

# Neutral and Inclusive Communication in Corporate Environments

## WP3: Development of the Inclusive Language Training Pack

### D3.2 Diversity Communication Labs

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## Introduction of Diversity Communication Lab

### Purpose of the document

The purpose of this document is to outline the objectives and concrete outputs of T3.2 Diversity Communication Labs, which constitute the second phase of WP3. The labs were designed to be organised by each partner country, aiming to develop practical training sessions and exercises centered around Neutral & Inclusive Communications to inform the development of the Inclusive Language Training Pack.

The key participants in these labs include diversity experts, adult training specialists, communication professionals, and executives from corporate organisations who collaborated and shared their expertise in crafting efficient training materials. During the implementation of the Diversity Communication Labs, participants analysed the knowledge that was generated in previous activities, regarding the topics that need to be included in a training framework for inclusive communication language, the specific company functions that need to be trained and various organisational needs that will be addressed through the WP4 trainings.

The current consolidated summary report provides an analysis of the National Communication Lab Reports, while these main findings will be further explored and analysed during the implementation of T3.3 Virtual Peer Working Spaces. In T3.3, all partners will internally evaluate the findings and create an effective training material framework.

### Organising Diversity Communication Panels

KEAN has developed specific guidelines for coordinating T3.2, which were divided into two parts in a preliminary agenda provided, covering a full day. The initial part focuses on the theory, providing an overview of Neutral & Inclusive Communication, insights derived from WP2 activities, the best practices for Neutral & Inclusive Languages and the presentation of the Comparative Report of Diversity Communication Panels. The latter part of the labs transitioned into practical workshops, where participants worked collaboratively on drafting training sessions and exercises using a common template provided by KEAN. The labs closed in a summary discussion, capturing the experiences and the main topics of knowledge that were created.

As part of T3.2, each partner country has developed a set of 4 exercises and two communication scenarios that will be included in the training pack, guiding companies' staff in adopting Neutral & Inclusion Communication Language in the workplace. The purpose of T3.2 was to develop a total of 15 draft exercises, and 8 role-playing simulating scenarios. Based on the insights from this task it was indicated as more efficient to proceed with two levels of training content and exercises; one that can be implemented at a basic level and one at the advanced. Some exercises can be tailored to both levels as well, which adds further value to the trainings of neutral and Inclusive language.

The Labs were organised either in physical presence, on-line or in a hybrid setting. Moreover, specific visual templates were designed for the development of the training exercises and scenarios, based on NICE program's visual identity.

## Analysis of National Communication Labs

This section provides a summary of the national communication Labs by country based on the provided national reports provided to KEAN upon the conclusion of the labs.

## Bulgaria

The Bulgarian Business Leaders Forum (BBLF), in collaboration with the Center for the Study of Democracy (CSD), organised two in-person Diversity Communication Labs in Sofia, Bulgaria, one on 12/12/2023 and the second on 12/01/2024. These labs built upon previous consultations with experts from corporate and non-governmental organisation (NGO) sectors conducted during the research phase in WP2 and Diversity Communication Panels in WP3 of the NICE project.

The profound interest demonstrated in Bulgaria was evident through the considerable attendance and active involvement of participants from diverse professional backgrounds. Each expert made substantial contributions, offering invaluable insights and recommendations drawn from their experiences in overseeing corporate operations necessitating inclusive and impartial communication. The Diversity Labs attracted a total of **49 representatives** from various companies and NGOs in Bulgaria, who enthusiastically participated in dialogues, exchanging perspectives, experiences, and proposals pertinent to the training course content.

Distinguished speakers from entities as the Synergia Foundation, ARTIED Training and Creative Studio, Chocolate House "Stanimira," and Caritas Sofia were invited to address specialised topics, including the integration of individuals with visual impairments and other disabilities into the workforce. They expounded upon inclusive hiring practices, explicated effective communication strategies with visually impaired individuals, underscoring the benefits for corporate environments, and deliberated on the challenges faced by older individuals during career transitions. Additionally, paradigms of services serving marginalised groups, including refugees and asylum seekers, were presented. Furthermore, discussions revolved around the integration of deaf employees, employees with Down syndrome, and individuals within the autism spectrum disorder (ASD) spectrum, indicating a comprehensive exploration of diverse inclusion strategies.

Four specific topics were transferred into training exercises that are analysed in the Bulgarian report of Diversity Communication Labs, including general instructions for the effective implementation of the trainings.

1. Gender-neutral language and gender-sensitive communication:
  - a. Exercise to simplify and neutralise the language in job postings.
  - b. Exercise on how to identify inappropriate gender-offensive office jokes
  - c. Exercise on communication with new parents.
  - d. Exercise on inequality in communication.
2. Inter-generational communication:
  - a. Exercise on appreciating different types of knowledge possessed by different generations.
  - b. Exercise to tackle age discrimination in job postings.
3. Communication with persons with different (dis)abilities and neurodivergent persons:
  - a. Exercise balanced care for people with special abilities.
  - b. Exercise on effective communication with persons with visual impairments.
  - c. Exercise on communication with persons with hearing loss.
  - d. Exercise on recognising 'invisible' disabilities.
  - e. Exercise on conflict resolution with a person with disabilities.
  - f. Exercise on visually inclusive content.

4. Communication with persons of marginalised groups – ethnic minorities, non-nationals, refugees, etc.:
  - a. Exercise on healthy curiosity about other cultures.

Experts emphasised the importance of a skill-oriented approach, highlighting the necessity of developing the capacity for inclusive communication across all interactions, while referencing specific vulnerable groups only as necessary. Secondly, they stressed the incorporation of multimedia elements such as videos and exercises that depict both instances of miscommunication and successful examples, including real-life narratives of individuals' employment journeys, particularly those with disabilities, to effectively illustrate correct communication methods. Thirdly, participants highlighted the critical role of onboarding processes in encouraging inclusive communication standards within organisations. Additionally, they notified against overly politicising neutral language, suggesting that explanations on the importance of inclusive communication, conveyed through storytelling, should precede discussions on specific language adjustments. Finally, the overarching message of the training should prioritise seeking commonalities over differences when engaging in communication, fostering greater understanding and empathy among individuals.

