted by the newer designations that are used to name the management of diversity and inclusion function, namely the D&I (Diversity & Inclusion), or Diversity, equity and inclusion (DEI); Inclusion and diversity (I&D); Diversity, inclusion and belonging (DI&B), meaning (Gartner Glossary, n/d):

"Diversity and inclusion (D&I) is a function of an organization or a subfunction within the HR function. The purpose of D&I functions is to ensure that the organization is comprised of diverse individuals (based on individual characteristics, values, beliefs, and backgrounds) and to foster a work environment in which all employees feel respected, accepted, supported and valued."

The positioning for aligning DM with inclusion is also supported by research on DM effects on organizations, which concludes that *"diversity management and inclusion are inherently related; they are two parts of a whole that must both be present to create a strong workforce."* (Sabharwal, 2014, see Figure 5 for a representation of this idea), while also underlining the need for organizations to take an active role in promoting inclusion on their DM actions, as *"while DM efforts are critical to the success of an organization, initiatives do not necessarily translate into an inclusive work environment"* (Groeneveld & Verbeek, 2012).
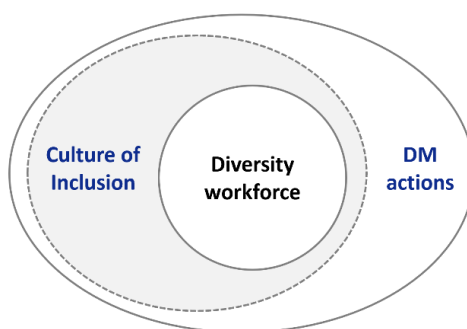
Figure 5 Relationship between the culture of inclusion, DM actions and the diversity workforce.

Beyond the alignment of DM with inclusion action at the organizational level to answer the needs of the workforce, the inclusion approach also supports the individual level of analysis when intervening for inclusion, that promotes a focus on the individual worker unique diversity at the workplace, as a way to promote an environment of inclusion for the workforce as a whole.

The inclusion approach of diversity management can then be defined as an approach that: *"Values the differences in individual employees and leverages diversity in creating a playing field that is not levelled but raised so that everyone feels supported and performs at his or her best. Different perspectives are heard, respected, understood, and integrated in the decision-making processes; differences in opinions and voices are further seen as legitimate avenues for problem-solving and improving organizational performance"* (Pless & Maak, 2004, cited in Sabharwal, 2014, p.201).

Through this definition we see that inclusion comprehends the level of diversity on individual workers, but similarly as previously discussed in the segment of this document about Diversity, the inclusion approach also comprehends diversity on a group level, considering the implications faced by individuals that are related to the groups they belong to.

As reflected by the European Commission (2017), the approach towards a more inclusive perspective *"acknowledges that inclusion has different meanings for different groups"* (p.5), which underlines the need to consider the situation and specific concerns of each group, for example:

**Box 3. Examples of inclusive needs and actions by different groups (from European Commission, 2017, p. 5):**

- **Women:** inclusion can mean having better access to management posts or not being confronted with stereotyping at work;
- **Workers with disabilities:** inclusion can mean taking into account different needs when providing for adapted reasonable accommodation;
- **LGBTQI+ workers:** inclusion can mean putting measures in place to help all workers feel comfortable and confident to be open about their identity and to fully participate in the social dimension of the workplace;
- **Older workers:** inclusion can mean having the same opportunity to work on interesting projects as younger workers, and being valued for their experience.

In this sense, we see that there is a strong call for policies to be shaped to consider the multitude of differences that diversity comprehends and becoming more about creating an organizational culture of inclusion and appreciation for individuals' differences, rather than focusing only on those differences, in well-intentioned, but often counterproductive ways (Nolan-Flecha, 2018).

Below is presented a scheme by Mor Barak (2017) for the practical steps proposed to work towards the creation of an inclusive workplace in the organization, that sets the whole process of intervention towards inclusion on the real work context (see Figure 6). The steps start the process of intervention with the analysis of the work context on terms of diversity and inclusion climate, followed by the development, testing and feedback impact of a strategic

plan, that comes back to the work context and the specific diversity and inclusion needs, which started the process.
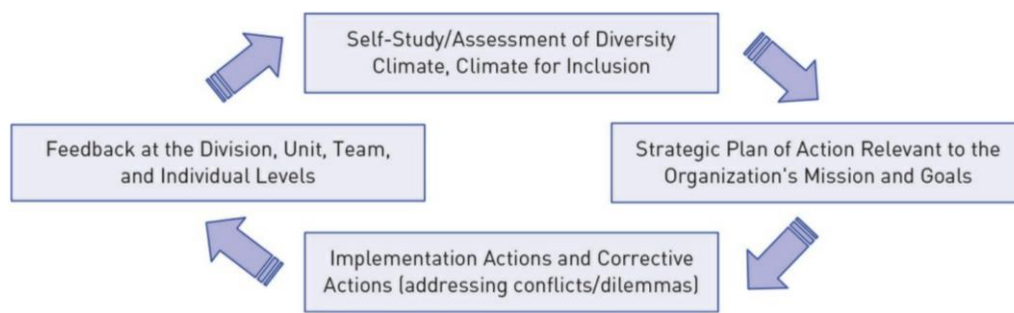

Figure 6 Practical steps to create an inclusive workplace *(source: Mor Barak, 2017).*

DM, Inclusion and the role of Leadership:

Several research has identified that one of the essential factors that contribute towards creating inclusive work environments is committed leadership that supports individual and cultural differences among workers (Sabharwal, 2014).

Similarly, several research on the topic of DM suggests the importance of leadership in the relationship between diversity, DM and their positive outcomes (Ashikali & Groeneveld, 2015), for example:

- **The presence of high levels of transformational leadership seem to enhance** individual contributions to maximize team diversity and team creativity (Shin et al. 2012, cited in Patrício & Franco, 2022);
- **Well-managed diverse teams by inclusive leaders** outperform well-managed homogenous teams over time (Phillips, 2014, cited in KFI, 2019, see Figure 7 for a graphic representation).
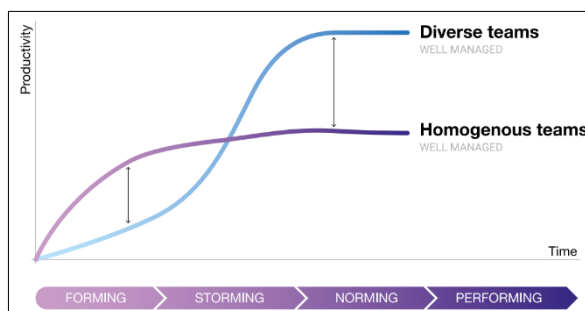
Figure 7 Impact of diversity on team performance
(source: WEF, 2020, based on Korn Ferry Institute, 2019).

From Leadership to Inclusive Leadership – skills to manage Diversity and Inclusion:

Regarding leaders' skills related to DM, literature suggests that leaders' needed skills range from promoting their own learning and development on the topics related to Diversity and Inclusion to being committed to developing an environment of equity, inclusion and tolerance among their teams (McCuiston et al., 2004, cited in Davis et al., 2016).

Inclusive leadership is a leadership style that is defined in diversity literature as: *"the ability to recognize and celebrate the uniqueness of the group or organizational members and, at the same time, promote their sense of belonging along the three inclusion dimensions of decision making, information networks and participation in groups and the organization as a whole."* (Mor Barak, 2005; Shore et al., 2011, cited in Mor Barak, 2017, p. 359).

Below we include two models found in literature that present skills managers can develop to promote Inclusive leadership styles in their work activity. See Figure 8 for a model that presents the evolution from a Transformational to an Inclusive Leadership approach, and Figure 9 for a model that summarizes the interrelated components and correspondent competencies for managers to develop their Inclusive Leadership.
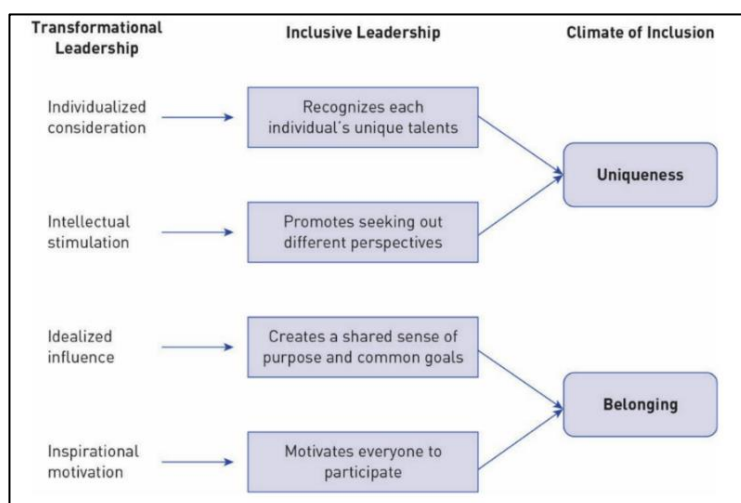
Figure 8 A conceptual path from Transformational Leadership to Inclusive Leadership and to a Climate of Inclusion *(source: Mor Barak, 2017, from Brimhall & Mor Barak, 2015; Mor Barak & Brimhall, 2015).*

OPEN AND AWARE.	ACTIVELY PROMOTES DIFFERENCE.	BUILDS A TRUSTING AND OPEN CULTURE.	INFLUENCES EFFECTIVELY.	OPTIMIZES ORGANIZATIONAL PERFORMACE.
• Self aware. • Develops self. • Values differences. • Global mindset.	• Attracts diverse talent. • Develops all talent. • Builds effective diverse teams.	• Courageous. • Manages conflict. • Collaborates. • Instills trust.	• Situationally adaptable. • Persuasive. • Balances stakeholders. • Organizationally savvy.	• Drives vision and purpose. • Drives results. • Cultivates innovation.

Figure 9 Model for Inclusive Leadership developed by the Korn Ferry Institute (2019).

Leaders and DM – what to consider:

Leaders are drivers for organizations to become more inclusive to their diverse workforce (Mor Barak, 2017). In this sense, leaders play a crucial role in the circular process of workplace inclusion, from the initial step of ensuring the representation of diversity to the focus on the proactive stage of DM strategies (Mor Barak, 2017).

With the role of leaders being central to DM, it becomes important to deepen the understanding on their perception and relationship with diversity and DM. Below we systematise some findings on this topic, a study by Davis and colleagues (2016) and a survey by PwC (2021).
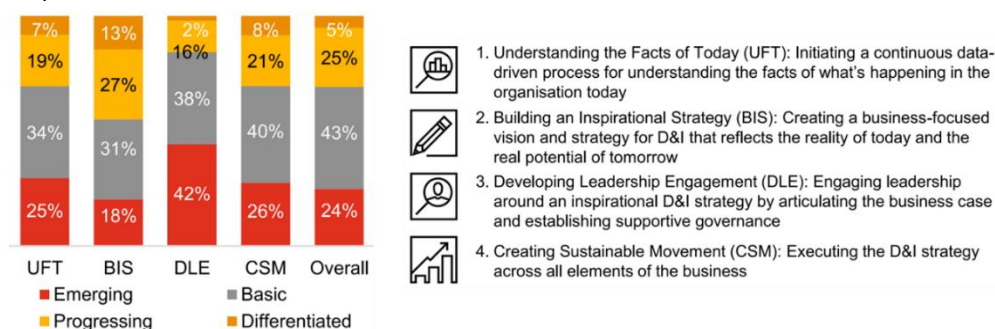

Box 4. A study regarding the perceptions of HR managers and general managers on DM has found that (from: Davis et al., 2016):

- Managers considered their own views on DM more positively than they considered their organization's approach to DM to be. However, although managers personal consideration of DM was positive, it was not strongly considered to be a central ideal or practice to them;
- Many managers could not say with certainty whether their organization had a DM strategy or DM policies;
- There was a significant general variation between HR managers and non-HR managers:
  - It was expected that HR managers would know more about DM than managers where DM was not directly associated with their role, however, results show that although HR managers were more aware of DM issues and more informed regarding documented benefits of DM, even they were not overwhelmingly enlightened;
  - A significant proportion of HR managers could not address the benefits of DM, agree that DM was important or even say with certainty what DM was about.

These findings underline the need to develop the managers understanding of DM and the need to make DM transversal and transparent among all organizations' managers and not seeing DM only as a concern for the HR departments.

Box 5. PwC Diversity & Inclusion Benchmarking Survey (2021) results:

The PwC Diversity & Inclusion Benchmarking Survey (2021) results regarding the surveyed orgnizations' Diversity and Inclusion programmes components and PwC's D&I maturity model, indicate that the dimension concerned with Developing Leadership Engagement (DLE) is the most emerging one (although not yet fully developed), compared with the other dimensions of the model. The PwC's model D&I maturity model also proposes an example of the dimensions an organization should focus to develop mature inclusive DM strategies (see Figure 10).

1. Understanding the Facts of Today (UFT): Initiating a continuous data-driven process for understanding the facts of what's happening in the organisation today

2. Building an Inspirational Strategy (BIS): Creating a business-focused vision and strategy for D&I that reflects the reality of today and the real potential of tomorrow

3. Developing Leadership Engagement (DLE): Engaging leadership around an inspirational D&I strategy by articulating the business case and establishing supportive governance

4. Creating Sustainable Movement (CSM): Executing the D&I strategy across all elements of the business

Figure 10 Degree of programme maturity and dimension description *(source: PwC, 2021).*

Concerning the accountability for DM results, as mentioned above, there is a need for organizations to be accountable for their role on promoting the inclusion of diversity (Kersten, 2000, cited in Wrench, 2005), PwC also points that tasking leaders with specific D&I goals is essential to attain results, but only 25% of organizations have adopted this practice.

DM initiatives - diversity training:

As previously discussed, DM can comprehend a set of different activities and actions (Wrench, 2015), among these activities, diversity training is one of the most widespread practices of DM initiatives (Köllen, 2021). As diversity training is aligned with the InPluServ objectives, it becomes relevant to understand diversity training, as it can be organized in different types and levels (see Table 2 and 3).

Diversity training can be organized in different types and levels:

Type	Description
Instructional methods (awareness-based training)	This form of training offers the learner the opportunity to raise awareness of key diversity issues and challenge existing assumptions. The primary objectives are to provide information about diversity in general, heighten awareness and sensitivity through uncovering hidden assumptions and biases, assess attitudes and values, correct myths and stereotypes, and foster individual and group sharing.
Experiential methods (skills-based training)	Learning by doing, this training approach is used to develop behavioural skills and physical abilities. The primary objective is to build new diversity-interaction skills, reinforce existing skills, and inventory skill-building methodologies.
Integration-based training	A combined training intervention that focuses both on skills development and awareness enhancement. This is an extensive set of training intervention with the scope to remove any existing resistance based on personal biases or prior experiences.
Mentoring for diversity	Mentoring for diversity is a comprehensive approach to help people from different backgrounds develop into a team and a community. The primary objective is to use this method aiming to establish a workplace that appreciates and embraces worker differences, spread knowledge, and create an effective organisational culture.
Diversity audits	It is a self-assessment process that enables organisation to assess current policies and procedures and examine whether equality and diversity is effectively practiced, and discrimination eliminated in the organisations. The primary aim is for the organisation to gather information about current thinking and practices, and then design effective training and learning interventions related to the self-assessment needs.

