



Training for Regenerative Leadership

Module 3

Embedding Diversity, Equity, and Inclusion Strategically

Developed by CCIB | 2026

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3. Embedding Diversity, Equity, and Inclusion Strategically

Positioning DEI not merely as an HR topic, but as a strategic driver of performance and innovation.

by CCIB

3.1 Introduction

Topics and Key Concepts

This module deepens the understanding of Diversity, Equity, and Inclusion by linking individual experience to organisational dynamics and strategic relevance. It focuses on how differences in perspectives, backgrounds, and ways of thinking influence collaboration and decision-making, and how these differences can either strengthen or limit team effectiveness depending on the level of inclusion present.

Particular attention is given to the distinction between equality and equity, highlighting the need to address structural conditions that shape access to opportunities and participation. Inclusion is explored as an organisational condition that enables meaningful contribution, closely connected to psychological safety and the quality of interactions within teams.

Awareness of unconscious bias is acknowledged as a relevant background condition, particularly in how it shapes everyday decisions related to communication, evaluation, and leadership. The in-depth exploration of bias mechanisms and strategies to address them is developed in Module 4. These elements are then connected to a broader organisational perspective, positioning DEI as a factor that contributes to innovation, performance, and long-term adaptability. The importance of DEI varies depending on the professional context. Its principles, however, are fundamental and universally applicable. Here are some examples. In the healthcare sector, inclusive practices affect the quality of patient care and communication within the team in stressful situations, amongst other things. In educational institutions, they determine the accessibility for pupils and the quality of their learning environment. In the industrial sector in general, DEI principles influence team cohesion, safety culture and talent retention. Regardless of the sector, organisations that integrate DEI strategically tend to demonstrate greater resilience, creativity and the ability to respond to complex challenges

Topic of the Module: The module focuses on how Diversity, Equity, and Inclusion can be integrated into organisational practice as a consistent and intentional approach rather than as a set of isolated initiatives. It examines how everyday interactions, team dynamics, and leadership behaviours contribute to shaping inclusive or exclusive environments.

By analysing concrete situations from participants' professional contexts, the module highlights how organisational practices influence participation, collaboration, and access to opportunities. In doing so, it supports a shift from viewing DEI as a standalone topic to recognising it as a dimension that is embedded in decision-making processes and organisational functioning.

The module ultimately emphasises the role of leadership in translating DEI principles into practice, with a focus on creating conditions that enable diverse perspectives to contribute effectively to organisational goals.

Key Concepts:

- **Diversity:** The presence of differences among individuals within an organisation — including gender, culture, experience, age, abilities, and perspectives — that shape how teams think, collaborate, and make decisions.
- **Equity:** A principle that ensures fair conditions tailored to each person's needs, recognising that different individuals require different types of support to access the same opportunities. In organisational practice, equity means examining and addressing structural barriers that may affect participation and outcomes.
- **Inclusion:** Inclusion means creating environments where diverse people feel respected, valued, and able to contribute fully. It goes beyond representation and focuses on participation, belonging, and influence.
- **Psychological Safety:** A condition that enables open exchange and collaboration, where individuals feel safe to express ideas, opinions, and concerns without fear of negative consequences.
- **Unconscious Bias:** Implicit assumptions and automatic patterns of thinking that influence behaviour and decision-making, often without awareness.
- **DEI as Organisational Practice:** An approach that positions diversity, equity, and inclusion not only as cultural values but as integral elements influencing organisational effectiveness, innovation, and overall performance.

Overall Goals

The overall goal of this module is to strengthen participants' ability to understand, interpret, and apply Diversity, Equity, and Inclusion (DEI) as a strategic dimension within their organisational context. The module supports participants in linking personal experiences with organisational dynamics, recognising how inclusion influences collaboration, decision-making, and performance. It also aims to develop participants' capacity to critically analyse their own organisational practices and to identify concrete opportunities to embed DEI in a consistent and actionable way.