Finally, the two role-playing scenarios were developed to support participants in adopting strategies for effective communication, collaboration, and mutual respect across diverse groups, fostering a more inclusive and harmonious work environment.

The first scenario is focusing on intergenerational interactions within the workplace. In this role-playing scenario, Sarah, a woman at the age of 55, embarks on a new career path and joins a tech workplace where the majority of her colleagues belong to younger generations, predominantly Generation Z and Millennials. Through role-playing exercises, the audience can embody both Sarah's perspective as an experienced professional adapting to a new setting and the perspectives of her younger colleagues, facilitating a deeper understanding of how age diversity influences communication styles, expectations, and the workplace dynamics that arise through diverse collaborations.

The second scenario depicts three distinct situations involving employees with different disabilities: visual impairment, hearing loss and autism spectrum disorder (ASD). The scenario showcases examples of both incorrect and correct communication practices with each of these individuals. Through these role-playing scenarios, participants gain insight into the challenges faced by employees with disabilities in the workplace and learn how to effectively communicate with and accommodate their needs. By engaging in these simulations, participants of the trainings in WP4 will develop a deeper understanding on how to foster an inclusive work environment where all employees feel valued, respected, and empowered to contribute their unique skills and perspectives.

## Cyprus

The Communication Lab in Cyprus was organised by CSI (Center for Social Innovation) on February 15, 2024, and was hosted at the University of Cyprus in collaboration with the local NGO 'Agkalia Zois'. The event reached 20 individuals from Diversity & Inclusion (D&I) and related fields, combining theoretical discussions with practical exercises, and emphasising the importance of structured learning materials for companies to navigate neutral and inclusive language in corporate environments effectively. Throughout the session, robust exchanges of good practices, tools, and personal experiences related to D&I came up. Insights were shared on making information and communications more accessible, promoting equal opportunities, and advancing women's rights, drawing from diverse personal experiences and successful initiatives. The inclusive nature of the lab encouraged participation from

underrepresented groups, empowering them to contribute their unique perspectives in a safe and collaborative space.

The activities developed during the lab include exercises on identifying non-inclusive language, transforming language to be inclusive, and role-playing scenarios to practice inclusive communication. Realistic HR and Accounting team's scenarios were explored to showcase the application of neutral and inclusive language, fostering discussions on inclusivity in various contexts and adapting communication for diverse teams.

Participants in the lab proposed a structured training pack for neutral and inclusive communication, emphasising a clear format. They recommended starting with theoretical knowledge on various aspects of communication, followed by practical exercises for application. Key topics suggested for inclusion encompass accessibility of information, encompassing people with disabilities or learning difficulties, gender-sensitive language, inclusive communication covering diverse D&I topics like age, ethnicity, disability, and mental health, and the use of inclusive images and visuals.

Five different exercises were developed and presented analytically with instructions and examples, in the national Diversity Communication Lab conclusion report from CSI, in the topics of:

1. Inclusive Language Exercise:
  - a. Everyday Experiences - Identifying Non-Inclusive Language.
  - b. Neutralising Words: Transforming Language to be more Inclusive.
  - c. Role Play: The effect of (non)inclusive language (scenario).
  - d. Role-play: Break Time at Work.
  - e. Interview: Role-play.

Finally, the group collaborated in developing three simulating scenarios with a focus on inclusivity, multiculturalism, and positive outcomes, aligning these with real-life situations to ensure relevance and address inclusivity challenges.

- Scenario 1 - The Recruitment Challenge
- Scenario 2 - Group Communication via Email
- Scenario 3 - The Management Challenge

These scenarios emphasised the importance of considering diverse viewpoints and backgrounds, prompting critical thinking about language impact. Multiculturalism was prioritised, acknowledging employees' diverse cultural backgrounds, with participants drawing insights from various resources, including industry guidelines and real-life experiences that enriched scenario authenticity. All scenarios were designed in detail, in regards to participating characters, scenes and dialogues, providing a complete idea of the role-playing examples.

## Greece

The Diversity Communication Lab organised in Greece took place on February 20, 2024, in a physical gathering that drew together 23 experts representing the biggest corporations in the country, with HR, Marketing and D&I experts and students specialising in Marketing, Communication and Social Studies. Notable attendees hailed from prominent organisations such as Deloitte, Brinks, Pfizer, Athenian Brewery, Roche, Marks & Spencer, Eurolife, OTE, Groupama, Kotsovolos and Bristol Myers Squibb, among others. This distinguished assembly of industry leaders, diversity advocates, and aspiring scholars facilitated a rich exchange of insights and perspectives, underscoring the collective commitment to advancing inclusive communication practices within corporate and academic spheres.

The Diversity Communication Lab initiated with the theoretical segment, designed to acquaint experts with the intricate nuances of Neutral & Inclusive communication practices. This phase not only introduced the pivotal findings of the NICE project and Comparative Report but also delved into the specific needs within diverse groups, underscored by actionable insights acquired in previous activities of WP2 and WP3. Furthermore, esteemed guest speakers enriched participants' understanding by imparting knowledge on innovative and effective training methodologies, providing a robust framework for the subsequent practical workshops such as Mrs. Vicky Charitou of Tacktmí - a distinguished consultant and training expert renowned in the corporate sphere of Greece. Additionally, Mrs. Androniki Kavoura, an esteemed academic from West University of Attica, delivered a thought-provoking discourse on innovative trends and best practices within adult education, particularly in the realm of communication. From advocating learner-centered pedagogies to exploring the integration of technology-driven learning tools, each speaker provided a unique perspective that enriched participants' understanding and ignited inspiration for embedding novel concepts into training initiatives.