Table 2 Types of diversity training *(source: Nachmias et al., 2019).*

Level	Description
Individual level	• Harness positive attitudes to diversity • Promote an understanding of the effects of power and privilege • Educate workers about diversity • Develop and frame of self-identity • Help workers overcome diversity barriers
Group level	• Promote teamwork through inclusive activities • Foster respect and tolerance of difference • Review group values • Improve access and support • Re-examine recruitment, promotion and other practices
Organizational level	• Provide career mentoring and coaching programmes • Develop organisational policies towards diversity • Promote a positive diversity climate • Facilitate diversity workshops • Appoint diversity champions
Societal level	• Promote equality and social justice • Eliminate discrimination

- Encourage greater participation of diverse groups
- Foster positive relations amongst diverse groups
- Dissemination of good practice

Table 3 Diversity training priorities across levels *(source: McGuire & Bagher, 2010).*

Insights on diversity training:

The PwC (2021) results regarding the surveyed organizations' diversity training show that training on non-discrimination and regulatory compliance is the main focus of the training provided, followed by the focus on embracing differences in the workplace and overcoming unconscious bias, but there is still opportunity to expand training to foster inclusive behaviours and managing diverse workforces (see Figure 11).
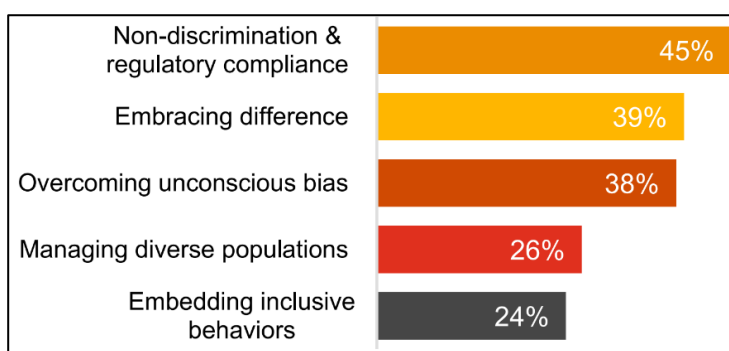
Figure 11 Training programmes focus *(source: PwC, 2021).*

Although diversity training is among the most used forms of diversity action by organizations, it has also been severely criticised in literature due to the potential it has for being counterproductive when not developed and carefully managed (Nachmias et al., 2019).

Box 5. The study "Why Diversity Programmes Fails" shows that (from: Dobbin & Kalev, 2016):

- Diversity training is the most used method for DM, but previous studies referenced by the authors identify that its positive effects rarely last beyond a few days;
- Mandatory diversity training for managers (which is the most used by organizations) can make them less sensitive to diversity, by affecting the representativeness among managers. On the other hand, on the same five-year span as mandatory training, voluntary training leads to better results by enhancing the diverse representativeness among managers;
- The adverse effects of diversity training can also be related to an approach based on 'threats' and 'negative incentives'. Which can make managers develop feelings of resentment towards the participation on the training programmes and the topic of diversity in focus.

To counter the potential negative effects of diversity training, Dobbin & Kalev (2016) present the following proposals to what organizations can do to foster managers' engagement on diversity training:
- Engage managers in solving the problem;
- Expose managers to people from different groups;
- Encourage managers social accountability for change.

By basing their training programmes on more positive efforts, organizations can promote managers' engagement, increase contact among different groups, and promote people's desire to look good to others (Dobbin & Kalev, 2016).

2.1. Exploring DM through inclusion, leadership, and diversity training – what to know?

- Diversity proposes, through bringing different perspectives and ways of thinking and experiences to the organization, a potential for innovation and creativity. However, these outcomes cannot be achieved without having active DM actions in place;

- DM consists of a set of different practices aimed to recruit, retain and develop with inclusion a diverse workforce;

- DM can comprehend different initiatives, from policies to mentoring programs or training programmes;

- DM aims to promote the positive outcomes of diversity while minimizing the potential negative outcomes that can arise. However, there is a modern stand point for DM actions that call for the crucial need to pair DM actions with inclusion approaches – which highlights the need for organizations to take accountability for their role and actions for diversity and inclusion, and also to understand diversity as a 'fairness case' and moral imperative and not just seeing diversity as an economic asset;

- The inclusion approach of DM is an approach aligned with the broad (but inclusive) vision of diversity, that promotes a culture of inclusion, is sensible and aware to the implications faced by certain diversity groups within the context, and also understands that individuals are different and have different needs. This approach changes the focus on diversity just being present in the context, towards a focus on the development of an inclusive work environment that provides safe conditions and a sese of belonging to the workforce;

- When developing DM actions, it is important to both consider the systemic problems faced by determined diversity groups, and also develop solutions that promote a climate of acceptance and inclusion, that is not solely focused on the differences between groups. This reveals that there is a need to focus on: (1) identifying and understanding the systemic implications that specific groups and individuals can face; and (2) develop a set of transversal competencies that allows to create an environment and culture of inclusion that understands, accepts, and includes all the diversity of workers (individual and group);

- As the diversity characteristics keep becoming more visible in the work contexts, it is important to have an understanding of the several dimensions and their implications, and not focus just the ones that are currently more visible in the work context, as this will probably keep shifting in the future;

- Leaders play a crucial role in promoting an inclusive culture for diversity, with several needed skills being highlighted in literature, which range from being a proactive learner about Diversity and Inclusion and committed to promote and inclusive work environment to their management responsibilities;

- Although having a crucial role for DM and inclusion, studies suggest that there is not a shared understanding of diversity and DM notion and outcomes among managers;

- Diversity training is among the most used forms of DM. It can have different training approaches (from more or less awareness based or skill based) and focus different levels (from individual to societal). Non-discrimination and regulatory compliance are the main focus of the training provided among global organizations.

- Although very used, diversity training is also very criticised, due to being less effective when used in mandatory formats and approaches based on 'threats' and negative consequences for managers. In this sense, literature points that effective diversity trainings are those that engage managers in working towards inclusion; expose managers to people from different groups; and encourage managers social accountability for change.

3. The relationship between diversity, DM, and conflicts – creating a path for diversity opportunities

As a concept that is concerned with differences between persons (Qin et al, 2014), diversity is often sought due to its **potential of innovation and creativity to the organizations' economic outcomes. However, diversity at the workplace can impose the potential to increase intra-group conflicts** (Figure 12), due to difficulties in communication, different perspectives, and discrimination attitudes that can occur in work teams (Ozgen, 2018, cited in OECD, 2020b).
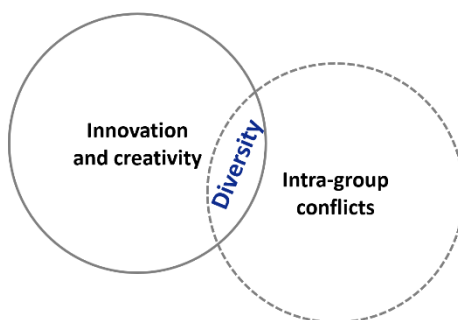

Figure 12 The potential duality of diversity at the workplace.

Diversity brings value to organizations and work teams, through the dissimilarity in work teams which brings a greater range of perspectives and other cognitive resources to the team (Roberson et al., 2017).

Focusing on the potential for conflicts that can be related to diversity at the workplace, there are two types of conflicts (Nolan-Flecha, 2018):

- **Task development conflict;**
- **Emotional conflict.**

The diversity conflict regarding task development is a type of conflict that can be related with the value of diversity, that is seen as beneficial to the teams as it brings new perspectives and ideas (Pelled et al., 1999). This is a conflict that is often based on representational gaps among workers, due to different interpretations of information and views of how a solution could be developed (Cronin & Weingart, 2007).

On the other hand, diversity at the workplace is often faced by adversities, where diversity dissimilarity among workers translates into stereotypes, prejudice, discrimination, oppression, and exclusion, which are the terms used to describe attitudes and behaviours that often affect the distribution of resources and privileges in society that are based on group membership (Mor Barak, 2017).

It is in this scope that individuals' biases about diversity characteristics can be related to conflicts, since biases or heuristics can be applied in decision-making, these attitudes and behaviours can negatively impact management decisions by reinforcing discrimination within organizations (Nolan-Flecha, 2018).

In this sense, these types of conflicts related to diversity should not be overlooked, because they can negatively impact team and workers relationships and organizational processes and lead to health and well-being constraints for workers.

Research focusing on this topic has found that:

- Women and ethnic minorities are the most excluded at work, and it is linked with higher job dissatisfaction and lower well-being (Mor Barak & Levin, 2002);
- Covering diversity characteristics at work negatively affects a person's sense of job satisfaction and diminishes their commitment to work (Yoshino & Smith, 2013, cited in in Nolan-Flecha, 2018);
- Diversity and the experience of social exclusion have influence on a variety of somatic outcomes, including anxiety, stress, distress, and pain responses (see Roberson et al., 2017).

Biases are at the root of conflict arising from diversity, which constitute a major barrier to behavioural and cultural change towards inclusion (Nolan-Flecha, 2018). Managers' and workers' attitudes and behaviour - specifically, prejudice (biased views) and discrimination (biased behaviours), either overt or covert, are at the core of the barriers for implementing inclusive policies at the workplace (Mor Barak, 2017).

Box 6. Some of the characteristics that can be at a risk of exclusion, preferential treatment or discrimination are the following (from: WEF, 2020):

- Age and generation;
- Gender and gender expression;
- Sexual orientation;
- Mental and physical abilities;
- Level of health;
- Personality traits and behaviours;
- Race, ethnicity and religion;
- Language and nationality;
- Location (such as rural and urban);
- Social origin and parental background;
- Income, education and socio-economic status;
- Appearance.

Biases seem to play a critical role in something that is called the diversity paradox faced by organizations, as identified by Bassett-Jones (2005, cited in Mor Barak, 2017), if organizations embrace diversity, they risk workplace conflicts and tensions, but if they avoid diversity, they risk losing diversity's potential for innovation, creativity, and productivity (Mor Barak, 2017). This paradox shows that to include the diversity of workers, organizations must prepare to deal with the negative impacts that are imposed on diversity by existing within the organization. To deal with the paradox implications, Mor Barak (2017) reflects that the solution lies in inclusive leadership – meaning that if an organization promotes inclusion, it can minimize conflicts and tensions among workers and teams.

The role of DM initiatives on diversity conflicts:

DM initiatives, such as diversity training, have been viewed in literature as essential to respond to the discrimination challenge faced by organizations (Nachmias et al., 2019).

But besides its use being widespread (Köllen, 2021) DM initiatives are highly criticized, being seen as imposing mainly short-term changes when focusing on a specific diversity characteristic (Nachmias et al., 2019); and for its potential to be counterproductive, as it can involuntarily end up enhancing the adverse effects of diversity at the workplace (Nolan-Flecha, 2018), as well as enhancing workers' bias even more (Dobbin & Kalev, 2016), by for example:

- **Addressing a person's bias as wrong without deconstructing these negative ideas about other groups** (Dobbin and Kalev, 2018);
- **Being too centred in only one diversity characteristic and its difference**, it can make that diversity characteristic to be seen as even more different among workers (Nolan-Flecha, 2018), as well as making them not recognise the initiatives as relevant and thinking these are benefiting specific groups over their group in the organization (Sabharwal, 2014);
- **Being too broad,** it will not be able to address systematic issues of discrimination and oppression faced by specific groups, which enables the perpetuation of discrimination behaviours towards these groups (see Mor Barak, 2017).

In this scope, Nachmias and colleagues (2019), have reviewed the literature and pointed out other potential barriers that can make diversity training ineffective.

Box 7. Potential barriers that can make diversity training ineffective (from: Nachmias et al., 2019):

- **Not considering the environment and trainees' personal characteristics,** as critical transfer factors of diversity knowledge obtained from the training initiative in the workplace;
- **Trainees' negative attitudes** such as prejudice and stereotyping;
- **Trainees' lack of involvement,** engagement, and not seeing the benefits of the diversity training;
- **Trainers' lack of understanding of the context of training;**
- **Management's unwillingness to embrace change;**
- **Lack of involvement from the organization** in terms of availability, resources, and open channels of communication.

After analysing the design aspects of diversity training that can involuntarily contribute to adverse diversity conflicts, it is important to look at the literature insights on what could be done for developing effective diversity training:

1. **Use of broader diversity initiatives:** although more complex to manage, if used to simultaneously focus on the oppression of minority and underrepresented groups, and consider the contributions of dominant group members (Hill, 2009), it may allow participants to understand the relevance of Diversity and Inclusion (Jones, 1999),

which in turn, may promote a broader discussion and responsibility for the implementation of diversity initiatives (Kapoor, 2011).

2. **Using an integrated approach in diversity training that mixes awareness-based training with experiential methods**: aimed to raise awareness and provide development through a participatory approach to Diversity and Inclusion at work (Nachmias et al., 2019).

Also, when implementing diversity training and other DM initiatives, it is important to reflect on the following considerations present in literature, regarding the potential for conflicts related to diversity:

1. **According to OECD (2020a):** "only around one in three people in the European Union would be supportive of concrete [diversity and inclusion] measures at their own workplace. This indicates that – aside from questions of effectiveness and feasibility – **policy-makers and employers have to anticipate and manage negative reactions towards diversity policies. A crucial step in addressing such concerns is to clearly communicate that diversity policies do not seek to favour certain groups over another**" (p.4).

2. **When developing diversity training activities**, it **should be kept in mind that diversity is a concept that deals with very personal issues and past experiences**, and participants may feel difficulty to discuss and address them in public settings (Lindsay, 1994, cited in McGuire & Bagher, 2010).

3. **When dealing with oppression and power issues in diversity training**, **it should be noted that these may lead the dominant groups to feel over-exposed and targeted,** which can be counterproductive and enhance tensions at the workplace (Lindsay, 1994; Hemphill & Haines, 1997, cited in McGuire & Bagher, 2010).

The potential for conflicts related to diversity, and because of Diversity Management, have relevance in the context of Public Administration, as literature on this context reveals its high propensity for conflicts.

Box 8. Results suggest that most conflicts in Public Administration workplaces (Rammata, 2019):

- Occur on a vertical level, between workers and managers;
- Mainly result from lack of team spirit and ineffective leadership;
- Have the lack of communication skills as the main reason for ineffective conflict resolution;
- Lead to negativity and unpleasant work climate, as the most identified consequence of conflicts.

3.1. The relationship between diversity, DM, and the potential for conflicts – what to know?

- Diversity is often sought due to its potential of innovation and creativity to the organizations' economic outcomes, however diversity at the workplace can also impose the potential to increase intra-group conflicts, due to difficulties in communication, different perspectives, and discrimination attitudes that can occur in work teams;

- Diversity can be associated with two types of conflicts. The conflicts regarding task development, which often lie in different perspectives and can promote innovation and creativity on the work teams (related with the value of diversity). And the emotional conflicts, that lie in assumptions, stereotypes and attitudes of discrimination directed to certain diversity characteristics; these conflicts must be target of intervention as they can impose physical and well-being consequences to individuals;

- The emotional conflicts are often based on assumptions and bias individuals held and these impose great barrier to promoting a culture of inclusion in the workplace. Diversity conflict management must focus skills and competencies to identify, deal and transform bias, mainly for managers as they held important positions with power in organizations;

- When dealing with diversity challenges, these should not be seen as being due to diversity (i.e. focusing the 'problem' on diversity), but as barriers that are imposed by the context to diversity;

- It is important to allow individuals' participation and contribution, without having the dissimilarity and difference between individuals be seen as a barrier (e.g. stereotypes and discrimination) for the person to participate with new perspectives and ideas;

- Diversity training is often used to deal with discrimination, however these programmes must be carefully designed as they are very prone to be counterproductive and can end up enhancing bias and discrimination attitudes in the workplace;

- To ensure training effectiveness, actions must, among other examples: use both awareness and skill development training formats, focus the context reality, promote trainees' involvement and engagement, and promote the exploration and reflection on the bias they may hold;

- Training should focus the conflicts associated with diversity (and that are barriers to inclusion) on the PA context, as research shows that these contexts have tendency for conflicts to occur related to the way work is organized. Which highlights the need to offer managers tools that allow them to analyse their work activity and identify the potential conflicts that may be occurring on their context;

- In terms of competencies that should be paired with the tools to understand the context, literature on PA managers' and conflicts also underlines the need for managers to develop a set of skills to manage the occurrence of conflicts, such as communication skills.