Learning Objectives

Upon completing this module, participants will be able to:

Knowledge (Knowing):

- Explain the core concepts of Diversity, Equity, and Inclusion and their relevance in organisational contexts.
- Distinguish between equality and equity and recognise their implications in practice.
- Describe the role of psychological safety in fostering inclusive environments.
- Recognise how unconscious bias can influence decision-making and organisational processes.
- Analyse how DEI influences organisational performance, collaboration, and innovation.

Skills:

- Analyse team dynamics and organisational practices through a DEI lens.
- Identify inclusion challenges and barriers within their professional context.
- Apply structured reflection to assess the level of inclusion in teams and organisations.
- Formulate concrete and realistic actions to improve inclusion and equity.

- Translate DEI principles into practical strategies within everyday work and leadership practices.

Attitudes:

- Demonstrate willingness to actively consider and integrate diverse perspectives in collaborative and leadership contexts.
- Develop critical awareness of personal assumptions and biases.
- Value inclusion as a key factor for collaboration and effectiveness.
- Show willingness to take responsibility for fostering inclusive environments.
- Embrace DEI as a strategic and continuous organisational practice.

Resources

Anne E. Mullin; Imogen R. Coe; Everton A. Gooden; Modupe Tunde-Byass; Ryan E. Wiley, *Inclusion, diversity, equity, and accessibility: From organizational responsibility to leadership competency*. 2021 The Canadian College of Health Leaders.

Vivian Hunt, Sundiatu Dixon-Fyle, Sara Prince, Kevin Dolan, *Diversity wins: How inclusion matters*. May 2020 McKinsey & Company.

Alan S. Gutterman, *Embedding Diversity, Equity, and Inclusion*. 2023



3.2 Activities

Activity 1: Icebreaker – “Center vs Periphery”

Duration: 10 minutes.

Learning Objectives:

- Activate participants’ engagement and energy at the beginning of the module.
- Physically experience the difference between a "central/dominant" and "peripheral/marginalized" perspective in a fictitious meeting scenario.
- Experience firsthand different energy levels, participation drive and the emotional shift between feeling 'centered' vs 'marginalized'.

Note to the facilitator:

Space and materials — preliminary check: Before the session, check that the venue allows for the physical set-up required for this activity. The room must be large enough to create two clearly distinct areas. The central area should include a table, comfortable chairs, good lighting, a clear view of the whiteboard or flipchart and, if available, a microphone. The Periphery area should feature uncomfortable or scattered seating, physical obstacles blocking the view, reduced lighting and distance from the group. If the venue does not allow for this layout, you can make simplified adjustments, such as the size of the spaces and the arrangement of the seating. If, on the other hand, you are in a virtual environment, you will mute the participants in the Periphery and turn off their webcams. Participants in the centre, however, will have full access to audio and video.

Participant wellbeing: Ensure to Monitor the group's emotional response throughout the session. If any participant shows signs of significant discomfort, the facilitator should acknowledge the experience and invite them to step out of the exercise briefly.

Final summary — linking the experience to the concepts: After the whole-group discussion, spend 1–2 minutes explicitly linking what the participants have experienced to the key concepts of the module



Procedure and methods:

Procedure	Group format	Materials	Time
The facilitator creates two distinct zones: Center (favorable zone: room center, table, comfortable chair, visible whiteboard/flipchart, full light, optional microphone – easy to see/hear/participate) and Periphery (unfavorable zone: remote corners, uncomfortable/scattered chairs, obstructed view by obstacles like tables, shadow, distance from group – hard to contribute). Forms two groups: one in Center, one in Periphery. Both groups are asked to simultaneously discuss the same topic (e.g., “Name one business advantage of multicultural teams”) from their respective perspectives and experience audibility differences. After a few minutes, the facilitator highlights: “Notice differences in view, comfort, and proximity”.	Two groups (Center/Periphery)	Large room, table, comfortable and uncomfortable chairs, obstacles, optional microphone.	4 minutes
Both groups continue the discussion in their assigned zones. Participants engage in the conversation according to their position in the room. After a few minutes, the facilitator signals a role shift: groups switch positions (Center ↔ Periphery) and continue the discussion from the new location. The exercise continues, allowing participants to experience different levels of participation and involvement.	Two groups (Center/Periphery)	Large room, table, comfortable and uncomfortable chairs, obstacles, optional microphone.	4 minutes
Plenary reflection is conducted in the center of the room. The facilitator asks participants guiding questions about their experience in the two positions: "What did you perceive in Center vs Periphery? (view, audibility, energy)"; "How did it feel to be unheard from the periphery?" Participants share their observations and identify concrete differences experienced during the activity.	Plenary Work		2 minutes



Activity 2: Reflection & Discussion “Diversity in My Team Experience”

Duration: 35 minutes.