The practical workshops constituted the dynamic second part of the lab, wherein participants were tasked with collaborative endeavors aimed at developing draft sessions and exercises. Encouraged to harness their collective expertise and co-creative acumen, participants engaged in group work, striving to encapsulate their insights and innovative ideas into tangible training materials. Building upon the foundational knowledge garnered from preceding activities of WP3, the exercises were meticulously tailored to address specific thematic topics deemed crucial for the seamless adoption of Neutral & Inclusive Communication practices within corporate environments. Through this dynamic interplay of theory and practice, the Diversity Communication Lab facilitated effective workshops to the transformative journey towards fostering inclusive communication cultures within organisations.

The participants were divided into four distinct groups, each entrusted with developing exercises tailored to their designated topics. Each group shaped the exercises with specific details containing the exercise's title, its type, the thematic module to which it pertained, the methodological approach and accompanying instructions, and any supplementary resources deemed essential for its seamless execution. This systematic methodology ensured a comprehensive examination of diverse subject matters, all the while fostering a unified framework for collaborative development, poised for seamless integration into the overarching training curriculum. Capturing the collective knowledge from the theoretical part and organisations needs for neutral and inclusive communication, the exercise thematics were split in four specific topics considered as key for the adoption of Neutral & Inclusive Communication in corporate environments:

- Inclusive language acknowledgment: Building Bridges: Embracing Inclusive Communication in the Corporate Sphere.
- Inclusive communication skillset (conversations & meetings).
- Record Do's & Don'ts in corporate communications (visual/verbal): **Breaking the Bias: A Stand-Up Comedy Challenge.**
- Inspire leadership into adopting Inclusive communication: **Wanna be a role model?**

In the final phase of the development of two role-playing simulation scenarios two groups were divided to create scenarios reflective of real organisational needs. No thematic or titles were assigned to the groups, aiming to identify themes that reflect the reality in the organisations they work. This collaborative endeavor underscored the commitment to tailor training initiatives to address specific challenges and promote inclusivity within diverse workplace settings.



The first scenario title ‘**A 10’ walk in the office’** presents real dialogues of employees containing some sexism speech in argo (local phrases are recommended for other countries). Most of the time this choice of words is applied as humorous, however, it remains discriminative to various groups of employees.

The second scenario was inspired by a real story, a very positive example of what an inclusive working environment is, and the impact on employees’ lives. The story is about an employee that has recently changed their identity information and name and informs the HR team. The person is welcomed with the new name by their team and no problems are reported.

## Lithuania

LDCA conducted its first hybrid Communication Lab on November 15, 2023, which involved 10 experts in D&I and an online meeting on November 26, 2023, to ensure full engagement, and a second Communication Lab, held on January 18, 2024, in a face-to-face format that involved 11 experts from various D&I fields.

The first meetings engaged audience in the comparative report findings, with discussions led by a professional sociologist on inclusive communication within organisational functions, covered various pillars including gender, age, disabilities (both visible and invisible), neurodiversity, and mental health. The second session emphasised the importance of structured learning materials and detailed discussions on ideas from the first lab. The experts that participated are specialising in various D&I topics, including inclusive design, accessible information, human rights, equal opportunities, and LGBTIQ+ rights, adding valuable knowledge to the labs.

Four exercises were outlined to stimulate discussion and sensitivity towards communication practices and two simulation scenarios for role-playing to exemplify adopting neutral and inclusive language, while addressing common communication pitfalls and promoting inclusivity in social situations in the topics of:

### **Inclusive images and visuals:**

- Exercise 1: Language and imagination

### **Gender sensitive language:**

- Exercise 4: Job opening postings
- Scenario 1: Office celebrations
- Scenario 3: Sales team awards

### **Inclusive communication (covering wide variety of D&I topics such as age, ethnicity, disability, LGBTIQ+, neurodiversity, mental health):**

- Exercise 2: Hypothetical situations on Generational Gap

### **Accessibility of information (for people with disabilities or neurodiverse people):**

- Exercise 3: Hypothetical situations on Neurodiversity

The exercises are designed with a detailed description, that will enable the engagement and comprehension of neutral and inclusion language practices in everyday working environments. All exercises include interactive learning techniques through a discussion part, where all participants are enabled to express their views and exploit empathy elements for various situations and characters that might not be familiar with.

Finally, the simulation scenarios are proposed through an interactive way, with the option on how the story will end, with different outcomes of inclusive and non-inclusive communications.

## Romania

The Diversity Communication Lab took place in Romania, on November 29, 2023, and was hosted by the Orange Romania organisation in Bucharest. The event was attended by 21 D&I experts, communication and sustainability specialists, and corporate executives from various sectors and representatives from main organisations in Romania. Daniela Jumanca, co-founder of the Romanian Diversity Charter, provided insights into the NICE project's scope, comparative report findings, and key learnings from national and international panel discussions. Moreover, a representative from Kaufland highlighted inclusivity initiatives, while Orange shared perspectives on inclusive HR practices. The Pastel Association discussed communication challenges with vulnerable groups, and a communication agency representative addressed linguistic obstacles in adopting neutral and inclusive language. Moreover, the participants - through group games and reflective exercises - engaged in new experiences, listened to diverse perspectives, empathised with others' viewpoints, and challenged assumptions. The lab was organised into two sections, with 4 hours duration in total, following the common recommended structure for all partner countries.

The development of practical training sessions enabled the space for critical thinking among participants, encouraging reflection on entrenched stereotypes and biases towards certain groups. The practical session also encouraged participants' collaboration to formulate scenarios for its integration into the training program. Key discussion points from the working groups highlighted the need for efficient exercises for integration into the training pack, providing valuable opportunities for participants to deepen their understanding and develop inclusive communication skills.

The four developed exercises focused on the four pre-defined topics that were raised in the previous activities of the NICE program. All exercises' types include a detailed description to engage the audience, specific objectives, and are designed to nurture group discussions and develop action planning on inclusive communication language.