4. Defining Diversity and DM in the Public Administration (PA)

Why do diversity and DM matter in Public Administration (PA)?

PA is a central service in every country to maintain a continuous answer to the citizens' needs. In this sense, diversity in the PA context has become an urgent matter for two synergic reasons:

1. **Diverse users:** as society becomes more diverse, the PA has a social responsibility to understand the needs of different groups and deliver better public services that satisfy and answer the needs of the present diverse society (OECD, 2009).

2. **Diverse and growing PA workforce:** according to the Government at a Glance report from 2021 (OECD, 2021a), between 2007 and 2019, general government employment grew in 23 OECD countries. This growing workforce **has specific diversity characteristics,** for example:

   - **Age (see Figure 13):** on average, workers aged 55 and over in OECD central governments increased only slightly (2015-2020). However, **there are large discrepancies**, for example, in **Spain**, **government workers aged 55 and over increased from 35% to 46%,** and in **Greece** it **increased from 27% to 37%**. **Italy** remains the **country with the largest share of older workers (48%).**

   - **Gender (see Figure 15):** on 2019, **women made up a larger share of public sector workers in OECD countries** (58%) than of total employment (45%), but, **on the other hand, women held only 37% of public sector senior management positions**.
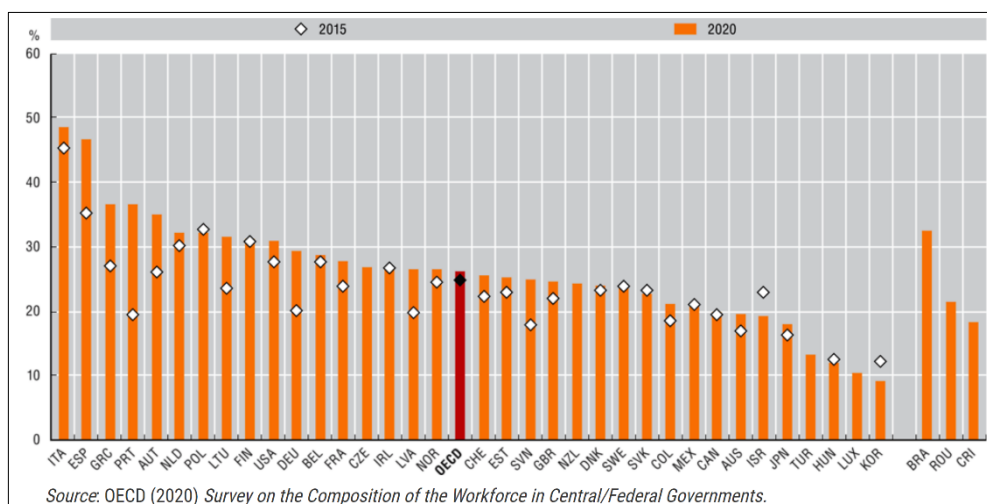
Source: OECD (2020) *Survey on the Composition of the Workforce in Central/Federal Governments.*

Figure 13 Percentage of central government employees aged 55 or older, 2015 and 2020 *(source: OECDa, 2021).*
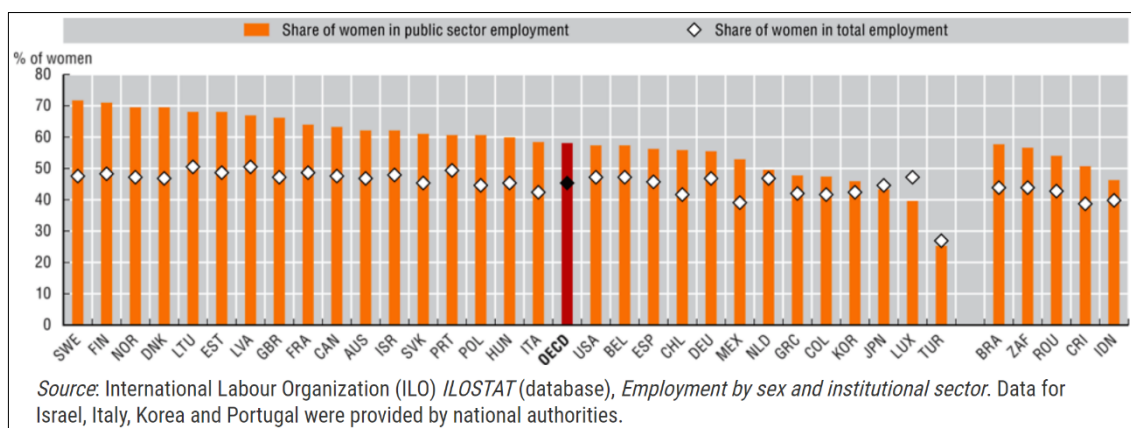
Figure 14 Gender equality in public sector employment and in total employment, 2019 *(source: OECDa, 2021).*

In the scope of these reasons, PA has:

"Economic as well as ethical reasons to promote equal opportunities. The lack of diversity and inclusion in public workforces and government institutions can hamper the ability of public policies and services to respond to the needs of society, and most notably those of disadvantaged or minority groups" (OECD, 2020a). **Indeed, diversity and the action for DM has been an emerging priority since the last decade in both OECD countries and OECD itself.**

Box 9. Diversity benefits and challenges recognized by OECD (from: OECD, 2009):

- Diversity **may help to achieve political and social government objectives** such as social mobility, equity, and quality in service delivery;
- the efficiency gains of diversity in the public service as one of the **main expected benefits for an increase in innovation;**
- If the **civil service is to be efficient and effective in delivering public services** to a socially, ethnically, culturally and economically diverse society in a personalised way, **it needs**, among other things, **to reflect society**. And for that purpose, a diverse workforce must be seen as an added value;
- Considering the **ageing of the PA workforce**, PA will see **many workers retire over a short period of time**, in this sense, the **public service must be an attractive employer** by providing each and every worker the opportunity to develop regardless of their gender, disability, ethnic origin, age, and educational and social background.

While OECD itself identifies diversity an inclusion on the *Recommendation of the Council on OECD Legal Instruments Public Service Leadership and Capability* (OECD, 2019, (p. 6 and 7), describing the first recommendation as:

- *Ensuring an inclusive and safe public service that reflects the diversity of the society it represents, in particular through:*
  a) *Publicly committing to an inclusive, and respectful working environment open to all members of society possessing the necessary skills;*
  b) *Developing measures of diversity, inclusion and well-being, and conducting measurement and benchmarking at regular intervals to monitor progress, detect and remove barriers, and design interventions;*

c) *Taking active steps to ensure that organizational and people management processes as well as working conditions, support diversity and inclusion.*

Box 10. With the COVID-19 pandemic, the role of diversity and the need for inclusion in the PA context became even more evident than ever (from: OECD, 2021b):

Related to its mission, PA's role was crucial during the pandemic. The uncertainty brought by this context, highlights the need for PA organizations to further on be able to deal with uncertain contexts related to fast-changing global circumstances.

In this scope, the need for increased diversity across the public service workforce is highlighted as a key aspect for PA to prepare for the future:

- Promote demographic diversity, so that the public service reflects the society it serves;
- Added skill sets, professional backgrounds, experience, and ways of thinking and solving complex problems, that diversity brings.

To ensure this, PA must provide a fulfilling public service for the strategic future. A public service that understands worker experience, uses data to drive management decisions and leadership to generate fulfilling work experiences in inclusive environments; improves job design to increase autonomy and sense of achievement; and designs employment policies that enable individualised support of workers.

Working towards diversity and inclusion – DM policies and actions in PA:

The majority of countries has diversity legislation or policies in place (OECD, 2020), that are whether stand-alone or as part of a broader public sector or economic strategy, where the common targets include women, people with disabilities, older workers, members of the LGBTQI+ community and visible minorities (OECD & EUPAN, 2015, cited in Nolan-Flecha, 2018).

In the scope of fostering diversity at the PA workplace, several OECD countries have recognized that promoting environments that integrate the diversity of workers' characteristics has the potential to foster work innovation in the public service (Nolan-Flecha, 2018), while at the same time it also allows to act on conflicts based on attitudes of discrimination and social exclusion towards diversity (OECD, 2009), which, as previously seen, are often present in diverse work contexts (Ozgen, 2018, cited by OECD, 2020b).

Indeed, PA in OECD countries seem to be relatively advanced in establishing comprehensive diversity strategies that comprise the different phases of diversity management (OECD, 2020b).

According to OECD (2020b), most countries have gone beyond anti-discrimination legislation (that commonly includes sex/gender and gender identity, sexual orientation, age, race, ethnic origin; or other characteristics such as political or trade union activity, criminal history, family or marital status, physical appearance, type of contract or place of domicile – as it is implemented by Portugal and The Netherlands) and implemented additional strategies, supported on the positioning that anti-discrimination policy alone cannot remove structural obstacles for disadvantaged groups.

The most common actions implemented seem to be the definition of quotas and targets for employment, for example: in 2020, targets were used by 24 of 33 OECD countries (73%) to

![Co-funded by the European Union]

Funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union or the European Education and Culture Executive Agency (EACEA). Neither the European Union nor EACEA can be held responsible for them.

48

employ people with disabilities (vs. 37% in 2016); and focusing on gender, 14 of 33 of OECD countries (42%) used targets for gender balance (vs. 29% in 2016) (OECD, 2021a).

The use of quotas and targets for employment and non-discrimination legislation seem to be the core of the actions developed, but these present a crucial ground for the development of DM initiatives on different levels (such as the ones presented below), as active interventions depend on a solid legal foundation of equal opportunities and protection from discrimination (OECD, 2021b).

Box 11. Examples of other types of initiatives, beyond quotas and targets for employment and non-discrimination legislation (from: OECD, 2021b):

- 20 OECD countries have specific initiatives to develop organizational culture and raise awareness about diversity and inclusion within their administrations;
- 19 countries use specific outreach and communication strategies targeted to underrepresented groups;
- 10 countries use special internship programmes, and 9 countries have dedicated coaching and mentorship programmes to improve public service diversity and inclusion.

Working towards Diversity and Inclusion – literature insights and considerations for what needs to be done in PA:

Despite the policies above, many public services have not been meeting their diversity targets, as well as in closing pay gaps in the same positions between men and women (Nolan-Flecha, 2018).

In this sense, Nolan-Flecha (2018) identifies that the possible barriers for the advances in diversity and inclusion results in PA are: (1) the lack of funds in the institutions to promote these actions, since in situations of economic crisis, diversity and inclusion seem to be the topics that are seen as least priorities; and (2) in the organization's culture, and attitudes and perceptions held by workers, that for being deeply engrained and even subconscious, seem to be the most complex challenge to tackle and may even cause conflicts during the intervention.

In the face of these potential barriers, the Nolan-Flecha (2018) proposes that DM initiatives in PA should tackle the following factors that are missing to prevent the staling of diversity policies and actions in PA and to ensure they promote equality and anti-discrimination (see Table 4, adapted from: Nolan-Flecha, 2018, p.17):

Factor	Description
Diversity and Inclusion (D&I) strategies are often seen as "window dressing" and fail to address workers' and employers' deeply engrained views and assumptions	Changes in organizational culture cannot be achieved without seeking to modify attitudes and behaviours at all levels of the organization. This can be an extremely challenging undertaking as many unconscious (and conscious) biases can often work against well-intentioned Diversity & Inclusion initiatives. Policy interventions based on findings from behavioural sciences have aimed to responsibly "nudge" inclusive views and behaviours in public sector organizations.
Inclusive leadership competencies may be lacking across all levels of the organization	The role of leaders in bringing about a culture of inclusion is key. Anyone from senior officials to team leaders should display inclusive leadership skills aimed at making workers feel accepted, respected and enabled to contribute at their full potential. Managing potential conflicts arising from growing diversity and inclusion is also a necessary skill of inclusive leaders. Ensuring leaders receive training and development opportunities on inclusive competencies, integrating inclusive leadership skills in existing competency frameworks, and rewarding inclusive leaders through performance evaluations are still emerging policies in the public sector. The quality and communications around the training, however, must be careful crafted to ensure it is not seen as a remedial measure that discourages managers.
Public sector organizations may not be fully leveraging data and evidence to inform and monitor their D&I initiatives	D&I strategies require ongoing monitoring and assessment to inform their design and ensure implementation and maximise impact. Countries have various resources at their disposal including administrative data, data from workers surveys, or specific analytical tools (i.e. "inclusion indices, diversity trackers, etc.") to support benchmarking or examine particular groups or processes in greater detail.
Countries may fail to establish the adequate governance mechanisms for more effective and accountable D&I policies	To be successful, D&I strategies must be supported by effective governance mechanisms that serve to promote coherence across agencies while respecting the individual inclusion needs of individual organizations. Governance mechanisms that balance a top-down with bottom-up approach help ensure accountability for results while also ensuring that the workers' concerns are continuously reflected in policies. The availability of complaints systems for workers are important to report harassment and/or discrimination, however those with the option for mediation with managers have been shown to be the most effective.

Table 4 Factors related to the design and implementation of the D&I strategies that can limit the actions impact *(adapted from: Nolan-Flecha, 2018, p.17).*

In the same lens of analysis over DM in the PA context, Pitts (2007) proposes the following recommendations for the success of DM programmes (Table 5):

Recommendation	Description
The more resources devoted to diversity management programmes, the more likely they are to be fully implemented	Managers need to have time and be able to manage the diversity programmes with their other responsibilities, otherwise they might not recognize the propose of the programme. If managers are to be expected to participate in a new management function – managing diversity – then they should be given time and resources in order to make that effort useful. If they feel that diversity management is just one more function to add to an already exhaustive list, then they will be less likely to take advantage of the programme or implement it fully.
There should be a causal theory in place that makes an obvious link between the components of the programme and the goals it seeks to achieve	The programme should make sense to everyone and all should identify with the goals. The initiative should be framed in terms of organizational benefit, not individual benefit, and communicate to workers the logic behind the points of the diversity programme. To be most effective, those responsible for creating the DM programme should become familiar with the relevant research on diversity, as it is not adequate to simply reflect upon their own experience in the workplace and assume that what worked for them will work for others.
Communication related to the programme should be clear, consistent, frequently repeated, and articulated from credible sources	If the programme is not clearly and consistently communicated, then workers are likely to believe it is simply rhetoric designed to fulfil some legalistic affirmative action requirement. As such, they will not take the programme seriously, and it will not be fully implemented throughout the organization. The communication should come from a credible actor, not someone who is perceived to have race or gender as "an agenda." To prevent white male backlash, the messages should be clearly supported by key executives. While DM programmes are typically housed as a HR function, if they are characterized as such in messages sent to workers, then the organization will think of the diversity initiative as "just another HR thing" that requires minimal attention. Diversity initiatives should come from the top of the organization in order to be perceived as credible and worthwhile.
While the programme should be	It is vital that DM programmes be articulated strongly from the highest possible

implemented from the top down, support should be garnered from all levels of the organization during the formulation stage	level in the organization. Workers must understand that the diversity programme is legitimate and not something that can be tossed aside. Diversity is a touchy issue, and organizations must be careful not to formulate a programme without consulting from stakeholders at all levels of the organization. Workers will be more likely to participate in a programme if they feel like they have some ownership of it, and so managers must be involved in the process from the beginning. This could take the form of a task force appointed by a key executive, or stakeholder interviews conducted by a third party who would present summary recommendations for how the programme should run. With diversity, organizations must be careful to get the views and suggestions of all types of workers, not just those that key executives think might benefit most from diversity management.

