



InPlusServ

DIVERSITY MANAGEMENT AND CONFLICT NEGOTIATION FOR
INCLUSIVE PUBLIC SERVICES

TASK 1.2

**Definition of "learning outcomes":
knowledge, skills and competences**



FOREWORD

The realization of task 1.2 of the InPluServ project developed into the definition of 'learning outcomes' related to Diversity Management for Inclusive Public Services.

According to CEDEFOP (European Centre for the Development of Vocational Training) guidelines, we can describe learning outcomes as "statements regarding what a learner knows, understands and is able to do on completion of a learning process, which are defined in terms of knowledge, skills and responsibility and autonomy". (Council of the European Union, 2017).

Generally, the learning outcomes consist of:

Skills- This area focuses on modifying or improving the tasks that the learner can perform.

Knowledge - This area focuses on increasing the learners' knowledge

Competence - the proven ability to use personal, social and/or methodological knowledge, skills and abilities in work or study situations and in professional and personal development

In order to define Learning Outcomes accurately and thoroughly, we coordinated all components of the learning system:

- **The general objectives**, in our case the development of a curriculum and training course that can combine the dual outcome of promoting diversity management and conflict mediation both in public service delivery and within the workplace, through mostly asynchronous training.
- **The learning outcomes**, thus making explicit what participants will know and be able to do at the end of the training.
- **The learning units**, resources and content that will enable learners to know how to manage diversity and conflict at the end of the training.
- The teaching methodologies (methods, materials, forms of support...) to create an adequate learning environment.
- **The assessment tools** for evaluating whether and how well the learners achieve the learning outcomes, giving a judgement on performance according to the level achieved.
- **The certification of the assessment** through the appropriate tool (EQAVET, EQF, ECVET).

We have structured a complete and coherent approach of all the elements described above, with the aim of obtaining a model that is flexible and adaptable to the changing context, capable of being concrete and at the same time transferable to the organisational level. Finally, and this is the most important thing, that it has a real utility in the process of inclusion of the end users, with a special focus on the vulnerable, the ultimate aim of our project.

We found ourselves, in practice, working with a plurality of tools, practical approaches, methodologies and evaluations and certifications, aware that our challenge is to achieve learning transfer through asynchronous online training, which represents the majority of our training (5 modules, 60 hours).



Our training model in fact consists of an asynchronous online platform and only two moments of synchronous interchange, at the beginning and at the end. To these is added a one-to-one evaluation and orientation moment in the middle of the platform.

This is a significant constraint for such a focused training:

- **on the person:** which requires the learner to reflect on him/herself, his/her world view and personal beliefs and convictions, to achieve a greater awareness of his/her competences as a leader and possibly to be motivated to undertake any change.
- **On interpersonal relations:** which requires the learner to improve his/her skills in managing working relationships, reading organizational contexts and leading work groups, to improve relations with end users.
- **On personal skills to concretely affect the context,** generate inclusion, support the growth of other colleagues, respond to the needs of one's own area.

In order to do a good job, we tried to recognize and focus on the strengths that online training offers in these areas and tried to identify what learning outcomes can realistically be achieved through this channel.

It was also important to recognize and use the critical points as leverage for innovation. The good use of technology can also be a tool for improving relationships and developing both personal and organizational growth.

THE BROAD TOPIC OF DIVERSITY

In the following paper there is a summary of the comprehensive and in-depth work in the reports produced by UNIPORTO in task 1.1, which analyse our efforts in gathering information through literature, benchmarks, interviews and focus groups.

Diversity is a very broad and complex topic. It consists of more or less visible and intangible components. Very context-dependent and constantly changing.

It might be useful to establish a definition of it that seems inclusive and appropriate.

Taking up what UNIPORTO has outlined in its reports, we offer this definition as a starting point:

“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 attributes, 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 (such as age, disability, nationality, and socioeconomic background), as well as job-related characteristics, such as job experience and different educational backgrounds.” Auscultation Report (Literature Review and Benchmark segments) p.18

“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.” Auscultation Report (Auscultation segment) p. 5

On the basis of what emerged in the reports of task 1.1., each partner summarised the work through 5 areas of development from which the relevant learning outcomes emerged. The work of each partner was then reviewed by another, according to this division of tasks:

AREA	PARTNER	Deadline	REVISED BY	Deadline
DIVERSITY and INCLUSION	PORTUGAL	8th of November	ITALY	15th of November
DIVERSITY CHALLENGES	ITALY	8th of November	SPAIN	15th of November
INCLUSIVE LEADERSHIP	SPAIN	8th of November	NETHERLAND	15th of November
DIVERSITY MANAGEMENT	NETHERLAND	8th of November	CYPRUS	15th of November
CULTURE OF DIVERSITY	CYPRUS	8th of November	PORTUGAL	15th of November

At the end of the collaborative work, these are the 5 areas of development and the related learning outcomes:

AREAS OF DEVELOPEMENT	KEY LEARNINGS	
	KNOWLEDGE	PRACTICE
1. DIVERSITY and INCLUSION	<ul style="list-style-type: none"> Definition of Diversity according to the EC indications; Introduction to other notions (inclusion, belonging, equity and equality); Dimensions of diversity; Intersectionality; Description of some specific dimensions of diversity. 	<p>REFLECTIONS</p> <ul style="list-style-type: none"> Personal reflection about diversity <p>ANALYSIS</p> <ul style="list-style-type: none"> The main characteristics of diversity present in your own INTERNAL (team that you manage - analysis of the context on the work activity level) and/or EXTERNAL (users of your department – proximity level) context; Identification of needs from your personal context; <p>ACTIONS</p> <p>For example: Improving individuality and subjectivity improvement, Participative decision-making process. Cooperative learning.</p>
	LEARNING OUTCOMES	
<p>KNOWLEDGE</p> <ul style="list-style-type: none"> The definition of diversity. The interpersonal, contextual, and intersectional nature of the subject. The definition of other concepts related to diversity (inclusion, belonging, equity, equality, reasonable accommodations, discrimination, etc). The Public Administration manager's role in promoting diversity and inclusion. 	<p>SKILLS</p> <ul style="list-style-type: none"> Identify how diversity manifests itself within teams/public users (singular characteristics, intersectionality, and relation with the context). Analyse the team and/or public users diversity characteristics in order to identify needs related to the work activity and the work team (in relation to the concepts of inclusion, belonging, equity, equality, reasonable accommodations, discrimination, etc). Analyse the team and/or public users diversity characteristics in order to identify benefits related to the work activity and the work team (in relation to the concepts of inclusion, belonging, equity, equality, reasonable accommodations, discrimination, etc). Analyse and reflect on their own approach to diversity and inclusion in their work activity as a manager. 	<p>COMPETENCES</p> <ul style="list-style-type: none"> Demonstrate ethical thinking and social responsibility in the context of work activity regarding the preparation of possible actions for diversity and inclusion. Prepare possible actions for diversity and inclusion on team/public users level in relation to a concrete work situation. Prepare possible development actions for diversity and inclusion in their own management activity.



AREAS OF DEVELOPEMENT	KEY LEARNINGS	
	KNOWLEDGE	PRACTICE
2. DIVERSITY CHALLENGES	<ul style="list-style-type: none"> • Benefits of diversity; • Challenges in diversity (positive challenges) • Diversity conflicts (negative conflicts). • Discrimination management 	REFLECTIONS <ul style="list-style-type: none"> • Conflicts • Uncertainty management • Discrimination management
		ANALYSIS <ul style="list-style-type: none"> • What are the challenges? • Conflicts: latent or explicit • Discrimination • Analysis of conflicts in own team • Needs Identification from team's conflicts
		ACTIONS For example: Conflict management, Managing the uncertainty and difference that diversity provides.
LEARNING OUTCOMES		
KNOWLEDGE <ul style="list-style-type: none"> • Acknowledgement of the benefits of diversity and the conflict as a resource • Fear of differences (emotions) and negative behaviour (e.g. discrimination): specificities and characteristics • Threats and challenges in diversity: conflicts and positive challenges • Discrimination management and relative examples 	SKILLS <ul style="list-style-type: none"> • Manage diversity and related conflicts • Deploy a wide set of communication and conflict management tools to work with conflicts • Work in uncertain situations and manage teams. • Identify possible outcomes of conflict and choose an approach that is inclusive and respectful of diversity • Define the rules of communication in dealing with the public 	COMPETENCES <ul style="list-style-type: none"> • Include differences in communication so that they are seen as natural, not as conflicts, and respect them; • Balance discipline and reflection in cases of discrimination/exclusion, while still creating a space for reflection and learning to value diversity; • Successfully mediate conflict as a resource for individuals and in groups;