- Struggling with personal prejudices and biases: **Exercise: Perspective shift**, aiming to highlight biases in perception and judgement.
- **Exercise: Communication in micro-inequality situations**, aiming to enhance communication skills and address micro-inequalities in a professional setting.
- Discussing disability:
  - Exercise 1: Talking about disability through role-playing.
  - Exercise 2: Talking about disability in group discussions and reflection session.
  - Exercise 3: Talking about disability through empathy building.
- Addressing sexual orientation: **Exercise: Talking about sexual orientation**.

The simulation training role-playing scenario in this Diversity communication Lab is built around a person in the office that tells a joke about Roma people, and the majority of colleagues laugh in response. The situation presents a crucial opportunity to address the implications of such universally applied humour types in the workplace. Initially, the scenario depicts the casual sharing of a joke about Roma people, highlighting the ignorance and insensitivity of some individuals. As discomfort sets in, the impact of such humour becomes evident, prompting reflection and discussion among concerned colleagues. Participants can assume roles representing diverse perspectives within the office environment, including those who found the joke offensive, others who laughed without considering the impact, and individuals who remained silent.

## National Diversity Communication Labs Summary

### Total number of participants

Country	Number of Participants	Profile and Corporate functions
Bulgaria	49	Experts from corporate environment and NGO sectors
Cyprus	20	Individuals from Diversity & Inclusion (D&I) and related fields, experts from corporates and NGOs
Greece	23	Experts representing the biggest corporations in the country, with HR, Marketing and D&I experts and inviting students specializing in Marketing, Communication, and Social Studies.
Lithuania	21	Experts from various fields of D&I
Romania	21	D&I experts, communication and sustainability specialists, and corporate executives from various sectors and representative from main organisations in Romania.

A total of **134 individuals** participated in the implementation of T3.2 Diversity Communication Labs across partner countries, surpassing the set indicator of 100 participants in total. A total of **7 separate labs** were organised, of which 2 were held in Bulgaria and Lithuania, and 1 in Greece, Cyprus and Romania.

### Time period of implementation

The implementation of all Diversity Communication labs, ranged from November 2023 to February 5, 2024, based on the scheduled activities of each partner with local Diversity Charters. The National Diversity Communication Labs were organised either in physical presence, on-line or in a hybrid model to ensure the successful implementation and the quality of outcomes.

### Diversity Communication Panels - Feedback & Evaluation

The participants of the National Diversity Communication Labs provided their evaluations for the events through a post-session questionnaire. Overall, they expressed considerable satisfaction with the breadth of topics broached during the labs and commended the adept facilitation thereof. They

underscored the paramount importance of Inclusive Communication in fostering an ethos of inclusivity and safety within the workplace. The provided templates were mentioned positively for their accessibility and efficacy in guiding exercises and fostering analytical thought. Furthermore, participants felt markedly supported to articulate diverse viewpoints in an inclusive and deferential manner. Collectively, they assessed the events as influential in advancing Neutral and Inclusive Communications within corporate spheres, expressing gratification for their involvement in this developing activity.

As for the topics deemed most valuable, participants emphasised the salience of workshop creation and collaboration opportunities with fellow experts, alongside the opportunity of networking. They also expressed appreciation for expert speeches and the attendant knowledge acquisition.

In terms of areas for further exploration, participants expressed interest in strategies to promote the ongoing utilisation of inclusive language beyond mere training sessions, as well as a desire for deeper understanding across specific diversity pillars such as ethnicity, sexual orientation, and disabilities.

## Inclusive Language Training Pack

**The Inclusive Language Training Pack** is the main output of WP3 activities aiming to support organisations in adopting neutral and inclusive communication, covering the training process from the training framework to the skills validation and certification. The training pack will be rolled out to 80 organisations as part of WP4 activities. The concrete elements of the training pack are:

- **An Inclusive Communication Framework** with benchmarks and indicators, outlining the corporate operations where inclusive language can be applied in and the indicators guiding corporations to determine the level of application of neutral and inclusive communication principles. (approx. 5 pages)
- **1 theoretical training module** on inclusive communications in corporate environments and
  - 15 practical training sessions/exercises based mainly on case studies, simulations and roleplaying methodologies. (approx. 30 pages)
- **one communication video per operation** included in the framework, presenting practical examples on adopting neutral and inclusive language and common communication mistakes.
- **A training schedule** based on the training materials developed (approx. 3 pages]
- **A Diversity Language Index** for companies to help them self-assess the adoption level of inclusive language in each corporate operation, identify weaknesses and organise future actions for their full compliance with the framework. (approx. 7 pages)
- **A Diversity Communication Label** (trademark) certifying that a company has been trained in inclusive language. (1page)

## Inclusive Communication Framework (Benchmarks & Indicators)

During the previous phases of WP3 events, and mainly through the Diversity Communication Labs, all partners collectively outlined a draft array of benchmarks designed to gauge the levels of adoption within organisations. The Inclusive Communication Framework is a dynamic approach aiming to

facilitate the assessment of organisations' adaptability and embracing of inclusive communication practices. The concrete elements of this framework, outline the key performance indicators (KPIs) and benchmarks that will serve as barometers for measuring the extent of adoption and effectiveness of inclusive communication practices across diverse organisational landscapes. The Communication Framework – currently in its infancy - includes 5 benchmark pillars as presented below:

## 1. ORGANISATIONAL CULTURE OF INCLUSION

- Diverse representation of total workforce.
- Diverse representation in managerial roles.
- Established D&I policies, frequently updated.
- Established Action Plan, addressing D&I and neutral communication in the organisation.
- Implementation of neutral and inclusive communication practices across all organisational functions.
- Implementation of neutral and inclusive language practices throughout the entire recruitment process, from job announcements to induction at the organisation.
- Adoption of neutral and inclusive language in both internal and external corporate communications.
- Established diverse representation in Communication Materials.
- Accessible systems for employees (alt text, facilities).
- Culturally aware celebration of a diverse workplace.
- Established feedback mechanisms where employees and stakeholders can provide input on the inclusivity of communication practices.