Table 5 Recommendations for the success of DM programmes *(adapted from: Pitts, 2007).*

DM actions in PA – literature findings:

Literature on diversity and DM in PA (Pitts et al., 2010) **has found that:**

- PA organizations that recognise the diversity of their population (in terms of users and workers) are more likely to implement diversity programmes focused on recruitment and retention strategies;
- Organizations in uncertain environments (which could be related to what was previously discussed about the Post Covid context), are more likely to implement broad diversity initiatives, that are not narrowly tailored to a specific topic.

In regard of DM and its effects, empiric studies have found that:

- **DM is positively related to job satisfaction and perceptions of work group performance**, showing additional benefit to POC workers when strong diversity management is in place (Pitts, 2009);
- **DM has a positive effect on perceived organizational performance** (in terms of incorporating diversity into the mission statement of an organization; having mentoring and work/life balance programs; work-life balance policies), but this effect doubles when DM initiatives are supported by commitment from top leadership that is dedicated to fostering inclusion and that can support the workers' participation in the decision-making process (Sabharwal, 2014; Jin et al., 2017);
- **As workforce diversity increases, inclusive leadership practices positively influence organizational justice, contrary to only using policies to promote heterogenous groups which decreases the perception of organizational justice** (Hoang et al., 2022);
- **Although DM and inclusive leadership both have positive effects for minority and nonminority groups, DM impact is weaker for minority than it is for nonminority**, and inclusive leadership impact is stronger for minority than for nonminority workers (Jin et al., 2017);
- **DM has a positive effect on the inclusiveness of the organizational culture and in turn on workers' affective commitment, with transformational leadership being an important mediator between DM and its outcomes** (Ashikali & Groeneveld, 2015).

Managers as a driving force for DM in PA:

Looking at the empiric findings above on DM at the PA context (Pitts, 2009; Sabharwal, 2014; Ashikali & Groeneveld, 2015; Jin et al., 2017; Hoang et al., 2022), leadership plays a critical role to ensure the effectiveness and promotion of inclusion through DM practices (see Figure 15). In this sense, it can be concluded that:

- **To create a productive workforce,** policies and structural changes are not sufficient, **leaders must foster an environment that promotes inclusion and empowers individuals** (Sabharwal, 2014);
- **To develop a strong culture of inclusion leaders must practice inclusive leadership, from being sensitive to the needs of each worker to recognizing their performance in meaningful way**, regardless of their social, cultural, and/or physical backgrounds (Jin et al., 2017);
- **Inclusive leadership practices create a sense of belonging and appreciation of individual uniqueness in the workplace** (Hoang, et al., 2022);
- It is **important that PA managers recognize their leadership style and how this shapes the organizational culture** (Ashikali & Groeneveld, 2015);
- **As the process of creating an inclusive environment can bring conflicts to the surface, managers and leaders should understand that** encouraging **an inclusive working environment is the way to minimize conflicts among different groups and to promote equitable practices** (Hoang et al., 2022).
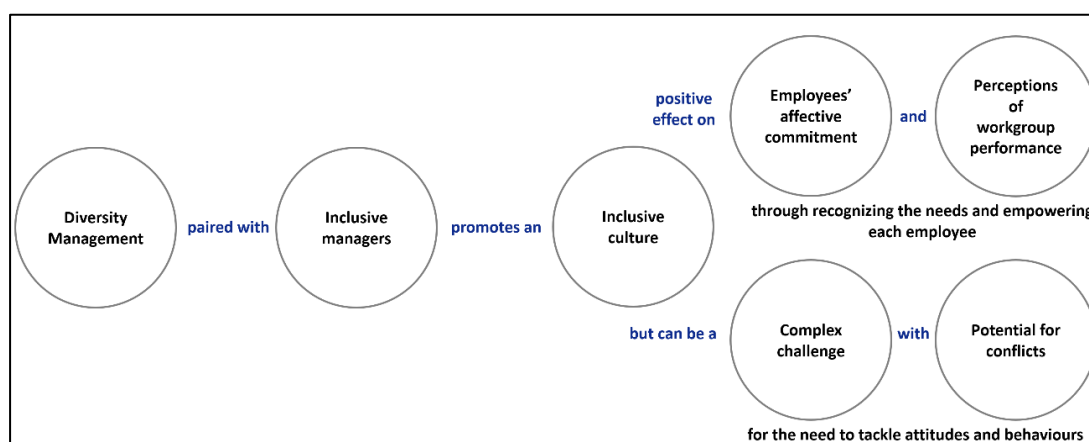
Figure 15 The relationship between DM, Inclusion and the role of managers.

Managers as a driving force for DM in PA – managers' role and reality:

In the scope of preparing for the strategic agenda for the future of PA through the inclusion of diversity, the role of managers is highlighted as a driving force to manage diversity and inclusion, through a set of skills that are necessary:

*"Engaging a diversity of employees also requires leaders and managers who are not just hierarchical superiors but also coaches enabling change. Effective coaching is based on the establishment of expectations, continuous support and accountability. **Such an evolution in the role of managers** in the public sector **might require training and the development of new skillsets to recognise the unique strengths of each employee and how to support them to***

achieve objectives, contribute to the success of the team, and develop. This is an intrinsic part of diversity management and of developing a learning culture" (OECD, 2021b).

Indeed, creating an environment of inclusion for diversity has been identified as a key leadership capability for Public Service leaders (Gerson, 2020), **as presented on figure 16:**
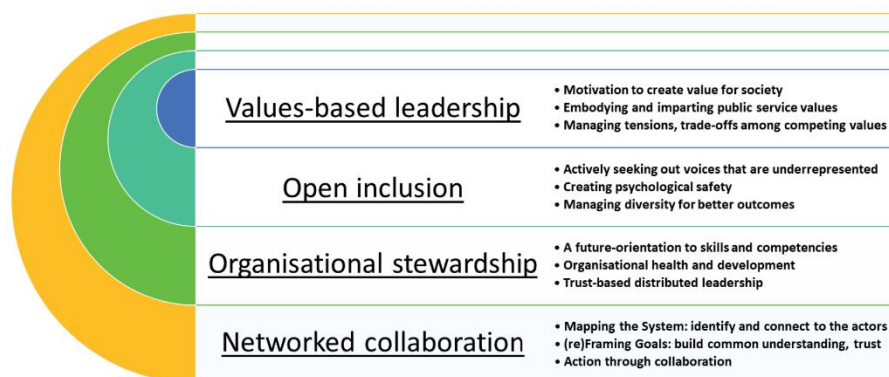
Figure 16 Four key leadership capabilities for public service leaders *(from: Gerson, 2020).*

However, there is a diversity gap in PA leaders:

1. **In terms of competencies:** although identified as an essential capability, much still needs to be done in this area, as the competencies to manage diversity and inclusion are still among the least included on public service leaders' competency frameworks (OECD, 2021b, Figure 17):
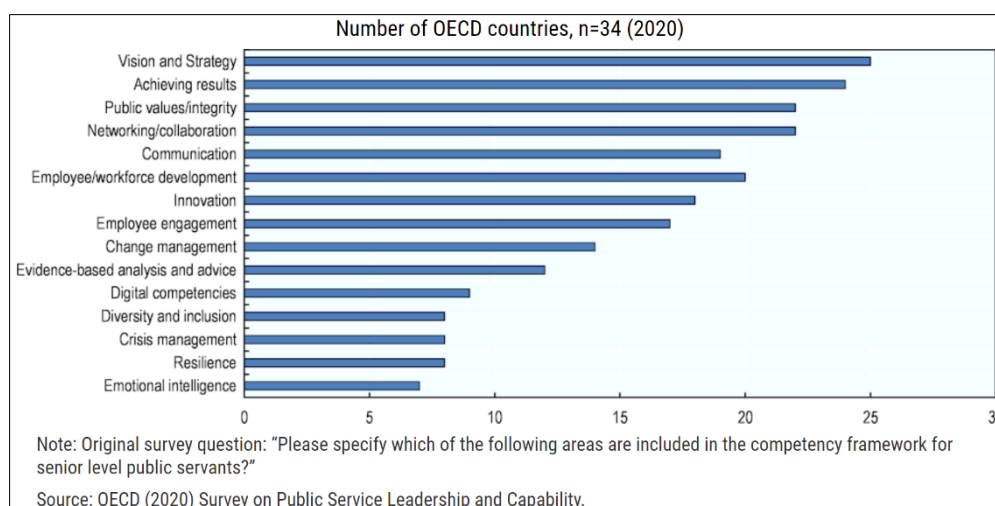
Figure 17 Areas included in the competency framework for senior level public servants (from: OECD, 2021b).

2. **And on diversity itself:** as women are underrepresented in almost all senior management (37% in OECD countries (OECD, 2021a)) and other groups are often not tracked (OECD, 2021b).

In this sense, there is a need for PA leadership to be a promoter of diversity and inclusion in PA, and also be itself inclusive of diversity:

The new knowledge and perspectives that diversity can bring are an indication that *"…board diversity is more than a 'numbers game', but that the context and gender stereotypes matter, for example whether women or minorities on boards have a de facto equal standing when it comes to decision making. If they do not, and are there as a token gesture or simply to comply, perhaps reluctantly, with legislation, then their presence on a board is likely to have little impact"* (OECD, 2020b).

This underlines the need for diversity to be paired with inclusion, as aspects that can work to help overcoming stereotypes and prejudice, and that can contribute to the active inclusion of diversity, as the promotion of a way to bring new knowledge and perspectives with real impact to the managers boards.

Main conclusions of the literature review:

To conclude the literature review chapter of this report, we present a figure (Figure 18) with a schematic systematization, that highlights in a brief way the main relationships that can be established between the main segments of the literature review.

The scheme starting point is Diversity Management in the workplace, which is presented as arising from the need that is brough by more diverse societies and workforces, and which in turn, is important for Public Administration, for PA's role as an employer of wide and diverse workforces throughout different countries. The scheme presents the positive and negative outcomes that should be expected when working DM at the PA level. From these potential outcomes, the leaders are highlighted as having a crucial role to promote inclusion at the workplace (while although there is a need to consider the formal diversity gap that is present in the PA managers' skills to manage diversity), which in turn, inclusion is identified as something crucial that must be present for the effectiveness of DM practices.
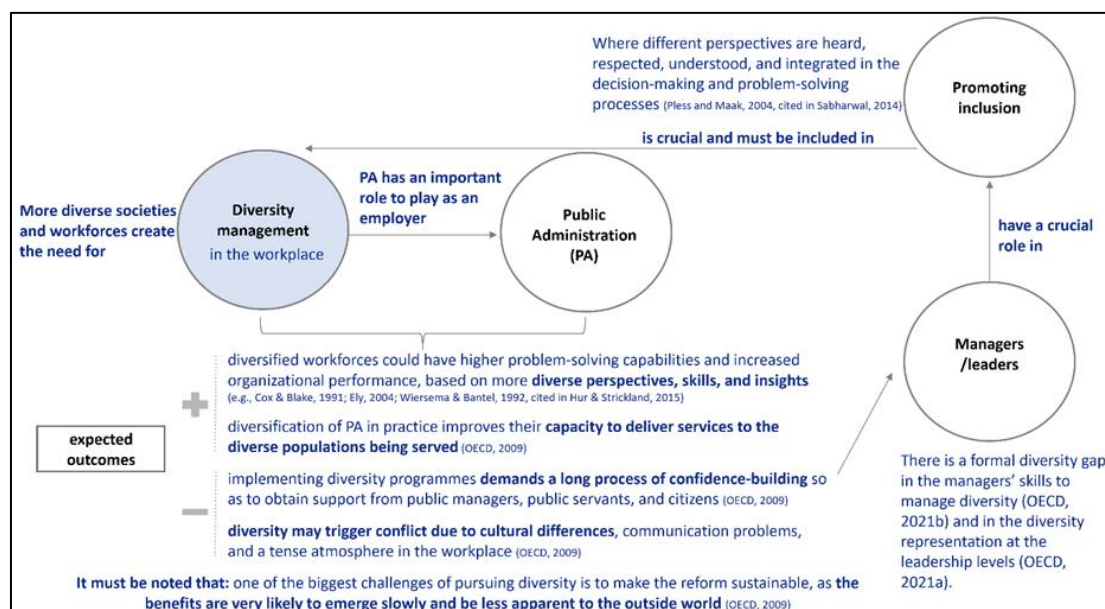
Figure 18 Illustrative scheme of the main dimensions reviewed and relationships established from the literature.

4.1. Diversity and DM in the PA and the reality of PA managers – what to know?

- DM and inclusion are dimensions that matter for the PA as this is a context that deals with a high diversity of users (and must provide effective services to answer their specific needs), but that also has specific diversity characteristics within its workforce;

- PA has economic as well as ethical reasons (both centred in the service of a diverse public user population, but also the diversity characteristics of the PA workforce) to promote inclusion, and due to these reasons the majority of OECD countries have made Diversity and Inclusion a priority (as equal opportunities, as a resource, and as inclusiveness), and have diversity legislation or policies for their PA – most are focused on targets and quotas for employment and non-discrimination, while others (a growing number) have a more intervention based approach that includes activities from awareness of the public to mentoring opportunities;

- The lines of action developed by OECD countries show the promotion of Diversity and Inclusion as a potential for beneficial outcomes to the organization, but also focus the moral case that must be associated with the diversity and inclusion actions. Promoting diversity and inclusion brings positive economic/production outcomes, but is also a duty of PA organizations for their workers and society;

- However, much still needs to be done for Diversity and Inclusion at PA, as there are still diversity gaps mainly on management positions. These seem to be related, among other factors, to the culture and the bias held by managers and workers that make the hardest barriers for diversity and inclusion;

- In the context of PA, among other key factors, changes in organizational culture for inclusion cannot be achieved without developing strategies to modify attitudes and behaviours throughout all levels of the organization;

- To ensure an effective development of DM actions at the PA context, communication should be clear, consistent and articulated from credible sources; and all levels of the organization should be involved during the development of DM actions;

- DM actions in the PA context that are aligned with inclusion, have been shown to have positive effects on the promotion of an inclusive organizational culture, as well as on workers' affective commitment, their performance and productivity;

- Managers can be seen as a driving force for inclusive DM in the PA, as research shows that managers have a crucial role for the positive outcomes of inclusive DM in the PA context;

- Creating an environment of inclusion for diversity has been recently identified as a key leadership capability for Public Service leaders;

- In terms of PA managers' competencies, much still needs to be done, as the competencies to manage diversity and inclusion are still among the least included on public service leaders' competency frameworks;

- To promote an organizational culture for inclusion, there is a need to promote the development of leaders' inclusive leadership skills to develop environment where workers feel accepted, respected and enabled while performing their work; and also to manage potential conflicts arising from growing diversity in the workforce;

- There is a need for PA leadership to be a promoter of diversity and inclusion in PA, and also be itself inclusive of diversity;
- Diversity must be paired with inclusion actions, so it can contribute to: the overcoming of stereotypes and prejudice at the workplace, and to promotion of an active inclusion of diversity (without being just a representative token), as a way to contribute to bring new knowledge and perspectives that can have real impact to the organization.