Learning Objectives:

- Reflect on personal experiences of diversity and inclusion in professional contexts.
- Recognise the connection between diversity, inclusion, and team effectiveness.
- Identify a real inclusion challenge and propose one concrete leadership action.
- Translate reflection into a practical mini-solution.

Reflection input: Think about a team you have worked in that included people with different backgrounds, perspectives, or personalities.

Reflection questions:

- Which are the differences between the team?
- How did these differences influence collaboration?
- Did diversity improve or challenge the team’s effectiveness? How?
- What would you do differently now as a leader or team member?
- Which concrete action would you take to improve inclusion in that situation?

Additional guiding questions for deeper reflection *(optional, for facilitator use):*

- How did the diversity in the team affect the emotional climate? Were there moments of tension, discomfort, or misunderstanding?
- Were all team members equally heard in discussions and decisions? If not, what contributed to that imbalance?
- Did the team have any explicit agreements about how to communicate or make decisions together? Would they have helped?
- Looking back, what assumptions did you hold about certain team members that may have influenced how you interacted with them?





Examples of inclusive leadership actions (*for facilitator reference and participant support*): Participants who find it difficult to identify a concrete action may draw on the following examples:

- Restructuring a recurring meeting so that all team members have a designated slot to contribute, regardless of seniority or communication style.
- Introducing a structured feedback process that applies the same criteria to all team members, reducing the influence of informal networks or personal affinity.
- Proactively creating opportunities for quieter or less visible team members to lead or present in front of others.
- Addressing a specific microaggression or exclusionary comment directly and calmly in the moment, rather than ignoring it to avoid conflict.
- Revising a recruitment or evaluation process to include diverse panel members and standardised criteria.

Facilitator notes:

- **Safe environment:** Before beginning, explicitly acknowledge that participants will be drawing on real professional experiences, some of which may involve sensitive or uncomfortable situations. Invite participants to share only what they feel comfortable sharing, and remind the group that confidentiality within the room is expected.
- **Timing flexibility:** If the group is large or the discussions are particularly rich, reserve additional time for the plenary session (Step 3 in the table). It is preferable to reduce the final synthesis (Step 5) slightly than to cut the plenary sharing short.
- **Supporting less experienced participants:** If some participants have limited experience with DEI concepts, the examples of inclusive leadership actions above can be shared at the beginning of the pair work phase to help ground the reflection.



Procedure and methods:

Procedure	Group format	Materials	Time
The facilitator asks participants to individually recall a real team experience in which diversity was present (e.g. multicultural team, different professional backgrounds, or communication styles). Participants reflect on how these differences influenced collaboration and team effectiveness and identify one concrete inclusion challenge that emerged in that situation.	Individual group	Worksheet Reflection&Discussion	5 minutes
After the individual reflection, participants work in pairs to share their experiences and compare perspectives, which may also include experiences at school, VET, or at university in a multicultural group, such as group projects or collaborative learning settings. Together, they select one real inclusion challenge to focus on and discuss what made it difficult, how it affected the team, and what could have been done differently. To move the discussion from reflection to action, each pair is then asked to formulate one concrete leadership action that could have improved inclusion in that situation.	Pair work	Papers, pens if needed to note down concrete leadership responses	10 minutes
The pairs briefly present their leadership response in plenary. Each presentation should highlight the inclusion issue, the key impact on the team, and one practical action a leader could take. The facilitator concludes by drawing attention to the link between reflection, leadership behaviour, and team effectiveness, emphasising that inclusive practice starts with recognising situations clearly and responding with intentional actions.	Plenary work		10 minutes



Participants engage in a group discussion focusing on key points and examples of effective strategies for managing diversity and inclusion.	Group work		5 minutes
The facilitator concludes the activity by connecting participants' reflections to the strategic perspective of DEI and summarizing the outcomes.	No group		5 minutes

DIVERSITY IN MY TEAM EXPERIENCE



Time: 5 minutes

• Reflection input



Think about a team you have worked in that included people with different backgrounds, perspectives, or personalities.