## 2. TRAINING & EDUCATION

- Trained personnel in fundamental D&I management principles and Neutral & Inclusive Communication.
- Tracking mechanism for the participation rate of employees who have completed training on neutral and inclusive communication.
- **Diversity of training content** reflecting a diverse range of perspectives and experiences, including examples and case studies that address various identities and cultural contexts.
- **Integration of modules referring to inclusive communication into onboarding programs** to ensure that new hires receive foundational training on diversity and inclusion.
- Measurement of trainings positive effect.
- Established training plan for all employees.
- **Ongoing learning opportunities** for employees to deepen their understanding of inclusive communication.
- **Impact on organisational culture** by assessing the impact of inclusive communication training on organisational culture, such as improvements in employee engagement, collaboration, and the perception of inclusivity within the workplace.
- Toolkits and Glossaries for diversity pillars.

## 3. REPORTING SYSTEM | Assessment

- Measurement for discriminatory or offensive language reports submitted to HR (or another responsible department handling internal misconduct).

- Annual internal research to evaluate the adoption of inclusive language within the organisation.
- Available employee feedback and survey mechanisms focusing on employees' perceptions of communication inclusivity, understanding, and comfort with the language used (or internal anonymous research, questionnaires or quizzes, to gauge feelings of inclusion within the organisation, attitudes towards diversity pillars including sexual orientation, and behaviors related to inclusivity that include qualitative input to provide deeper insights into communication practices.)
- Reporting mechanism to evaluate the inclusive language in official communications, documents, and presentations.
- Updated HR systems with inclusive informational parameters and the use of neutral communication language.
- Assessment mechanism for accessibility in communication materials in terms of language and format.
- Measurement mechanism to evaluate inclusive and neutral language in job postings.
- Unconscious bias detectors incorporated in questions about inclusive communication in exit interviews.

#### 4. **COMPANY PERFORMANCE**

- Inclusive communication metric is part of the employee performance score.
- High engagement levels of personnel across the company.
- Integration of D&I factors into Performance Management Measures.

#### 5. **LEADERSHIP'S INCLUSIVE CULTURE**

- Inclusive communications are part of the team leaders' evaluation.
- Active involvement of leadership teams in promoting D&I practices and Neutral & Inclusive Language.
- Allocation of a specific percentage of the entity's budget towards D&I initiatives.
- Accountability for inclusion goals.

To evaluate the adoption level of inclusive communications, corporate organisations need first to define the objectives in order to determine the specific outcomes that indicate the progress, and to choose the metrics that can accurately measure inclusive communication adoption within the organisation. The targets set should reflect the company's ambition towards the benchmarks of adopting Neutral & Inclusive Communication and established data collection methods must be available. Moreover, all KPIs should be clear to all employees and be measured periodically to monitor progress.

Below is the list of identified KPIs throughout the implementation of T3.1 and T3.2:

#### **Policy Compliance and Performance Management:**

- Assessing employee's compliance with the organisation's diversity policies: x% of functions that apply inclusive communication initiatives and have integrated inclusive communication language.
- Assessing the implementation of D&I practices within Performance Management systems.
- Feedback reviews on internal surveys regarding the application of neutral and inclusive communication.

- Inclusive communication engagement by leadership team: Reviews from internal surveys.
- Inclusive communication Action Plan: % of allocated budget to dedicated activities.

### **Diverse environment & Culture of belonging:**

- Analysis of employee demographics by role and function, considering diversity pillars: x% of diverse employees mix (concerning job specifics).
- Analysis of managers demographics, considering diversity pillars: x% of diverse employees mix.
- Tracking and addressing incidents of discriminatory behaviours within the organisation
  - Number of reports in the company, related to incidents of non-inclusive communication.
  - Number of resolved reports.
- Inclusive Language Usage in Recruitment: Evaluation of job descriptions, recruitment materials, and interview processes to ensure they employ neutral and inclusive language to attract diverse candidates: % of inclusive job postings and diverse job candidates.
- Unconscious bias reported incidents.
- Evaluating the accessibility level of systems and facilities for all employees: % of covered accessibility needs compared to internal and external stakeholders.
- Assessment of communication materials for accessibility, ensuring they cater to individuals with disabilities in terms of language and format. Reviews on inclusivity of internal communication material.

### **Empowered personnel to adopt Inclusive language:**

- Monitoring the percentage of employees participating in mandatory D&I training: % of trained employees per function.
- Assessing the quality of the trainings based on employees' input before and after the training.
- Available glossaries per diversity pillar.

The detailed framework will be presented in its finalised format in D3.4 Development of Inclusive Language Training Pack.

## **Training Outline & Exercises**

Combining with the findings of previous WP3 activities the approach to divide the training of Neutral and Inclusive Language into two tiers is the most prevalent. Therefore, a BASIC and ADVANCED level is suggested, catered to organisational complexities and hierarchical levels. Consequently, the practical segment of the training encompasses both tiers, comprising a total of 20 practical sessions/exercises, including case studies, simulations, and role-playing methodologies. This approach aims to address diverse operational needs and facilitate comprehensive skill development within organisations.

### **Training Outline**

The experts proposed that the training sessions start with theoretical insights into communication, followed by practical exercises for hands-on application. Key topics suggested for inclusion ranged from accessibility of information to gender-sensitive language and communication covering diverse D&I topics such as age, ethnicity, disability, and mental health. Additionally, they emphasised the utilisation of inclusive images and visuals to enhance understanding and engagement. Regarding the methodology the experts advocated for multimedia integration, utilising videos and exercises to



illustrate both miscommunication and successful examples, including real-life narratives, especially those of individuals with disabilities. Moreover, they recommended a structured training package for neutral and inclusive communication, highlighting the importance of a clear format that enables all employees' engagement.

Throughout the previous WP3 tasks across all partner countries, the division of training in two levels, one **BASIC** and one **ADVANCED**, was suggested as the best approach for effective trainings within organisations, taking into consideration the different operations and levels in hierarchy. Therefore, the theoretical part of the training pack will include a theoretical module that consists of these two training levels and 16 practical training sessions/exercises, case studies, simulations and role-playing methodologies (8 per level).