VII. Benchmark analysis – European and nationwide initiatives

This benchmark analysis is divided in two parts: first we present an overview of some European level projects that have been or are currently being conducted with focus or relation with the theme of diversity and inclusion; then, on the second part we present an overview of diversity related initiatives at national level, regarding the contexts of the project partners involved. This segment of the report intends to present a summary of the key aspects that are highlighted by the initiatives that were found.

Below we present the number of initiatives found according to each context (Table 6). Initiatives were researched online and analysed by each project partner (focusing their own national context), by identifying the name, target public, aim/goal, and description (e.g. format, duration, contents, etc) of each initiative on an Excel file used to gather the inputs collected.

Context	Type and number of initiatives
Europe	- Training programmes: 9 - Other resources: 8 - Awareness sessions/activities: 1
Portugal	- Training programmes: 19 - Other resources: 4 - Awareness sessions/activities: 4 - Public Policies: 4
Italy	- Training programmes: 3 - Other resources: 1 - Awareness sessions/activities: 1
Cyprus	- Training programmes: 5 - Awareness sessions/activities: 2
Spain	- Training programmes: 8 - Awareness sessions/activities: 1

Table 6 Activities found via the benchmark on the different contexts.

1. European initiatives

When analysing some of the existing initiatives for diversity and inclusion at European level, these show that diversity has been a recent topic of interest European wide.

Interestingly, these show that there have been, or are currently under development, some projects focused on the topic of diversity and inclusion that present distinct components of one another.

For example, in Finland in specific, a tool to conduct organizational assessments of Diversity and Inclusion has been developed (by FIBS, funded by the European Commission), and so has an e-learning training offer specific for PA. The Finnish Ministry of Employment and the Economy in partnership with eOppiva, have developed a short (1 hour) training session called "Diverse working life - information and tools for public administration", that is open-source (however only available in Finnish) and focuses topics such as: prejudices (how they vary across groups and measures to tackle discrimination); the benefits of a diverse organization; and tools in a diverse work community.

Among these we find some projects that have/had the goal to develop training offers for diversity and inclusion, such as the "Divers@s e Ativ@s" (Diverse and Active: Promotion of Diversity and Non-Discrimination in the Professional Scope) project that is being conducted by Portuguese Association for Diversity and Inclusion (APPDI), in partnership with the European Anti-Poverty Network (EAPN-Portugal), the Intercultural Club European and the Likestillinggsenteret KUN – Center for Equality and Diversity; or the Diversity @ Work project (funded by the European Comission), that was promoted by the AKF Portugal, the Estonian Centre for Human Rights and Equality Startegies (Ireland), together with partners from other 7 European countries (Slovenia, Slovakia, Czech Republic, Poland, Romenia, Croatia and Spain) and APPDI - Portuguese Association for Diversity and Inclusion.

Both these projects offer training tools:

- **Diverse and Active:** offers an open-source guide for trainers to conduct short training modules (2 hours max) focused on topics such as the definition of diversity and related notions, and unconscious bias and their relationship with discrimination and stereotypes;
- **Diversity @ Work:** offers a 90 minute training (that can be extended to 180 minutes with discussion activities), that is made available upon request to be conducted with groups of trainees, that aims to share the values associated with the European Diversity Charters, promote the understanding of the basic concepts of diversity, inclusion, stereotypes, prejudice, unconscious bias, micro-messages and the discrimination chain, and promote the development of diversity and inclusion policies and practices in organizations.

Among the initiatives found, the Intercultural Cities Programme offers stand out, as this programme supported by the Council of Europe offers a set of documents and resources for PA (specifically cities and Municipalities) on topics and guidelines related to diversity (e.g. the employment and inclusion of immigrants); has developed an Index for cities to evaluate their levels of inclusion; and offers online training programmes. The Intercultural Cities Programme offers four short training courses, that are constituted by modules that present a short video and some text information, followed by quiz style questions. The courses are: "Online course on the antirumours methodology"; "Inclusive communication and alternative narratives"; "Preventing the potential discriminatory effects of the use of artificial intelligence in local services"; and "The intercultural city step-by-step". However, most of the trainings are exclusive for member cities and not open-sourced.

Analysing these training offers, we see that most are composed by very short modules and among the contents provided, information on discrimination, prejudice and stereotypes and tools to overcome these bias and behaviours are the most focused training component.

Comparing with the InPluServ project, the InPluServ contrasts with these projects by aiming to provide an extensive digital offer of training, available in several different languages, that can be completed by trainees at their own pace without needing a trainer facilitator to be present, while especially considering the adaptation to the PA context and the provision of a skill set tailored for PA managers.

2. Nationwide initiatives

This segment does not intend to provide a detailed description of the reality of initiatives developed in each country in relation to PA or Diversity, as it would be challenging to map all the public and private initiatives that exist and can be accessed by PA managers in each country.

Portuguese context:

Among the initiatives explored in the Portuguese context, the existing digital or e-learning training offers stand out, in contrast with training courses exclusive in presential format, which seem to be fewer and more transversal (e.g. present modules related with diversity, which are inserted in longer courses (around 290 hours) for PA managers). Nine in the 19 training courses analysed correspond to e-learning training offers specific for PA managers and/or their workers, that are mainly developed by national institutions responsible for the training of PA and the Commission for gender equality. Adding to these, we found two training offers related to Diversity and Inclusion, that are developed by Social Institutions (these are directed for every interested organization).

In terms of duration and format, through the analysis of the training courses' descriptions available online, we identified that the trainings (3 trainings) in full e-learning format range from 3 to 6 hours and are open-source. The trainings conducted via face-to-face digital platforms with a trainer (7 trainings) have a duration ranging from 4 to 58 hours and are available defined periods during the year.

About the content, trainings specific on diversity are mainly focused on gender equality related topics (9 trainings), with very few being focused on other topics, for example, social diversity or skills for interculturality (one training of each). There are also other training offers (the other 8 trainings) for PA managers and workers that have some brief topics on/or close to diversity and inclusion, such as a training called "From Preventing to Reporting Harassment at Work" developed by the one of the Institutions certified to develop and offer trainings specific to the PA managers and workforce, where there is a subject focused on equality and non-discrimination.

Although there seems to exist a development in course of training initiatives in Portugal for the PA managers and workers, most training offers are focused on gender equality, and the e-learning trainings available do not pass the 6 hours of training, while the longer training curriculums are only conducted on digital synchronous formats and not available in open-source formats.

Considering the public policies found, Portugal has specific Laws that establish quotas for the employment of persons with disabilities and representation of women in PA positions. Considering the tables of competencies for the PA managers that are defined by the Portuguese Government (which include the set of competencies needed by managers to perform their work responsibilities), these do not openly include competencies related to diversity and inclusion in the management of teams, which can imply that there are no guidelines to formally include the development of these competencies for PA managers in their training curriculum in Portugal, in a transversal and mandatory way available for all levels of PA managers.

It was also analysed a Good Practices Guide that was elaborated by APPDI - Portuguese Association for Diversity and Inclusion (the Portuguese Manager of the Diversity Charter), which shows that most Private organizations tend to focus on the development of initiatives (awareness activities and training sessions) aimed at their workforce, while the few Public organizations that are present on the Guide (14 of 56 entities) tend to present initiatives developed for the public/external users of the public service and not for their workforce. In this sense, when considering the initiatives developed by Public organizations (with focus on Municipalities) it is possible to identify that these initiatives seem to be more scarce than the actions implemented by Private organizations, and when developed, these seem to tend to focus on the public users.

Italian context:

The initiatives found identify that the National Social Security Institution (PA), has been developing practical training activities (two trainings) with a focus on identifying diversity, promoting inclusion and contact with diverse groups, and the development of skills through these contact moments. Having developed one training focused on age diversity, by promoting the contact with older and younger workers; and another initiative focused on promoting the contact with blind workers and their reality. The National Social Security Institution (PA) has also been promoting series of webinars focused on promoting inclusive approaches (one series of webinars called "4 Weeks 4 Inclusion"). A training initiative of reference in this context, is the training programme offered by Private organization Gruppo Mondadori to their workers, that is organised in four half day workshops and focuses on enhancing diversity in the workplace with a focus on female leadership; promoting an inclusive culture in the company; and uses improvisation theatre techniques and talks as a practical learning methodology.

Among the other resources that can be used for PA managers and workers found, there is the Sodalitas D&I Self Assessment online tool for organizations for the Diversity Charter Organizations to use. This tool consists of a checklist that compares the scores with some of the most significant best practices, obtaining a rating that highlights the degree of maturity and the benchmark with the market. The website of this tool also offers a set of useful information and documents on diversity and inclusion.

The initiatives here identified bring a very practical position on diversity trainings, that focus dimensions of diversity that are different than those most commonly focused (such as gender equality), while also bringing more practical learning methodologies.

Cypriot context:

The training initiatives in this context, based on the trainings found during the benchmark, tend to present offers that are developed for general and HR managers, that can both be enrolled by managers from Private and Public organizations (all five trainings found, where two are developed by the national Diversity Charter). The training programmes offered range from short online training sessions, around 1 hour and 30 minutes (one synchronous training) to 9 hour trainings (four trainings, one face-to-face and three with formats not specified). Trainings focused on a mixture of: key theorical and practical information on DM and inclusion (one training), such as challenges of diverse groups (two trainings); effective management of diverse teams and development of an action plan for DM (one training); and development of

policies to address harassment and discrimination in the workplace (one training). Specifically, one of the 9 hour training (divided in workshops), is focused on the experiences, perspectives and challenges that women in managerial positions, gay, lesbian and bisexual persons face at work in Cyprus, and aimed to provide the development of knowledge, motivation and skills of senior decision-makers across different sectors to manage these groups. There is also one training programme with a bigger duration (7 hours) on conflict management at the workplace (e.g. sources of conflict, competencies for communication and conflict resolution), however, it does not seem to include topics on, or be directed to diversity and inclusion at the workplace.

Considering other types of activities there have also been conducted awareness sessions (two initiatives found) on diversity at the workplace, focused on sharing project results on how diversity differences should be approached with inclusion and not as a problem (one session); while also considering more practical sessions aimed to support local businesses move towards a more inclusive culture (one session).

Both the training programs and the awareness sessions developed in this context highlight a focus on key information on DM and inclusion aimed to promote advances towards inclusion in the workplace of organizations. The longer training offers (four trainings) seem to be directed to the promotion of knowledge and reflection about the experiences faced by certain diversity groups; while also combining these more theoretical components of information with more practical components aimed to the development of actions to manage diversity and inclusion at the workplace.

Spanish context:

On the trainings that were found in this context specific for the PA managers and their workers (five trainings, which are mainly developed by the Public Administration School-Government of Catalonia), or that can be completed by PA workers along with Private workers and managers (two trainings), there seems to be a focus (on five of the seven trainings related to diversity) on the offer of an integrated set of modules that are structured to propose a gradual learning – from theoretical components to the more practical action ones, on several diversity management related topics. There is also one training specific for PA managers, focused on knowledge, strategies and skills for conflict prevention, management and resolution – however, it does not seem to include diversity related topics.

Considering the format of the training programs that have this information available (five out of the eight trainings identified), it is possible to identify an equilibrium on the offers between e-learning and face-to-face formats, there are: two e-learning and open-acess trainings (with 20 to 30 hours); two face-to-face (with 16 to 20 hours); and one b-learning (with a total of 12 hours, where four are digital).

Considering the main focus of the trainings found, there are: two trainings on equal opportunities and violence prevention based on gender or sexual identity in PA; two with a transversal approach to DM (approaching different diversity dimensions); one on DM related to Public Policy; one on managing family diversity; and one on religious diversity.

Focusing the way the learning components are organized on the trainings that propose an integrated offer between informational and practical development components (five trainings), it seems that the components are divided on: learning modules on the concept of diversity (analysing different diversity dimensions, such as cultural, gender, religious,

generational, functional, the intersectional perspective), on the impacts diversity can have for the provision of public services, and the understanding of inequality and discrimination; which are combined with practical development modules directed sharing tools and resources to implement diversity management policies at any level within PA (two trainings), providing specific examples of actions that have been successful in managing diversity (two trainings), and skill development moments based on specific situations related to diversity (two trainings, e.g. proper ways to communicate and relate to different perspectives). The two trainings that do not present an integrated offer on their modules, seem to be more focused on the concept of diversity and the existing Public Policies for different diversity dimensions.

These initiatives provide insights and examples of structured training curriculums highly focused on DM, combining modules more oriented to the diversity concept and notions, with more practical oriented modules that consider the reality of the PA service and the way it can be related with diversity impacts.

Possible relationships between national contexts:

The analysis of the benchmark findings in the four national contexts and at the European level was based on: the target participants, format, duration, and content of 44 training programmes.

It was understood that diversity and inclusion has been a topic of interest on training initiatives, both for the PA context and the Private/initiatives open to all the managers interested and workers interested, on both European and national level initiatives. However, it seems that there is not an aligned setting of training offer for PA managers and workers and other initiatives related to diversity and inclusion among the partner countries and European initiatives.

Considering the target participants of the training programmes, there are countries with specific offers for PA managers on diversity and inclusion (such as Spain and Portugal), but the majority of training provided on Italy and Cyprus seems to be aimed at both Private and Public setting managers and workers.

Focusing on the format, trainings in e-learning asynchronous format on diversity and inclusion related topics are present in the contexts analysed (on two of the four countries analysed), ranging from 3 to 30 hour long trainings, that are digitally set and can be completed by managers and workers anytime and on their own pace. However, most online trainings offered (a majority of the existing offer on three of the four national contexts) are set on synchronous formats, following specific agendas that must be attended by trainees to complete the training, being very similar to presential formats of training and not being always available for trainees to participate at any time. On the other hand, some trainings stand out (such as on the Italian context), for offering very practical face-to-face activities, focused on meeting and getting to understand the reality of diverse groups – which are initiatives identified in literature as having positive effects for diversity trainings effectiveness among managers.

Considering the type of contents included in the training modules, these also vary between national contexts. The most common format seems to be the use of short modules with key information on one topic such as: "diversity/diversity dimensions", "discrimination", "inclusion and practical tips" and "examples for DM", aimed to give awareness and sensibilize managers

for the topics. On the other hand, the longer training programmes seem to have a more structured offer that includes informational modules and practical development activities usually organized in a gradual away of detail (in contrast to the short modules that focus only one topic), which can be divided on modules such as: "the focus of notions/concepts", presentation of legislation specific on diversity and inclusion (some of them), "understanding of the challenges of diverse groups at the workplace"; and more practical initiatives focused on the obtention of tools and resources to implement diversity management policies and interventions. Some trainings (such as on the Spanish context) offer modules that consider the reality of the PA service during the training, focusing the way it can be related with diversity impacts at the workplace and for the work performed by PA managers.