• Reflection questions



• *What differences existed in the team?*



• *Did diversity improve or challenge the team's effectiveness? How?*



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Activity 3: DEI Crisis-to-Solution Map

Duration: 35 minutes.

Learning Objectives:

- Understand the key concepts of Diversity, Equity, and Inclusion and their relevance in organisational contexts.
- Participants actively explore DEI concepts through real crises.
- They generate and visualize concrete leadership actions.
- They experience how collective intelligence turns challenges into strategic opportunities.

Materials — advance preparation: This activity requires a large whiteboard divided into three clearly labelled sections (Diversity / Equity / Inclusion), sufficient post-it notes and markers for all participants, and adequate floor space for participants to move around the board simultaneously. If a fixed whiteboard is not available, alternatives include: a large flipchart pad mounted on a wall, printed A2 or A1 paper panels taped to a flat surface, or a digital collaborative board (e.g. Miro or Jamboard) if the session is hybrid or virtual.

Verify availability of all materials at least one week before the session.

PowerPoint presentation: The theoretical introduction in Step 1 is supported by a dedicated presentation. The file is available here: [\[PPT\]](#). The presentation covers four sections: (1) What is DEI?, (2) Why is DEI strategically essential today?, (3) Where to start in the workplace?, (4) How do the SDG 2030 goals connect to DEI strategy?

Crisis scenarios — practical examples:

To support facilitators in presenting the three crisis situations clearly, the following examples can be used or adapted:

- **Diversity crisis:** A technology company's recruitment process consistently selects candidates from the same university network and demographic background. After three years, the product team lacks perspectives from different cultural contexts, age groups, or abilities — and this begins to affect the relevance and accessibility of its products.



- **Equity crisis:** A performance review system applies the same formal criteria to all employees, but does not account for differences in access to mentoring, visibility, or flexible working arrangements. As a result, employees from underrepresented groups are systematically rated lower and promoted less frequently, and talent begins to leave.
- **Inclusion crisis:** In a team with a strong informal culture, new members from different backgrounds find it difficult to integrate. Microaggressions — small comments, jokes, or exclusionary habits — go unaddressed. Over time, affected employees disengage, reduce participation in meetings, and report a lower sense of belonging.

Procedure and methods:

Procedure	Group format	Materials	Time
The facilitator introduces the theoretical input. The presentation is structured into four main steps: 1. What is meant by DEI? – an introduction to the key concepts of Diversity, Equity and Inclusion. 2. Why is DEI essential for companies today? – an overview of the strategic value of DEI in today's corporate environment. 3. Diversity and inclusion in the workplace: where to start? – practical insights and good practices to initiate an inclusive approach within the company. 4. How do the SDG 2030 goals connect to the DEI strategy? – a reflection on how the principles of DEI align with the 2030 Agenda for Sustainable Development.	No group	Powerpoint Presentation	10 minutes



The facilitator presents three short crisis situations, each representing one dimension of DEI, writing them clearly on a large whiteboard divided into three sections: ● Diversity crisis, in which recruitment is concentrated on only one demographic group and the team lacks different perspectives and experiences; ● Equity crisis, where the promotion process favors similar profiles and valuable talent begins to leave; ● Inclusion crisis, where everyday microaggressions are not addressed and employees gradually feel excluded and demotivated.	No group	Large whiteboard, marker pen.	5 minutes
Participants take center stage. Each person selects one crisis and writes an actionable solution on a Post-it, then places it on the whiteboard in the relevant section (Diversity, Equity, or Inclusion). As Post-its accumulate, participants observe a growing map of solutions emerging in real time, with practical ideas clustering across the three areas and showing that DEI challenges can be addressed through multiple actionable responses.	Individual work	Large whiteboard, post-its, pens.	10 minutes
Participants step back and scan the board together. The facilitator asks: “What patterns do you see? Which solutions feel immediately doable? How much leadership power is right here?” Participants then form groups around the board to discuss and prioritize ideas, experiencing collective intelligence in action. The visual map becomes a tangible takeaway.	Plenary work		10 minutes



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1.1 Embedding Diversity, Equity, and Inclusion Strategically



Diversity, Equity, and Inclusion (DEI) are increasingly recognised as fundamental dimensions of organisational effectiveness rather than isolated HR initiatives.