The BASIC training is designed for all employees at every level and in all departments of the organisation, aiming to introduce fundamental concepts of Inclusive Communication Language and raise awareness on the topic. The ADVANCED training is tailored for employees and functions overseeing people management, decision making and interactions within corporate settings, offering comprehensive insights for the specific needs of diversity pillars, and developing the skills and requirements for fostering inclusive communication practices and integrating them seamlessly within the organisation.

The training should be applied periodically and updated with new concepts by companies. Moreover, the training could be part of the induction process of new associates/employees in an organisation. The training module will be part of the **inclusive language training pack** ranging about 20-24 pages.

Below is a draft outline of the categorisation of the training levels and contents as put together based on partners' reports following the conclusion of the Diversity Communication Panels. The outline will be assessed and finalised during the T3.3 Virtual Working Spaces, after which the partnership will delegate topics for content development.

#### **B1. Basic Concepts of Diversity & Inclusion**

- Diversity pillars introduction
- Key values of equality, unique worldview, tolerance and greater acceptance
- Diversity Management and Inclusion practices

#### **B2. Benefits and Needs for Inclusive Communication**

- Importance of inclusive communication
- Advantages of diverse audiences for/in organisations
- Meeting the needs of all individuals, building engagement
- Enhancing engagement and understanding among diverse groups

#### **B3. Fundamental Concepts for Neutral & Inclusive Communication**

- Inclusive Communication Techniques
- Glossary of terminology with examples of exclusionary language and suggestions for inclusive alternatives
- Real-life instances of exclusionary language
- Neutral and inclusive language (including country-specific examples such as gender-sensitive and gender-neutral language)
- Inclusive communication skills

#### **B4. Understanding & Addressing Biases**

- Definition and explanation of types of biases



- Impact of biases on communication and behaviour
- Strategies for recognising and addressing biases
- Cultural awareness

The **ADVANCED** training is targeted at employees and functions responsible for managing people and interactions within corporate environments. This level will provide in-depth knowledge for inclusive communications related to each specific need of the diversity pillars. Moreover, this training will address skills and needs to develop inclusive communications and ensure they are incorporated within the organisation. The main functions of an entity – as derived from T3.1 and T3.2 - are:

- 1) Human Resources,
- 2) Public Relations Department/Corporate Communications Department
- 3) Leadership Management/Founders
- 4) Team leaders/Managers
- 5) Client Support Department
- 6) Sales Department and
- 7) Executives.

Recommended topics for the **ADVANCED** theoretical training modules include:

#### **A1. Understanding Diverse Groups and Intersectionality**

- Specific needs of diverse groups such as neurodiverse individuals, those with mental health conditions, people with disabilities, individuals from various ethnic backgrounds, various age groups and LGBTQI+ employees.
- Language and intersectionality that shape individuals' experiences within the workplace, and the importance of recognising and addressing these intersections in communication and policy.
- Language, sexual identity and orientation, and the impact/importance of language in fostering empathy, understanding towards inclusion and equity within a corporate environment.

#### **A2. Language Accessibility and Inclusive Communication Practices**

- Language accessibility specifics, including techniques for accessible, and inclusive communication for all employees.
- Developing inclusive meeting structures.
- Strategies to create written and verbal communications, avoiding exclusionary language and stereotypes.
- Dictionary or glossary of terminology exclusionary language.

#### **A3. Detecting and Addressing Non-Inclusive Communication**

- How to detect non-inclusive communications and behaviours within the workplace (microaggressions, biases, and discriminatory language)
- Reporting mechanisms and protocols to address instances of non-inclusive communication.
- Developing skills for constructive feedback by managers and HR officers.

#### **A4. Promoting Inclusive Leadership and Inclusive organizational Culture**

- Engaging the organisational leaders in fostering an inclusive work environment through their language, actions, and policies.
- Best practices that promote neutral and inclusive language at all levels of the organisation. (through leadership communication, performance evaluations, and organisational policies).

- Empowering managers and HR officers to champion diversity, equity, and inclusion through initiatives and programs within teams and across the organisation.

### Training Exercises

The Diversity Communication Labs enabled the creation of various exercises targeting corporate functions and addressing specific needs for inclusive communication within functions. A combination of knowledge by 134 experts ranging from HR experts, D&I, marketing and communication along with students in Communication field, captured in the engaging exercises by all partners of NICE program.

The summary of the developed exercises per partner is presented below, and will be further evaluated in the next task of WP3, namely, the T3.3. Virtual peer working spaces, to shape its final version. The draft version of each exercise is available in [Annex 9](#).

#	Country	Exercise title	Exercise type
1	Bulgaria	Gender-neutral language and gender-sensitive communication	*type to be defined
2	Lithuania	Gender sensitive language- language and Imagination	Group activity and reflection
3	Greece	Inclusive communication skillset	Group activity
4	Greece	Gender Inclusive Communication	Group game and reflections
5	Cyprus	Neutralising Words - Transforming Language to be more Inclusive	Group activity and discussion
6	Cyprus	Activity 3 - Role Play - Practicing Inclusive Language in a Scenario	Role-Playing
7	Lithuania	Generational gap	Group discussion
8	Bulgaria	Intergenerational communication	*type to be defined
9	Romania	Struggling with your own prejudices and biases.	Group discussion
10	Cyprus	Communications during break time	Role-Playing
11	Bulgaria	Communication with persons with different (dis)abilities and neurodivergent persons	*type to be defined
12	Bulgaria	Communication with persons of marginalised groups – ethnic minorities, non-nationals, refugees, etc.	*type to be defined
13	Romania	Talking about disability	Role-Play, creation of scenario and discussion
14	Romania	Talking about sexual orientation	Group Discussion
15	Romania	Communication in a micro-inequality situation	Group discussion, Brainstorming, creation of list
16	Cyprus	Everyday Experiences- Identifying Non-Inclusive Language	Group discussion
17	Lithuania	Inclusive language in Job Openings	Group activity
18	Lithuania	Neurodiversity and accessibility of information	Group discussion
19	Greece	Leadership engagement in inclusive communication	Presentations and workshop with inspirational speaker