Some countries also offer trainings on conflict management, focusing on the understanding of conflict and on the development of skills to deal and help develop solutions at the workplace – however, diversity does not seem to be a direct topic in these training programmes, but some of the modules present in these conflict management trainings are also offered on diversity and inclusion trainings, such as content on ways of communicating, and on how to understand and relate to different perspectives held by other individuals that are different from our own.

Focusing on the diversity and inclusion topics that are included on the existing training offers, it seems that gender (on equality, discrimination, and existing policies modules) is the most focused topic in some contexts (such as Portugal), while also being present in training offers throughout the contexts analysed. The shorter duration trainings (e.g. 3 to 8 hours long) either present a general approach to several diversity characteristics, or are seen to tend to focus on one specific dimension, such as gender, age, disability, sexual orientations, cultural and social diversity. Paired with the focus on specific diversity characteristics, there are often used approaches that promote contact with the reality and perspectives of diverse groups, aimed to cultivate a better perception of others' reality and issues faced, by the participating managers and workers (such as the examples seen on Italy and Cyprus). Discrimination, prejudice, and stereotypes – which, as seen in the literature review, present a form of negative conflict that can be imposed to diversity in the workplace – are also among the most focused topics on the training programmes offered, which focus their identification and/or competencies to understand one's own unconscious bias and competencies to deal with them.

The analysed initiatives offer InPluServ an insight into what has been done in terms of diversity and inclusion, and the different (and most common) modules developed for the existing training actions, allowing to understand what needs to be focused and which competencies and contents could be included in the modules to be developed within the project. For instance: 1) include modules that offer different contents related to the theme of diversity and inclusion, that can be organised in a 'ascending' order such as: going from the notions of diversity and diversity characteristics, DM, Inclusion and the role of PA for and in diversity and inclusion; to the focus on diversity related conflicts (both positive and negative), allowing the managers to explore their own unconscious bias and how these impact the culture and team dynamics. 2) develop competencies to deal with diversity challenges and opportunities at the team level by the manager, and to promote a culture of inclusion on PA. Going from the focus on concepts and notions as a starting point, to a focus on their own role as managers for diversity and inclusion, and reflection on their own perceptions and their

impact, to a more practical component of development of a set of tools and skills to promote inclusion and to deal with the opportunities and challenges faced by diversity. 3) consider the development of an integrated training programme that offers a common base of modules (which offer both theoretical information, tools and the development of skills adapted to the context of the manager) for all countries, that is adapted to the specific context and need of PA managers, that can improve the diversity and inclusion training offer among European countries, allowing the development of a shared set of tools, skills and competencies among European PA managers, and can be used by managers to answer the specific needs they face on each of their own contexts. The adaptation of skills and provision of tools to apply to the context becomes extremely important, as we see on diversity literature that diversity expression is very different from context to context, so there is a need to have tools that can be flexible to each context. 4) develop an extensive e-learning training on diversity and inclusion for this public that allows PA managers to complete the training on their own pace and so allow them to reflect on the topics of diversity and inclusion; but, most importantly, that includes moments that allow the managers to be able to explore and experiment, over an extended period of time, the tools learned and the skills developed on the training, directly on their context – and so oppose the potential for less information retention and effectiveness that is seen in literature as a consequence of the diversity and inclusion short term training programmes (that are also usually not centred on the context and work activity in focus).

VIII. Auscultation

This segment of the report presents the results of the global auscultation conducted by each of the project partners within their national context. The auscultation's purpose was to contact with key stakeholders for the project in the PA context, understand the reality of their context and work activity in terms of diversity and inclusion, map a competencies' profile for managers and the respective needs identified by the interlocutors to manage diversity and inclusion on their daily work activity.

Results by theme

Here we present the results of the global auscultation gathered by theme and respective key points (Table 7) to be considered in the next steps of the project. These results comprehend both inputs based on a reflection of the data and contact with the participants and descriptive results on considerations presented by the participants (such as the identification of diversity characteristics in their context, the skills necessary to manage diversity and inclusion, and learning modules).

Theme	Key points
Contextualizing diversity	**Diversity within PA:**
	• Critic diversity characteristics expression ranges variably across the different countries, but also within the different departments on each country's PA;
	• Age (focus on older workers but also having a recent wave of new younger workers in the PA) and gender (focus mostly on the presence of female workers, which are the most represented gender in PA, although there are areas that are very male dominated) are among the diversity characteristics identified as most critical among the majority of countries. The other group of critic diversity characteristics identified is related to different nationalities and ethnicities (e.g. Netherlands);
	• Looking at the contexts' specifications, it seems that the diversity characteristics identified as critical in the contexts are related with the PA structure within each country. For example, in Portugal and Italy the high presence of older workers can be related to the low turnover that happens in the PA, while the low presence of older workers in the Netherlands can be related with the high turnover in this PA. At the same time, the low presence of different nationalities in the Portuguese PA is related with the need for workers to have a Portuguese formal qualification in order to work on PA;
	• There seems to be some other diversity characteristics that are identified as critical in different contexts, for example: mental well-being (Spain and Portugal); different formal qualifications (Portugal and Italy, on level and area of the degree); and less visible diversity characteristics (e.g. LGBTQI+) that are mostly seen as 'taboo' and in need to be openly approached (Cyprus);
	• Managerial levels of the PAs are seen as very diverse in some countries (presence of more female managers (e.g. Portugal and Spain) and more ethnic groups (e.g. Netherlands)) than the more operational levels, while in other countries there is a different perception (e.g. Spain, where diversity seems broader in operational levels);
	• Among the other identified characteristics, overall interlocutors identify in the PA workforce: physical disabilities; different socio-economic backgrounds; different races and ethnicities; LGBTQI+; different work experiences;
	• Some interlocutors identify that there are other characteristics that probably exist but that they don't know for sure, either by being less visible and/or by being approached as taboo, which doesn't make them a topic visible in the context (such as gender identity and sexual orientation);
	• Considering the use of diversity terms to identify the diversity on the context, it seemed

that there are different levels of understanding of the correct designation of some diversity characteristics among the managers that participated in the auscultation (e.g. managers from social departments had a clearer knowledge of the designations to use, while managers from other departments not user- or social-related, although being aware of the diversity on their context, had some difficulties in using the correct designations to identify that diversity). This highlights the need to promote the development of notions and different designations of diversity characteristics among the managers;

- It seems that some contexts more aware of diversity, identified diversity as going beyond the main visible characteristic and being usually associated with other less visible characteristics. It is about dealing with a group of characteristics and not only one (conjunction of diversity characteristics);

- However, although some interlocutors addressed that diversity encompasses aspects that are less visible, few made the connection between diversity characteristics, and approached diversity as singular not interrelated aspects, which highlights the need to focus on a conjunction lens to understand the complexity of diverse publics and their needs and implications faced;

- There are diversity characteristics that are considered more critical in the present moment on the contexts analysed, but it was also identified a perception of diversity as something that is in constant evolution in the context (e.g. mental illnesses or well-being is more considered and actively fought to be treated with inclusion in some contexts right now than it was in previous years). That is, there is the perception that there are diversity characteristics that do not exist yet in the organization, but can appear at any moment and become critical and in need for intervention not considered before;

Users of Public services Diversity:
- Users of public services and vulnerable groups are seen as a lot more diverse than the PA workforce, since they reflect the cities the PA is located in;

- Among the most identified characteristics are: dealing with different socio-economic backgrounds (from less vulnerable to more vulnerable groups), different ethnic minorities, immigrants (language and culture), persons with physical or mental disabilities, and the older population. Immigrants have become a topic in dealing with the public user in recent years, due to an increased mobility and number of refugees;

PA policies for diversity and inclusion:
- The overall perception is that formal policies that exist are needed, but not doing enough (without concrete and active actions) by themselves for diversity and inclusion. In the contexts analysed, these formal policies seem to be more or less complemented with initiatives and actions developed at the organization level that aim to promote better inclusion of diversity, specially at the recruitment and onboarding levels;

- While the first levels of the employee lifecycle seem to be covered, there seems that initiatives that provide support for the inclusion of diversity through the worker development in the organization seem to be fewer in number and not transversal to the contexts analysed. In this sense, interlocutors highlight the need to promote more inclusive actions, since, for example, some countries seem to be facing rigid and paternalizing cultures towards diversity. These findings highlight the need to address how the organizational culture treats diversity (and how it impacts the diversity outcomes) and how managers can work to promote inclusive actions;

- Comparing with the actions developed for the inclusion of diverse users in the cities by PA, it seems that overall, the user-oriented policies and actions promoted are more sensible and up to date with the diversity shifts and current needs faced by users, than the actions promoted internally for diversity and inclusion on PA, which seem to be on different levels and scopes of development among the contexts analysed. And while the diversity of users is often seen as a reflection of the cities' citizens (the 'normal'), some interlocutors highlighted that some of the diversity policies in place on PA, tend to approach diversity as something 'other' that is outside the idea of 'normal', which can backfire the inclusion initiatives (diversity stops at the integration phase without having a concrete inclusion on the context);

Positive outcomes of diversity	**Diversity as a potential for learning and innovation for PA and managers:** • Diversity is an expression of different talents, brings new knowledge and experience to the work performed, allowing innovation and different approaches to work tasks; • Provides learning content and different approaches to solutions, allowing team members to learn with each other through different perspectives and experiences; • Provides the ability to relate to the reality and needs of diverse PA users, allowing the services provided to be effective to a diverse population of public users; **Diversity as a potential for inclusion awareness (both internal and external to PA):** • Diversity, when managed with inclusion, is seen as promoting stronger relations between team members, such as promoting the teams to develop more adaptative and flexible behaviours and attitudes towards including diversity (e.g. providing reasonable accommodations), and being more open to communication about differences and diversity among team colleagues; • Inclusion of diversity and different perspectives as a way to bring awareness and respect for diversity on the teams (e.g. dealing with diverse colleagues makes the team more sensible and aware of diversity and inclusion; as well as dealing with workers that promote inclusion behaviours allow the rest of the team to develop these behaviours); • Integrating diversity with inclusion on the teams as a way to promote visibility of diversity on the contexts and the 'normalization' of diversity, allowing the existence of diversity to be seen as the 'normal' and not as something that is outside of the idea of 'normal' in the PA context; • Including diversity on the teams promotes more aware-based and inclusive recruitments that are sensible to diversity benefits on the selection processes; • Diversity inclusion is seen as an ethical worry of PA in two levels. First, the majority of interlocutors made very clear that PA has the ethical need and duty to represent and include the diversity of the population in its workforce. On a second level, interlocutors identified that PA has the ethical role of providing inclusion and work accommodated with dignity for the most vulnerable groups, and in turn promote empowerment and autonomy in their lives. **Considerations on the potential positive outcomes of diversity:** • Overall, the positive aspects of diversity were valued by interlocutors of the different contexts. However, it seems that the potential outcomes of diversity are more recognized on contexts where there are organizational actions developed, or the managers themselves promote support of the inclusion of diverse individuals on the teams. This consideration highlights the need to promote awareness on diversity potential outcomes and active inclusion behaviors by the managers to manage diversity;
Challenges of (and for) diversity	**Reflection from the auscultation:** • When considering the potential adverse outcomes related with diversity, all interlocutors recognized that diversity on itself brings more challenging situations (with impact on the management) than conflicts; **Challenges of diversity:** • Dealing with the diversity of perspectives, experiences and realities that diversity brings, how to attend to these differences with inclusion, and 'keeping the balance in the unbalance', seems to be one of the biggest challenges identified in PA; • Dealing with the impression of dissimilarity that diversity brings (mainly on the more visible characteristics). Although considered a challenge, some managers highlighted that by contacting daily with the dissimilarity of diversity, it stopped to be seen as a potential 'threat' to the context and accepted as the normal (reflecting that it was never a real threat, but they thought so when first dealing with diversity by not being familiar with it); • Dealing with the previously unseen needs that diversity characteristics may bring to the context. Such as transforming work conditions and accommodating workers needs related to diversity characteristics that did not yet exist in the organization, and are new situations for the managers, on which they have no knowledge on how to proceed;

Challenges for diversity:

- Social inclusion of diversity in the cultural context of the organization seems to be among the biggest challenges identified. It can be related to having an organizational culture that does not see diversity as the 'normal' on the organization (can be related with the policies impact on the work context), and/or that views diversity as a limitation;

- Managers having difficulty on promoting inclusion on large teams and having to keep constant monitoring of the inclusion of individuals, to ensure they are being included. This highlights the need for interventions that can promote diversity and inclusion empowerment and accountability of different managers, from the higher levels to the lower levels in the organization;

- Diversity being seen in the organization and on the management levels as something that only matters to the social areas of PA and that is not transversal to all departments, independent of their area of focus;

- Actions for diversity and inclusion considering only the most visible diversity characteristics on the context and not being aware of other diversity characteristics (often related with intersectionality), whose individuals can be facing constraints that aren't considered due to their fewer numbers in the organization;

Conflicts on diversity:

- Specifically, in terms of conflicts, the most related are due to differences on personality and not because of the diversity characteristics on themselves. It is noted that managers should be attentive to separate conflicts that are due to personality differences from conflicts that are directly related with diversity characteristics;

- There are some conflicts related with diversity that seem very hard to manage, interlocutors on different countries expressed having dealt with some situations where diverse persons claimed to be victims of wrongdoings because of their characteristics (both internal and external to the PA), in situations that were not related with discriminatory attitudes;

- When related with diversity, conflicts seem resulting from the challenges described above. There are some indications of conflicts that are related with not having knowledge and understanding of the other perspective and reality, based on the dissimilarity of diversity characteristics;

- Conflicts seem to be also related with stereotypes, preconceptions and prejudice that one has towards diversity, and can impose discriminatory attitudes to happen;

- Based on examples shared by the interlocutors, these conflicts seem to be more prone to happen on situations of: age diversity (mainly between older and younger workers and related to different experience, competencies (work related or from different backgrounds), and different formal education level); different educational backgrounds (between level, area of study and different departments); gender (usually related with the less represented gender in specific activities); nationality (discrimination based on different nationalities); not allowing work autonomy for persons with physical disabilities; and mental well-being (not supporting co-workers and seeing them as getting advantages at work (which are in fact accommodations for their situation));

Competencies for diversity management and inclusion	- Interlocutors reflected that, as managers are closer to the workers, and also have power to act upon the context, they have a critical role in the way that they recognize, value and include the diversity of workers on the teams they manage; - Crucial skills for diversity management and inclusion (used and recognized as needed), can be divided on three interrelated levels, in a sense that managers need to first develop the two first levels (focus on themselves and in the relationship with others) to be able to develop skills on a third level (context and action oriented). There is a need to first empower managers through the development of skills to manage diversity and inclusion, so then they can set the example and empower the workers to do the same; **First level – focus on the managers' intrapersonal competencies:** - Understand different diversity notions, dimensions and their implications (different perspectives, realities and competencies, the conjunction of diversity characteristics);

- Be tolerant and empathic of needs arising from diversity;

- Be acceptant and open to diversity, which is related with being adaptive to the dissimilarity and change that diversity brings (deal with their internal resistance to change), be resilient;

- Be adaptative to the uncertainty of diversity, in terms of coming with new and flexible solutions not considered before, to new and challenging situations;

- Understand discrimination processes, the stereotypes and prejudice they have, and how one's stereotypes and preconcepts can negatively impact the promotion of inclusion;

- Be flexible and comfortable on the decisions made (to ensure that inclusion is reached);