Modern organisations operate in environments characterised by globalisation, demographic change, digital transformation, and increasing social expectations regarding fairness and representation. In this context, organisations that are able to integrate diverse perspectives and create inclusive environments are often more innovative, adaptable, and resilient.



DEI directly influences:

- Organisational culture
- Leadership effectiveness
- Team collaboration
- Employee engagement
- Innovation capacity
- Long-term sustainability



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1.2 Diversity as a Source of Perspectives and Innovation



Diversity refers to the presence of differences among individuals within a group or organisation. These differences shape how people interpret situations, solve problems, communicate, and collaborate.

Why Diversity matters in Organisations



Diversity contributes to:

- Broader problem-solving approaches
- Greater creativity and innovation
- Increased adaptability in changing markets
- Improved understanding of diverse clients and stakeholders
- Reduction of “groupthink”

The value of diversity depends on the organisation’s ability to create inclusive conditions where different perspectives can be effectively integrated into teamwork and decision-making.



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1.3 Understanding Equality in Organisational Contexts



Equity means providing the same resources, opportunities, or treatment to everyone, regardless of individual circumstances.

Why Equity matters in Organisations



Equity-Oriented Organisational Practices

- Transparent promotion criteria
- Accessible recruitment procedures
- Flexible work arrangements
- Inclusive leadership development
- Targeted support systems

Equity requires organisations to critically examine structural conditions influencing access and participation.



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1.4 Understanding Inclusion in Organisational Contexts



Inclusion refers to the extent to which individuals within an organisation are able to participate fully, contribute meaningfully, and influence outcomes. It goes beyond representation and focuses on the quality of the environment in which people interact and collaborate.

Why Inclusion matters in Organisations



In an inclusive organisation:

- Individuals are actively involved in discussions and decision-making processes
- Different perspectives are not only tolerated but explicitly valued and integrated
- People feel respected, recognised, and heard
- Participation is supported through intentional organisational practices, not left to chance
- Contributions are acknowledged and can influence outcomes

Inclusion transforms diversity into value. Without inclusion, differences remain fragmented; with inclusion, they become a coordinated resource for collaboration, innovation, and organisational effectiveness.



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2. Why DEI is Strategically Important Today?



DEI is a strategic driver of organisational performance, innovation, and long-term adaptability.

In today's corporate environment, DEI contributes to:

- 1** Improving collaboration and decision-making through diverse perspectives
- 2** Strengthening team effectiveness by fostering inclusion and psychological safety
- 3** Reducing the impact of unconscious bias in leadership, communication, and evaluation processes
- 4** Enabling fair access to opportunities by addressing structural barriers (equity)
- 5** Embedding inclusive practices into organisational processes and leadership behaviours

DEI becomes a core organisational practice, integrated into how companies operate and make decisions.



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3. Diversity and Inclusion in the workplace: where to start?



To start an inclusive approach in the workplace, organisations should move from isolated initiatives to a consistent and intentional DEI practice embedded in everyday operations.

KEY STARTING POINTS INCLUDE:

Promoting inclusion as a condition for meaningful participation and psychological safety

Addressing structural conditions and systemic barriers that shape access to opportunities and participation

Recognising the role of unconscious bias in leadership decisions, communication, and evaluation processes

Embedding DEI into decision-making processes, organisational functioning, and leadership behaviours

Starting from these elements allows organisations to build inclusive environments that enhance performance, innovation, and long-term adaptability.



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4. How do the SDG 2030 goals connect to the DEI strategy?