AREAS OF DEVELOPEMENT	KEY LEARNINGS	
	KNOWLEDGE	PRACTICE
3. INCLUSIVE LEADERSHIP	<ul style="list-style-type: none"> • Types of leadership • Manager's responsibility for diversity; • Management and promotion of change; • Behaviours to be promoted; • Learning from your experience, reviewing and improving inclusive actions inclusive; 	REFLECTIONS <ul style="list-style-type: none"> • Style of leadership • Management of personal relationships
		ANALYSIS <ul style="list-style-type: none"> • Context responses to your leadership style • Recording of the needs of the context
		ACTIONS For example: Promote behaviours, coaching skills, activate growth paths, learn from their own experience
LEARNING OUTCOMES		
KNOWLEDGE <ul style="list-style-type: none"> • Types of leadership and principles for inclusive leadership. • Positive impact of inclusive leadership inside and outside organizations. • Effective practices for responsible diversity management. • Techniques to facilitate discussions around diversity and inclusion. 	SKILLS <ul style="list-style-type: none"> • Analyze and record the needs of context to improve the work environment. • Recognize diversity and integration behaviours to be promoted. • Manage a wide set of tools and techniques to facilitate communication between professionals. • Analyze one's own experience, reviewing and improving inclusive actions. 	COMPETENCES <ul style="list-style-type: none"> • Incorporate the knowledge and skills around inclusive leadership in the organizational setting; • Learn from own's experiences and stimulate ongoing learning and development of self and others.

AREAS OF DEVELOPEMENT	KEY LEARNINGS	
	KNOWLEDGE	PRACTICE
4.DIVERSITY MANAGEMENT	<ul style="list-style-type: none"> Diversity management policy; Diversity management in the large context; Creating spaces for involvement and inclusion promote inclusion with the users; 	REFLECTIONS <ul style="list-style-type: none"> Personal reflection about diversity management in a more large context
		ANALYSIS <ul style="list-style-type: none"> Analysis of the policy of diversity management of your own organization and/or public context
		ACTIONS For example: Promote/activate diversity management actions from small to large.
LEARNING OUTCOMES		
KNOWLEDGE <ul style="list-style-type: none"> Diversity management approaches and policies Diversity and its relations to all areas of the organisational context Theory and methods to create space for inclusion and involvement Participatory approaches to inclusion Theory and practice on working appreciatively with differences between individuals, in teams and groups 	SKILLS <ul style="list-style-type: none"> Use the above knowledge in the day-to-day management, as well as strategic and organisational processes Reflect on own believes and ideas towards inclusion, diversity and differences Can integrate the knowledge in existing processes and practices Can explain and communicate with clarity and appreciation the diversity management and leadership to others Can analyse the organisation, individually as well as together with others, on strengths and weaknesses when it comes to diversity management Can explain to others the basic assumptions behind the theory and practice used in diversity management 	COMPETENCES <ul style="list-style-type: none"> Use the skills and knowledge on diversity ongoingly in the organisation, and adjusting when the context requires to do so, in relation to team work, strategic processes as well as educational and learning processes; Be curious about positions taken by self and others when diversity is discussed in the management context, and make ethical discissions based on that; Make conscious decisions on learning and develop in the area of diversity management, and actively engages in relevant professional educational activities.

AREAS OF DEVELOPEMENT	KEY LEARNINGS	
	KNOWLEDGE	PRACTICE
5. CULTURE OF DIVERSITY	<ul style="list-style-type: none"> Diversity and relationship with the context of belonging Elements of influence on organizational culture Transversal approach of diversity Notions of discrimination, stereotypes and prejudices; Unconscious prejudices 	REFLECTIONS <ul style="list-style-type: none"> Personal reflections about: Diversity culture Prejudices Stereotypes
		ANALYSIS <ul style="list-style-type: none"> Analysis of your own organizational culture: Openness to diversity Presence of sterotypes and prejudices Identification of needs from own culture
		ACTIONS For example: activity to promote/transfer the know-how on diversity culture in your own organizational context
LEARNING OUTCOMES		
KNOWLEDGE <ul style="list-style-type: none"> Definition of diversity and inclusion Diversity and inclusion in the workspace Theories and Hypothesis on Diversity Diversity and inclusion activities in the workspace 	SKILLS <ul style="list-style-type: none"> Using theories and activities of diversity/inclusion to manage conflicts in the workplace Reflect on own role in creating or hampering inclusion and belonging Deploy management tools to make sure conflicts will not emerge around differences 	COMPETENCES <ul style="list-style-type: none"> Stimulate ongoing learning and development of self and others Change conversations, so differences are seen as natural and not as conflicts Practice quality consistency of differences