Second level – focus on the managers' interpersonal competencies:
- Use active listening and be open to understand the others' point of view and perspective within their reality and sperate it from the manager's point of view (be impartial);

- Be vigilant and have zero tolerance with discrimination. Understanding and being aware of discrimination on several forms, being aware of subtle signs of discrimination that not everyone is aware that happen. Promoting awareness on discrimination as a way to promote inclusion in the workplace;

- Balance between promoting and appreciating inclusion behaviours and being assertive with discriminatory behaviours;

- Have attention to detail (implications related to the diversity, it is important to adapt the initiatives conducted to the needs and reality of specific groups);

- Adapt speech / communication for inclusion is the most mentioned and 'visible' competency. There is a need to know how to adapt the speech to create an inclusive common ground of communication when dealing with diverse teams, that is based on clear and open communication skills;

Third level – on diversity and inclusion actions:
- Be able to create a participatory space for the team. By understanding that everyone can contribute with different opinions and perspectives, and that they have a better understanding of their needs to promote inclusion;

- Promote diverse individuals to contribute to policies and changes in dynamics that are directed to the needs of their groups; understanding where different groups resistance comes from to policies directed to them;

- Create and encourage a space for cooperative learning and dialogue focused on the different knowledge that each of the team members bring;

- Be able to transfer the know-how on diversity and inclusion to the teams so they can promote inclusion effectively (promote team change). Meaning, be able to work with the teams to promote the teams' awareness and sensibility to dissimilarity, diversity, inclusion, the specific needs of diverse groups/individuals, and their own stereotypes and prejudice (often unconscious) – mainly before / in preparation to integrate persons with dissimilar characteristics on the teams;

- Internally manage the conflicts on the team, and be available to work on solving these situations. Focusing on the conflict (keep them work related and not focused on the person's diversity characteristics and value) and on solving the problem with the parts involved, through transparency and a democratic approach;

- Identify the critical diversity characteristics in their context (team or public user level), independently of their number (a diversity dimension can be critical on the team even if there is only one person with specific characteristics);

- Critically consider the work structures and context that exist and analyse how these can be promoting or being barriers to diversity and inclusion;

InPluServ
DIVERSITY MANAGEMENT AND CONFLICT NEGOTIATION FOR
INCLUSIVE PUBLIC SERVICES

U.PORTO
FACULDADE DE PSICOLOGIA
E DE CIÊNCIAS DA EDUCAÇÃO
UNIVERSIDADE DO PORTO

- Identify actions for barriers that can be easily solved and that are imposing great constraints (such as work procedures, work materials used, or norms in place that are not promoters of inclusion). Be organized in the definition of actions, to guarantee they are not forgotten and are effective;

- Be active to promote changes and open the organizational perspective to diversity;

- Know the legislation and sources of information related to diversity inclusion, and individual's rights related to diversity. In the sense of combining the existing legislation with the power for action of the managers;

Learning modules on diversity and inclusion	**Experience with diversity and inclusion training:** • Overall, the interlocutors' experiences with diversity training are very different, even within the same country. Some have a lot of experience in attending diversity trainings, which is usually based on short, very general or very specific modules and not an integrated offer, and with a tendency on some contexts to be public user-oriented and not directed to the management of teams. Others never had diversity training before. All interlocutors considered that it would be essential to support managers on promoting diversity and inclusion in the PA; **Training approach:** • There is a need to have a balance between awareness moments/contents and practical experience moments/contents. In a sense that first there should be a more theorical approach on the modules, and then it should allow the development of skills and practical actions to intervene in their context, and not just tell the managers 'what they should or shouldn't do', but demonstrate and give space for how to do it (awareness is the first step, but an active push for action is needed to promote change); **Learning modules suggested (the best order for the themes and the way to group them should be considered in the next project steps):** • Understand the concept of diversity, its characteristics/dimensions, and implications. Such as understanding different diversity characteristics at group level but also in its uniqueness at the individual level. Some interlocutors pointed the importance to be aware of the way to use of labels to define groups (not to contribute to stereotypes and enhancing perceptions of dissimilarity). Possibility to use narrative approaches towards diversity; • How diversity affects the workplace, focusing the benefits of diversity (seen as crucial to the success of the training, should be an approach transversal to the whole training, to see diversity as something positive for the teams and PA); • Focus the role and the importance of the PA managers to take active roles in promoting diversity and inclusion • Promote diversity as a mean to an end, and not as a goal on itself, for inclusion and development of individuals within the organization and for the organizational context and culture on itself; • Develop managers' accountability for diversity and inclusion (why they must be involved and promoters of inclusion in the PA) and highlight the importance of every manager in the administration (transversally, independent of their departments) having diversity inclusion skills. Promote diversity to not be seen as 'burden' and another responsibility that they have to add to their workload, but as something that must be approached actively by the managers during their work (e.g. relate with the diversity benefits and the PA sector responsibility towards diversity and inclusion); • The definition and implications for different diversity dimensions on the social context and on the workplace, consider the issues of intersectionality. Some interlocutors pointed the importance to be aware of the development of contents on the identification of implications faced by groups (it is suggested not base them on assumptions, and promote that managers can learn that the information should come from the persons themselves, such as reaching the persons on their team about their reality); • Soft skills to deal with diversity (awareness and reflection): develop tolerance, sensibility and open mind in the diversity approach (e.g. develop cultural sensitiveness to other

persons' culture), the normalization of diversity, and dealing with dissimilarity and change in the context;

- Modules focused on discrimination, stereotypes and prejudice. Including notions, types, and content on unconscious bias, with a focus on self-reflection, how to overcome own discriminatory bias and how they affect the others in the teams and the context of PA;

- Modules on the notions of inclusion, equality and equity;

- Content on skills and tools to tools to manage the process of thinking to be able to relate with diverse persons and understand others perspective and reality;

- Competencies to analyse the language and communications styles used and check if it is being appropriate;

- Communication techniques on how to approach diversity without reinforcing stereotypes and discrimination and categorizing the persons, to be able to empower the individuals and not see them through a victimized approach (respect other persons' integrity);

- Inclusive communication skills (including active listening) to involve diverse groups on the identification of needs and development of solutions within the team and work context;

- Coaching based competencies and techniques, to develop the understanding of various points of view and promote dialogue with individuals and on the teams (useful to approach diversity better, de-escalating diversity related conflicts efficiently and promote inclusionary behaviours on the teams);

- Competencies to identify conflicts related with diversity. Such as conflicts based on emotional dimensions and discrimination, or smaller conflicts related with different perspectives and knowledge, that can provide learning and development for the parts involved (use of Appreciative Inquiry tools and skills);

- Competencies and tools to mediate and manage conflicts related to diversity and foster solutions based on equity;

- How to deal and act in situations where accusations of discrimination are unsubstantiated;

- Module on participation models and on creating spaces (common grounds) to listen to diverse groups, and involve them to promote inclusion and change;

- Focus on the context and culture at their organization how it can be affecting diversity and inclusion (e.g. use an ecological approach);

- How to promote organizational change. Develop managers competencies and give the tools to analyse their work context and diversity expression, and then be able to act on their own reality, context and specific diversity needs. Do not give managers a 'closed agenda' to implement, but the tools for them to be flexible on their action (as diversity needs are uncertain and vary from context to context);

- How to make the diversity and inclusion approach transversal to the whole organization, specifically from the managers to the lower levels of the organization. Ensure the skills to manage and include diversity are internalized by managers and the teams they manage;

- Have sources of information for diversity and inclusion and a list if institutions/entities that work on diversity and inclusion on the country: know where to look for updated information on the topic;

Considerations on the professional training to be developed:
- It is important to make managers aware of their accountability and empower them to promote diversity and inclusion, at the team and cultural level. It is crucial to promote an inclusion approach that allows the value of diversity to flourish, at the individual and team level, contributing to the PAs' mission of serving the public;

Learning methodologies	Based on their experience with training actions, interlocutors suggested: **On the training format:**

- Activities must take place during working hours;

- Training sessions (that require to be completed in one sitting or synchronous) should not be long (e.g. more than 2 hours), due to managers' time and work constraints (and also to keep their motivation and focus);

- The format should combine e-learning contents with practical (in-person or synchronous) activities. Participants were very critic in expressing that a format exclusive in e-learning won't be effective. It is expressed that e-learning should be a tool for support of practical activities and not the training goal on itself. They propose the use of a b-learning format that has a learning methodology centred on practical discussion sessions in-person to discuss concrete cases brought by managers, that is supported by the e-learning contents;

- There should be communication with the trainers for questions and answers;

- E-learning contents must be intuitive and easy to operate (considering the need for a general and simple level of digital skills);

- The e-learning platform is considered useful as it proposes a place to access different information, and by allowing autonomous and adaptative learning on their own pace;

- Specific needs must be considered and attended, such as:
    - Use of voice messages for those who have physical impairments;
    - Audio option for blind persons;
    - Subtitles for the deaf persons;
    - Translation of contents to different languages.

On the learning methodologies:
- Awareness contents are important (that can support the development of experience), but to promote effective learning and future application by the managers, practical contents must be central to the training modules (that allow the testing of the contents learned) and should be included in every module;

- It is important to work with methodologies / formats that can promote the development of skills and competencies trough the digital format, without losing the experimental component (e.g. developing communication skills);

- **Examples of practical contents (focus on experiential learning, dialogic learning, situated learning, exchange of experiences, and real cases):**
    - Practical examples of good practices to be analysed, on diversity and inclusion (specially on modules related with the benefits of diversity and inclusion);
    - Work with actual cases, experiences or scenarios, reflecting on them, and planning for better outcomes;
    - Allow managers to contact with each other on synchronous or in-person sessions to share and discuss their experiences;
    - Moments of contact with persons from diverse groups;
    - Opportunities to test and experience competencies developed;
    - Use of gamification and roleplay exercises on asynchronous contents;
    - Construction of specific and experiential projects to be implemented by managers on their context.

- **Theoretical / awareness contents should:**
    - Include an understanding of theorical concepts;
    - Allow for awareness and reflection (self and on the work/team context);
    - Balance the more transversal/general notions with focusing diversity categories and be adjusted to the group managers work with (e.g. allow to choose modules on diversity dimensions that they consider critical on their context).

- It is advised that the training should provide a degree of flexibility that allows managers to develop actions and consider their own context when participating on the modules and activities. An idea is to keep mentions and the link with the context on both the theorical / awareness contents and practical initiatives.

Table 7 Results of the auscultation.

IX. Final considerations and practical implications

This report presents the results and insights gathered during the conduction of Task 1.1 (*National research on the skills gap and co-design with relevant stakeholders*), the kick-off task of the project's PR1 (*Design and Development of the Curriculum in DM for Inclusive Public Service*). Which aimed to propose the foundations, **both conceptual and practical**, relevant for the development of the next project phases.

Specifically, Task 1.1 included the conduction, in order of development, of: (1) a review of relevant projects for the conduction of Task 1.1, where ANCI Umbria, the project leader took part; (2) a literature review on diversity related concepts, literature findings and policy makers considerations on the topic at the PA level (e.g. OECD); (3) a benchmark of diversity initiatives at the European and National wide contexts (mainly training actions aimed at PA managers, among other initiatives); and (4), an auscultation involving different project stakeholders of PA and diversity and inclusion from the project national contexts', that gathered results on several aspects of the reality experienced by PA managers in relation with diversity and inclusion on their real work context, as well as their experience with training on the subject.

After this initial mapping of the reality of the context at hand for this project, the next project phases consist on the *Definition of learning outcomes: knowledge, skills and competences* (Task 1.2), and the *Definition of learning methodologies* (Task 1.3), which are intrinsically related with the information that resulted from Task 1.1.

In this sense, in this final segment of the report we retrieve the main ideas of each initiative conducted, that present key considerations for the development of the next project phases - without, of course, trying to take the importance given to the extensive research results presented in this report, which have been discussed throughout the several chapters and should be equally considered and consulted throughout the project development.

Review of previous projects: Starting with the **review of relevant projects** (one involving multiple international partners and the other conducted locally at the Italian context), where ANCI Umbria participated, **these projects bring to InPluServ both experience and insights for future intervention, specifically**:

1. The experience of working on the development and testing with SME managers and PA workers of reflective and collaborative learning methodologies through the training actions developed (that combine experience with both in-person and e-learning training methodologies);
2. Through the contact with the project participants, identified the need to focus on diversity management actions to be further developed and elevated in the VET training of the PA managers.

Literature review: Although the literature review conducted is divided into 4 detailed project-related topics, which start by setting the conceptual research conducted (relevant for latter project phases focused on the development of training contents), the main messages for the next project phases are related with:

1. **Diversity training:** The most used action to promote Diversity and Inclusion. Literature findings identify that among the types of approaches that diversity training can take, integration-based training (an approach that combines a methodology focused both on trainees' awareness and skills development) is among the most effective approaches to produce the trainees' development on diversity and inclusion (Kollen, 2021; Nachmias et al., 2019). This is extremely important, as diversity training, although very used, needs to be carefully developed (both on contents and learning methodologies) and operationalized with the participants, as it can contribute to imposing rather negative consequences for diversity and inclusion (e.g. team conflicts and attitudes based on discrimination, stereotypes and prejudice towards diversity) instead of benefits (Nolan-Flecha, 2018). In this sense, there is a need to consider some aspects for the development of a successful diversity training, such as: adapting the training to be centred on key diversity characteristics present in the context in intervention and the reality of the work activity in focus (Nachmias et al., 2019); and in the case of managers specifically, it is important to engage them on both solving the problem and promote their accountability for inclusion (Dobbin & Kalev, 2016) in direct relation with their work context, as if not, it can end up being perceived as one more task and work responsibility that can be abandoned in the course of other responsibilities;

2. **The PA managers' skill gap for managing diversity:** In the scope of the manager's role, literature in the context of PA highlights that their role, through the adoption of inclusive leadership practices, is fundamental to create inclusive and empowering environments for a diverse PA workforce (Ashikali & Groeneveld, 2015; Hoang, et al., 2022; Jin et al., 2017), which fosters a stronger change for inclusion among PA workers than the solely existence of formal policies on itself (Sabharwal, 2014). However, much still needs to be done to develop PA managers' tools and competencies to promote diversity and inclusion. Although promoting an environment of inclusion for diversity has been identified as a key leadership capability for public service leaders (Gerson, 2020), the competencies to manage diversity and inclusion are still among the least included on public service leaders' competency frameworks (OECD, 2021b), which, as formal training usually follows the competencies identified in these frameworks, it can imply that there is a formal skill gap on the training for PA managers on diversity and inclusion among OECD countries.

3. **The literature main approach to PA managers action for diversity and inclusion:** Although the existing literature provides important information on diversity, DM, the role of managers and the PA context of Diversity and Inclusion, when reflecting upon the messages that are identified, it seems that the work context is missing in the revised literature. Authors (both of institutional documents and empirical studies) identify the managers' responsibilities and the positive outcomes of their role on *diversity and inclusion* but seem to never centre them on the work situations. Texts revised tend to focus on what managers need to do (e.g. promote an environment of inclusion), but do not identify clues on how and in what way it can be developed by managers on their work context.