The Sustainable Development Goals (SDGs) of the 2030 Agenda provide a global framework for sustainable development that is closely aligned with Diversity, Equity, and Inclusion (DEI) principles:

- Social inclusion
- Equality
- Human dignity
- Sustainable economic development



The Sustainable Development Goals (SDGs) of the 2030 Agenda provide a global framework for sustainable development that is closely aligned with Diversity, Equity, and Inclusion (DEI) principles.

DEI contributes directly to several key SDGs by promoting:

- **reduced inequalities** through fair access to opportunities and resources
- **gender equality** by supporting equal participation and representation
- **decent work and economic growth** through inclusive and fair workplaces
- **peaceful and inclusive institutions** by fostering respectful and participatory environment



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THE GLOBAL GOALS



In this sense, DEI is not only a social or organisational value, but a strategic approach that supports the achievement of global sustainability goals, enhancing organisational performance, innovation, and long-term resilience.



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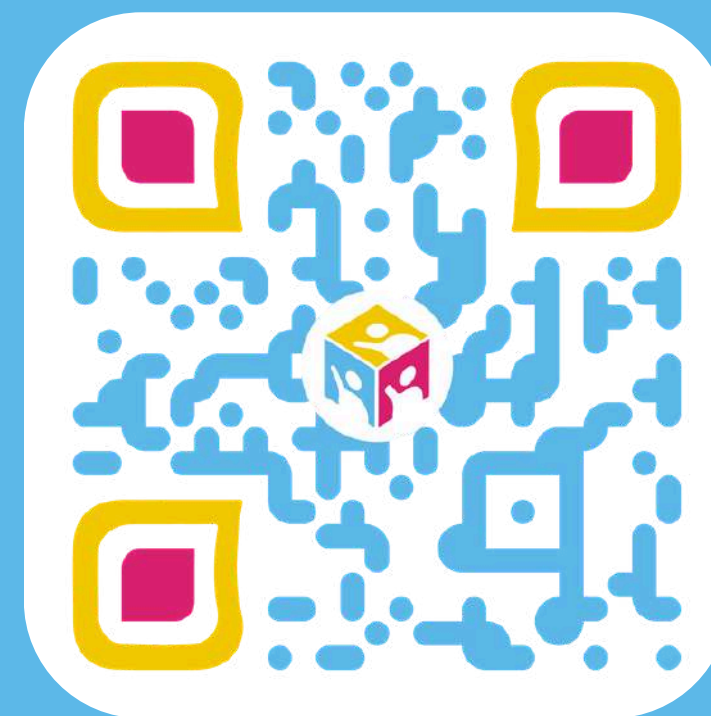
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Activity 4: Organisational Self-Assessment

Duration: 30 minutes.

Learning Objectives:

- Assess the current level of integration of Diversity, Equity, and Inclusion within their organisation.
- Identify organisational strengths and gaps related to DEI strategy, leadership, culture, and recruitment.
- Develop a concrete and realistic DEI action applicable to their organisational context.
- Experience peer accountability for implementation.

Examples of DEI strategies and actions (*for facilitator reference and worksheet support*): Participants who find it difficult to identify a concrete action may consider the following examples:

- Introducing a structured onboarding process that explicitly addresses the team norms, the expectations in communication, and inclusion practices for new members.
- Conducting an internal audit of promotion and evaluation criteria to identify potential patterns of non inclusivity
- Creating a recurring space (e.g. a monthly team meeting agenda item) dedicated to raising and addressing inclusion-related observations.
- Establishing anonymous feedback channels for employees to flag exclusionary behaviours or structural barriers without fear of consequences.
- Partnering with external organisations or consultants for a DEI diagnostic and tailored action plan

Facilitator notes:

- **Trio feedback:** The facilitator should encourage participants giving feedback to focus on strengthening the proposed action rather than evaluating it. Useful prompts include: *"What would make this action more realistic in your context?", "Who else would need to be involved?", "What is one possible barrier, and how might you anticipate it?"*
- **Timing:** If the group is large, the facilitator might allow additional 5 minutes for the plenary sharing phase to ensure adequate space for the main ideas to surface.