#	Country	Exercise title	Exercise type
20	Greece	Inter-Generational productive collaboration	Group activity

## Simulation Scenarios

The Communication Scenarios Videos conceptualised during the Diversity Communication Labs, serve as practical illustrations for embracing neutral and inclusive language while highlighting common communication errors. These scenarios, aiming at fostering an inclusive work environment, will be encapsulated in eight videos, each lasting between 2.5 to 3 minutes. Covering various operational domains such as HR, Public Relations, Corporate Communications, Leadership Management/Founders, Team leaders/managers, Client Support, Sales, and Executives, these videos will depict real or hypothetical workplace incidents. KEAN will oversee the video creation process, utilising the drafted scenarios as the foundation for their development.

The communication scenarios videos were initially shaped during the Diversity Communication Labs, presenting practical examples on adopting neutral and inclusive language and common communication mistakes. The draft video scripts per partner are available in [Annex 10](#).

The scripts of the videos will be finalised by the participants in the T3.3.

Country	Scenario topic	Short Description	Function
BG	Intergenerational communication	Sarah, a woman aged 55, switches her career path and starts a new job. Most of her colleagues are younger than her and predominantly Generation Z and Millennials and they interact to join different experience into projects management.	Team leaders/managers
BG	Communication despite disability	The video presents three situations of employees who have 1) visual impairment; 2) hearing loss; and 3) autism spectrum disorder. It showcases examples of wrong and correct communication with each of the three employees.	Corporate Communication
RO	Discriminatory jokes at the office	Someone at the office is telling a joke about Roma people. Most people laugh. Though the team reacted and reported the incident to HR, that engaged in training sessions for the organisations.	HR team
GR	Gender Identity: Change while being in the organisation	An employee that is years in the organisation, in the production unit, changes their gender identity and name and is very stressed about how to communicate this to their colleagues with the new name. HR is supporting them in the process. The individual is welcomed and accepted from day one, as it was before the identity change.	Team leaders/managers

GR	A 30' walk at the office	A person walks around the office, and we see bubbles on the heads of other colleagues around reading various discriminative comments and jokes that are happening to various desks and functions.	Leadership management/ Founders
LT	Inclusive and non-inclusive communication	The story is during a corporate party and depicts a conversation among colleagues and a manager regarding their 'plus one'. This scenario reveals two options for the finale.	All
LT	Sexism communication language	The story is about a celebration in the company of a huge sale that one of the teams made.	Sales team
CY	The Recruitment Challenge	The story is realised during a recruitment process by the HR Department. The HR members are instructed to incorporate corrective measures to ensure the use of behavioural and neutral language.	HR team
CY	Group Communication via Email	The team gathers around a conference table, led by their manager, and they are preparing the communications for a project to various functions. Mistakes are identified and addressed.	Corporate Communication Team
CY	The Management Challenge	Participants are tasked with composing a story within the Management Department that led a manager to educate themselves on behavioural language. The scenario requires seeking resources and guidance to communicate in a way that respects diversity and promotes a sense of belonging.	Leadership management/ Founders

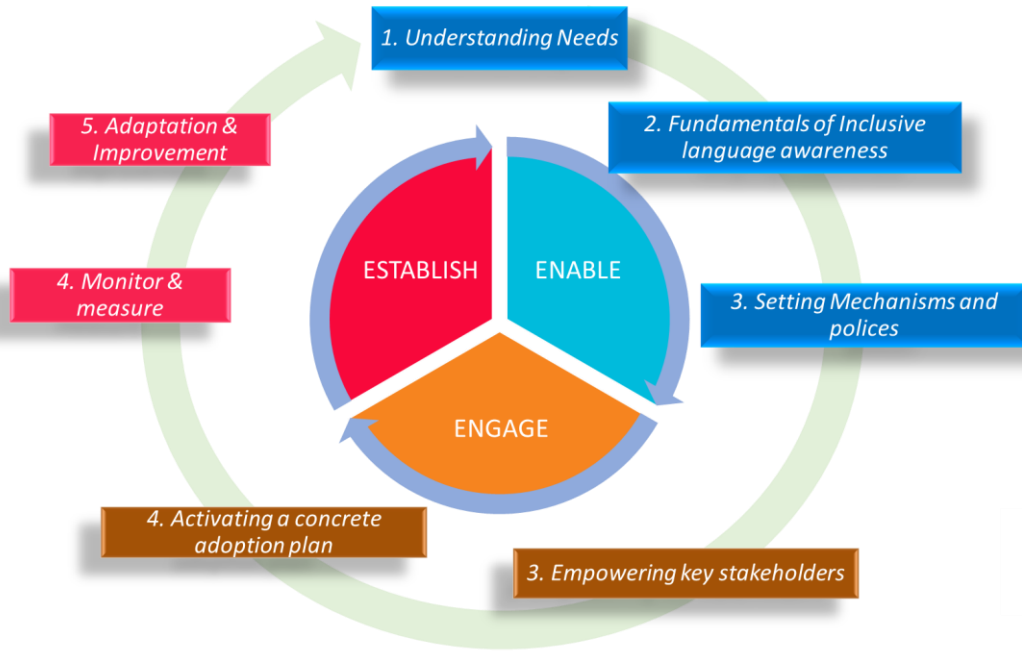
## Training Schedule

The training schedule will be a concrete element of the Inclusive language training pack and will be formed based on the training materials of the previous section. Therefore, a recommended timeplan for all activities and scenarios will be shaped after the finalisation of the training modules and exercises, as part of T3.4.

## Diversity Language Index

The Diversity Language Index will consist of an Action Plan and tools for companies to support them to self-assess the adoption level of inclusive language in each corporate operation, identify weaknesses and organise future actions for their full compliance with the framework. The index will encompass the main key elements to ensure effectiveness and sensitivity to diverse perspectives and should address the different needs and awareness level of employees.