Benchmark: The benchmark conducted aimed to provide an understanding of examples of initiatives related to diversity training of PA managers that can be found in the national contexts of each partner involved in the project, and also identify some of the European wide projects that have been conducted recently on the topic of diversity and inclusion. Through the initiatives found, it can be highlighted that:

1. **Throughout the contexts, although varying in terms of more or less availability, there are training offers on diversity and inclusion related topics (focusing a wide range of topics: from several to only one diversity characteristic; to using more informational to practical contact approaches with diverse groups). However, it seems that there are few training offers tailored exclusively for PA managers and their work activity:** Which highlights the need for an integrated training offer that provides a common base of themed modules that include both the exploration of concepts and information, but that align these topics with practical tools for the managers to be able to bring their work reality to the focus of the training, and develop competencies and actions for diversity and inclusion based on their specific needs on diversity;

2. **Aligned with the point above, it seems to be missing a training offer that is centred on the development of context-based competencies that is common among European countries for PA managers:** That can improve the diversity and inclusion training offer among European countries, allowing the development of a shared set of skills and competencies among European PA managers that are based on bringing their activity to the focus of the training, in order to allow managers to develop tools and competencies to act in practical terms on their work context.

Auscultation: The auscultation conducted provided several different insights from the diverse interlocutors involved from the different contexts, related to their diverse set of experiences and perspectives of diversity and inclusion in the PA context. The auscultation segment above in this report presents with detail the results gathered in several different themes during the interviews and focus group sessions, but considering the key insights for the next project phases, specifically the development of learning outcomes and learning methodologies, it is important to highlight two segments of results where there seemed to happen a great agreement among the interlocutors involved in this phase:

1. **Learning moments that allow a degree of flexibility for managers be able to adapt their learning journey to the reality of their work context:** There is a need to have a balance between awareness contents/moments and practical experience moments. In a sense that a more theoretical approach should allow managers to have the knowledge for the development of skills and practical actions to intervene in their context, tailored to their particular needs. It is highlighted that the training should allow a degree of flexibility for managers be able to adapt their learning journey to the reality of their context. For this, it is fundamental for the training to include moments dedicated to the analysis of the specific context and needs present there by the managers, so they can invest in learning tools and competencies they consider key to aid them promote diversity and inclusion in their context. In order to promote the future applicability of the learning outcomes by managers, all contents must be always supported in the PA context reality;

2. **Training format, a b-learning format is preferred:** Interlocutors express wanting a training format that combines e-learning contents with practical activities/moments (in-person or synchronous). Participants were very critic in expressing that a format exclusive in e-learning may not be effective to attain and promote change in the contexts, as they consider that the training must provide practical moments among the managers for competency testing and/or of the contents learned, experience sharing, discussion of cases and contacting with interlocutors from diverse groups, among other initiatives, so managers can learn through both experimental but also dialogical, participatory and reflective learning experiences, based on the exploration and definition of intervention actions specific to their work context.

Reflecting upon the findings gathered through all initiatives conducted, it seems that although a lot has been done, there is still much work that needs to be done, specifically in the promotion of an extensive training offer to support the PA managers on the management of *diversity and inclusion* on their work activity. We also found this scenario reflected in the contacts with the interlocutors during the auscultation phase, *diversity and inclusion* is a very present topic for PA managers, that work to promote it on their context with the resources they can manage and doing what they think is best; but it was in the lack of knowledge on practical tools and competencies that they can develop to use in their specific context, that we found the interlocutors to be very interested in the project's outcomes.

Comparing the findings gathered from the different sources during Task 1.1., a mismatch on the perspectives can be perceived. That is, literature on diversity and the role of managers (both institutional documents and empirical studies) tends to come from a more prescribed view, that focuses on what needs to be done and not on how and in what way it should be done by managers to promote *diversity and inclusion* actions on the PA work contexts. While, on another perspective, the auscultation conducted on the different countries highlighted that PA managers strongly want a training course that can help them solve, in practical terms, the real needs that they find on their work context in terms of diversity challenges.

It is in this sense that the InPluServ project, through this first Task, provides an original contribution to the literature on DM and PA managers. The auscultation findings bring a new perspective on PA managers' action for *diversity and inclusion*, that highlights the managers' own perspective, actions and needs that they face on their daily work activity on this topic.

X. References

Aptekar, S. (2017). Super-diversity as a methodological lens: re-centring power and inequality. *Ethnic and Racial Studies, 42*(1), 53-70. https://doi.org/10.1080/01419870.2017.1406124

Ashikali, T., & Groeneveld, S. (2015). Diversity Management in Public Organizations and Its Effect on Employees' Affective Commitment: The Role of Transformational Leadership and the Inclusiveness of the Organizational Culture. *Review of Public Personnel Administration, 35*(2), 146–168. https://doi.org/10.1177/0734371X13511088

Cronin, M. A., & Weingart, L. R. (2007). Representational gaps, information processing, and conflict in functionally diverse teams. *Academy of management review, 32*(3), 761-773. https://doi.org/10.5465/amr.2007.25275511

Davis, P.J., Frolova, Y. and Callahan, W. (2016). Workplace diversity management in Australia: What do managers think and what are organisations doing?. *Equality, Diversity and Inclusion, 35*(2), 81-98. https://doi.org/10.1108/EDI-03-2015-0020

Dobbin, F. & Kalev, A. (2016). Why Diversity Programs Fail. *Harvard Business Review*. https://hbr.org/2016/07/why-diversity-programs-fail?autocomplete=true

Dobbin, F. & Kalev, A. (2018). Why Doesn't Diversity Training Work? The Challenge for Industry and Academia. *Anthropology Now, 10*(2), 48-55. https://doi.org/10.1080/19428200.2018.1493182

Doytcheva, M. (2019). Politiques de la diversité: perspectives transnationales. *SociologieS. Dossiers*. https://doi.org/10.4000/sociologies.10671

European Commission. (2017). A better workplace for all: from equal opportunities towards diversity and inclusion. *Communication of the Commission*. https://ec.europa.eu/info/sites/default/files/communication-equal-opportunities-diversity-inclusion-2017.pdf

Gartner. (n/d). Diversity and Inclusion (D&I). *Gartner Glossary*. https://www.gartner.com/en/human-resources/glossary/diversity-and-inclusion-d-i-

Georgeac, O. & Rattan, A. (2022). Stop Making the Business Case for Diversity. *Harvard Business Review.* https://hbr.org/2022/06/stop-making-the-business-case-for-diversity

Gerson, D. (2020). Leadership for a high performing civil service: Towards senior civil service systems in OECD countries. *OECD Working Papers on Public Governance, 40*. https://doi.org/10.1787/ed8235c8-en

Griggs, L. B. (1995). Valuing Diversity: Where From . . . Where To?. In L.B. Griggs and L.L. Louw (Eds.) *Valuing Diversity: New Tools for a New Reality*. McGraw-Hill.

Groeneveld, S., & Verbeek, S. (2012). Diversity Policies in Public and Private Sector Organizations: An Empirical Comparison of Incidence and Effectiveness. *Review of Public Personnel Administration, 32*(4), 353–381. https://doi.org/10.1177/0734371X11421497

Hill, R. (2009). Incorporating queers: blowback, backlash, and other forms of resistance to workplace diversity initiatives that support sexual minorities. *Advances in Developing Human Resources. 11*(1), 37-53. https://doi.org/10.1177/1523422308328128

Hoang, T., Suh, J. and Sabharwal, M. (2022), Beyond a Numbers Game? Impact of Diversity and Inclusion on the Perception of Organizational Justice. *Public Administration Review, 82*(3), 537-555. https://doi.org/10.1111/puar.13463

Hur, Y., & Strickland, R. A. (2015). Diversity management practices, do they make a difference? Examining consequences of their adoption in local governments. *Public Administration Quarterly, 39*(2), 325–357. http://www.jstor.org/stable/24772857

Intercultural Cities. (2021). Diversity Management approaches in the public-private partnership industry. *Project Report.*

Intermed Project. (2020). IO6 – Business Case for Diversity Management. https://www.intermedproject.eu/download/io6-business-case-for-diversity-management/

Jayne, M. E. A., & Dipboye, R. L. (2004). Leveraging diversity to improve business performance: Research findings and recommendations for organizations. *Human Resource Management, 43*(4), 409-424. https://doi.org/10.1002/hrm.20033

Jin, M., Lee, J., & Lee, M. (2017). Does leadership matter in diversity management? Assessing the relative impact of diversity policy and inclusive leadership in the public sector. *Leadership & Organization Development Journal, 38*(2), 303-319. https://doi.org/10.1108/LODJ-07-2015-0151

Jones, D. (1999). The Definition of Diversity: Two Views. A More Inclusive Definition. *Journal of Library Administration, 27*(1), 5-15. https://doi.org/10.1080/01930826.1999.12113171

Kapoor, C. (2011). Defining diversity: the evolution of diversity. *Worldwide Hospitality and Tourism Themes, 3(*4), 284-293. DOI: 10.1108/17554211111162408

Köllen, T. (2021). Diversity Management: A Critical Review and Agenda for the Future. *Journal of Management Inquiry 2021, 30*(3), 259–272. https://doi.org/10.1177/1056492619868025

Korn Ferry Institute. (2019). Talent framework: The Inclusive Leader. https://www.kornferry.com/content/dam/kornferry/docs/article-migration/Korn-Ferry-The-Inclusive-Leader_2019_06.pdf

Linnehan, F. & Konrad, A.M. (1999). Diluting diversity: implications for intergroup inequality in organizations. *Journal of Management Inquiry. 8*(4), 399-414. https://doi.org/10.1177/105649269984009

McGuire, D. & Bagher, M. (2010). Diversity training in organisations: an introduction. *Journal of European Industrial Training, 34(*6), 493-505. https://doi.org/10.1108/03090591011061185

Mor Barak, M. E. & Levin, A. (2002). Outside of the corporate mainstream and excluded from the work community: a study of diversity, job satisfaction and well-being. *Community, Work & Family, 5*(2), 133-157. https://doi.org/10.1080/13668800220146346

Mor Barak, M. E. (2017). *Managing Diversity: Toward a Globally Inclusive Workplace* (4th ed). SAGE Publications.

Nachmias, S., Mitsakis, F., Caven, V. (2019). Diversity Training and Learning in Modern Organisations. In S. Nachmias & V. Caven (Eds.) *Inequality and Organizational Practice*. Palgrave Explorations in Workplace Stigma. Palgrave Macmillan. https://doi.org/10.1007/978-3-030-11647-7_3

Nolan-Flecha, N. (2018). Next generation diversity and inclusion policies in the public service: Ensuring public services reflect the societies they serve. *OECD Working Papers on Public Governance, 34.* https://doi.org/10.1787/51691451-en

OECD. (2009). Fostering Diversity in the Public Service. *Public Governance and Territorial Development Directorate Network on Public Employment and Management*. OECD. https://www.oecd.org/gov/pem/paper-fostering-diversity-public-service.pdf

OECD. (2019). Recommendation of the Council on OECD Legal Instruments Public Service Leadership and Capability. *OECD Legal Instruments.*

OECD. (2020a). Diversity at work: MAKING THE MOST OUT OF INCREASINGLY DIVERSE SOCIETIES. *OECD*. https://www.oecd.org/els/diversity-at-work-policy-brief-2020.pdf

OECD. (2020b). *All Hands In? Making Diversity Work for All*. OECD Publishing, https://doi.org/10.1787/efb14583-en

OECD. (2021a). *Government at a Glance 2021*. OECD Publishing. https://doi.org/10.1787/1c258f55-en

OECD. (2021b). *Public Employment and Management 2021: The Future of the Public Service*. OECD Publishing. https://doi.org/10.1787/938f0d65-en

Patrício, L., & Franco, M. (2022). A Systematic Literature Review about Team Diversity and Team Performance: Future Lines of Investigation. *Administrative Sciences, 12*(1). http://dx.doi.org/10.3390/admsci12010031

Pelled, L. H., Eisenhardt, K. M., & Xin, K. R. (1999). Exploring the Black Box: An Analysis of Work Group Diversity, Conflict, and Performance. *Administrative Science Quarterly*, *44*, 1-28. https://doi.org/10.2307/2667029

Pitts, D. W. (2006). Modeling the Impact of Diversity Management. *Review of Public Personnel Administration, 26*(3), 245–268. https://doi.org/10.1177/0734371X05278491

Pitts, D. W. (2007). Implementation of diversity management programs in public organizations: Lessons from policy implementation research. *International Journal of Public Administration, 30*(12-14), 1573-1590. https://doi.org/10.1080/01900690701230192

Pitts, D. W. (2009). Diversity Management, Job Satisfaction, and Performance: Evidence from U.S. Federal Agencies. *Public Administration Review, 69*(2), 328-338. https://doi.org/10.1111/j.1540-6210.2008.01977.x

Pitts, D. W., Hicklin, A. K., Hawes, D. P., Melton, E. (2010). What Drives the Implementation of Diversity Management Programs? Evidence from Public Organizations. *Journal of Public Administration Research and Theory, 20*(4), 867–886. https://doi.org/10.1093/jopart/mup044

PwC. (2021). *Diversity & Inclusion Benchmarking Survey*. Global Data Sheet.

Qin, J., Muenjohn, N., & Chhetri, P. (2014). A Review of Diversity Conceptualizations: Variety, Trends, and a Framework. *Human Resource Development Review, 13*(2), 133–157. https://doi.org/10.1177/1534484313492329

Quemener, N. (2020). Trouble dans l'intersectionnalité: enjeux définitionnels et Méthodologiques. *L'Observatoire. 56.* 42-44. https://doi.org/10.3917/lobs.056.0042

Rammata, M. (2019). Conflicts management through mediation in public administration. *Human Resource Management Research, 9*(2), 33-44. DOI:10.5923/j.hrmr.20190902.02

Roberson, Q., Ryan, A. M., & Ragins, B. R. (2017). The evolution and future of diversity at work. *Journal of Applied Psychology, 102*(3), 483–499. https://doi.org/10.1037/apl0000161

Sabharwal, M. (2014). Is Diversity Management Sufficient? Organizational Inclusion to Further Performance. *Public Personnel Management. 43*(2), 197–217. https://doi.org/10.1177/0091026014522202

Sabharwal, M., Levine, H., & D'Agostino, M. (2018). A conceptual content analysis of 75 years of diversity research in public administration. *Review of Public Personnel Administration, 38*(2), 248-267. https://doi.org/10.1177/0734371X16671368

Simons, T., Pelled, L. H., & Smith, K. A. (1999). Making use of difference: Diversity, debate, and decision comprehensiveness in top management teams. *Academy of Management Journal, 42*(6), 662-673. https://doi.org/10.5465/256987

Turkalj Z., Fosić, I., & Dujak, D. (2008). CONFLICT MANAGMENT IN ORGANIZATION. In D. Barković & B. Runzheimer (Eds.) *INTERDISCIPLINARY MANAGEMENT RESEARCH IV Fourth Interdisciplinary Symposium*. Faculty of Economics.

Unzueta, M. M., & Binning, K. R. (2010). Which racial groups are associated with diversity?. *Cultural Diversity and Ethnic Minority Psychology, 16*(3), 443–446. https://doi.org/10.1037/a0019723

World Economic Forum (WEF). (2020). *Diversity, Equity and Inclusion 4.0*.

Wrench, J. (2005). Diversity Management can be bad for you. *Race & Class, 46*(3), 73–84. https://doi.org/10.1177/0306396805050019

Wrench, J. (2015). Diversity Management. In S. Vertovec (Ed.) *Routledge International Handbook of Diversity Studies*. Routledge.

Yadav, S., & Lenka, U. (2020). Diversity management: a systematic review. *Equality, Diversity and Inclusion: An International Journal, 39*(8), 901-929. https://doi.org/10.1108/EDI-07-2019-0197