Procedure and methods:

Procedure	Group format	Materials	Time
The facilitator introduces the purpose of the worksheet, explaining that participants will complete the work individually. The facilitator briefly explains the three sections: • Self-Assessment • Reflection • Strategic Action	Individual Work	Worksheet 1 Worksheet 2 Worksheet 3	10 minutes
Groups of three are formed. In turns, each participant chooses one DEI strategy/action from their worksheet that they want to implement in their own organisation and briefly presents it to the other two, explaining the concrete step and the context of application. After each presentation, the other two participants provide practical suggestions to strengthen the idea: they can propose ways to make the action more realistic, anticipate possible barriers, or add elements that increase impact (e.g. involving stakeholders, defining a timeline, or linking to existing initiatives). Each participant leaves the group with at least one DEI strategy refined through peer input.	Trios		15 minutes
Plenary Sharing and Debrief	Plenary work		5 minutes

ORGANISATIONAL SELF-ASSESSMENT

Time: 10 minutes



Instructions: Reflect on your organisation and complete the sections below to support your DEI action planning.

• Part 1 – Self-Assessment



Statement	1	2	3	4	5
DEI is part of our organisational strategy					
Leadership actively promotes inclusion					
Diverse perspectives are included in decision-making					
Employees feel valued and respected					
Recruitment supports diversity					
Inclusion is part of organisational culture					



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ORGANISATIONAL SELF-ASSESSMENT

Time: 10 minutes



• Part 2 – Reflection

The trainer hands out the worksheet and explains the instructions. Participants complete it individually.

- *What are the main gaps or challenges within the organisational context* 

- *Where do you see the greatest opportunity to improve organisational culture in the short term?* 



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ORGANISATIONAL SELF-ASSESSMENT

Time: 10 minutes



Instructions: Reflect on your organisation and complete the following sections. This worksheet will support your strategic DEI action planning.

• Part 3 – Your Strategic Action



- *Describe one concrete DEI action you will implement:*



- *When will you implement it?*



- ☐ *Immediately*
- ☐ *Within 1 month*
- ☐ *Within 3 months*

- *What support do you need to implement this action?*



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Activity 5: Closing Reflection

Duration: 10 minutes.

Learning Objectives:

- Summarize the key insights and lessons from the module.
- Identify concrete actions to be taken personally in their mindset, behaviour, or daily work.
- Recognize opportunities to initiate or contribute to changes at team or organisational level.

Procedure and methods:

Procedure	Group format	Materials	Time
The trainer hands out the worksheet and explains its purpose to the participants. Participants complete the worksheet individually.	Individual work	Worksheet Closing Reflection	7 minutes
The facilitator invites participants who wish to share one insight or commitment from their reflection sheet to do so briefly — either with a partner or in plenary. Participation is voluntary. The facilitator listens without evaluating, acknowledging contributions with a brief nod or phrase.	Plenary voluntary		3 minutes

REFLECTION



Name:

Module:

- **Key Takeaways**

What are the main insights or lessons you gained from this module?

- **Immediate Personal Actions**

Which concrete changes can you start making in your own behaviour, mindset or way of working within your organisation?

- **Structural or Long-Term Actions**

Which changes could you initiate or contribute to in your team, department or organisation over time to create lasting impact?

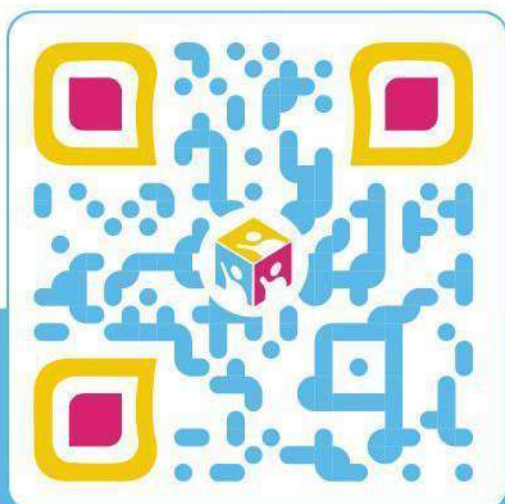


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