The Diversity Language Index will be developed, capturing the identified needs and proposals shared by corporate executives, D&I experts and representatives from diverse groups, in all previous actions of WP3. An initial structure of the Diversity Language Index is presented below:



## Annexes

### Annex 1: Diversity Communication Labs by KEAN

# Neutral and Inclusive Communication in Corporate Environments (NICE)

## WP3: Development of the Inclusive Language Training Pack

### T3.2 Diversity Communication Labs

# Guidelines (up to M13)

## Introduction

The Diversity Communication Labs are the second phase of activities in WP3 and will be organised by each partner to draft the practical training sessions and the exercises on the Neutral & Inclusive Communications. The labs will join diversity experts, adult training experts, communication experts and corporate organisation executives and exchange their expertise in developing the training material.

The Labs will be deployed in two parts consisting an all-day event. The first part will be theoretical, aiming to introduce the experts in the topic of Neutral & Inclusive Communication and the NICE project, and the presentation of the Comparative Report of WP2.

The second part of the labs will take the form of practical workshops for the participants to develop the draft sessions/exercises in a common template prepared by KEAN. The labs will close with a summary discussion. In total we expect to collect 15 draft exercises. (4 per partner).

Each partner will organise **two Labs**, one physical and one virtual at a country level with minimum **10 participants** per lab. During the Diversity Communication Labs, the participants will draft the exercises for the trainings that will support organisations for the implementation of neutral and inclusive communication. At the end of each lab, all partners will fill the write the conclusion report, summarising their findings and sharing the first exercise and video drafts.

## Diversity Communication labs

Each partner will organise two Diversity Communication Labs, one physical and one virtual to involve participants from various areas of each country. Both labs will follow the same structure and agenda with different participants.

### 1. Objectives:

To identify the corporate operations that inclusive and neutral language can and should be applied in, and the indicators proving that a corporate environment applies inclusive communication principles. The information will be collected in the form of a national report by each country. The overall objective is to support the development of the inclusive communication framework on which all the other training materials will be based.

Specific objectives:

- Draft the practical training sessions methodologies and the exercises on the Neutral & Inclusive communications. (15 exercises)
- Actively involve D&I experts, adult training experts, communication experts and corporate organisation executives and exchange their expertise in developing the training material.
- For each operation included in the framework draft one communication scenario video, presenting practical examples on adopting neutral and inclusive language and common communication mistakes.

### **1.a. Audience:**

1. Diversity & Inclusion Experts
2. Training and communication experts
3. Business staff
4. Representatives of Diverse groups
5. University students from Communication studies/ journalism

### **2. Implementation:**

#### **PART A:**

The first part will be theoretical, aiming to introduce the experts in the topic of Neutral & Inclusive Communication, the NICE project and the main findings from the research phase.

This part includes the presentation of the comparative report, the best practices for Neutral & Inclusive Languages that were identified and relevant guidelines that were presented during the WP2 activities.

These will define the main theoretical training modules and the practical training sessions/exercises of the second part of the training. Specifically, in WP2 main areas as best practices were identified as well important topics to be included in the theoretical module.

Moreover, input from T2.1 Diversity Communication Panels will feed the topics for the specific practical training sessions/exercises that will be developed at part B. The final theoretical module topics can be defined at the upcoming meeting in November 2023.

#### **PART B:**

The second part of the labs will take the form of practical workshops for the participants to develop the draft sessions/exercises in a common template prepared by KEAN. The labs will close with a summary discussion.

The exercises types that will be developed by each partner include:

- 2 simulation scenario with roleplaying methodology in regards to the adoption of Neutral & Inclusive Language (each partner to select one function and specific pillar based on the panel of 3.1)

- Each partner to develop 4 exercises and define the training methodology for the adoption of Neutral & Inclusive Communication in different corporate functions (HR, Management team, Communications, Customer service & Sales teams)

PARTNERS will align on final functions and pillars to work on, during our meeting in November.

### Theoretical Training module Topics:

Based on the work conducted in the previous tasks, main areas for training topics can be summarized as shown in the table below. This content will be updated after our meeting in November with the knowledge derived from the Diversity Communication Panels.

	<b>Theory</b>	<b>Exercises</b>
<b>1</b>	The need for inclusive language/communication in professional communication and current situation.	Maybe some roleplaying exercises, highlighting the differences with and w/o inclusive language.
<b>2</b>	Diversity pillars and specific needs.	
<b>3</b>	Stereotypes and biases that exist in a working environment and how to effectively avoid the use of these. (specific functions)	YES exercises - on how to avoid biases
<b>4</b>	Inclusive and gender-neutral communication.	YES- exercises on how to use this. - How to use gender-neutral pronouns
<b>5</b>	Inclusive communication with people with different disabilities. (neurodiversity)	YES- exercises on how to (if applicable)
<b>6</b>	Inclusive communication in multinational and multicultural work environments.	YES- exercises on how to (if applicable)
<b>7</b>	Inclusive and effective cross-generational communication	YES- exercises on how to (if applicable)
<b>8</b>	Any other pillars material/ knowledge practices	
<b>9</b>	Neutral & Inclusive communication specification for different corporate functions	
<b>10</b>	Best practices examples: <ul style="list-style-type: none"> <li>● Description</li> <li>● Objectives</li> <li>● methodology</li> <li>● Material &amp; links</li> </ul> Tools & resources	
	<b>Scenarios</b>	



**Recommended topics for exercises based on the best examples identified in Comparative reports that can be deployed for different functions.**

**1. Inclusivity from the Outset:**

- Inclusive and neutral language in job postings
- Inclusive and neutral language in internal/ external communication
- Introduction to an organisation's behavioural norms with the help of a buddy
- Company abbreviations explained
- Indication of pronouns

**2. Assessment:**

- DISC personality types
- Checklist of indicators
- EIGE toolkit for gender equality
- Internal Survey
- Bias detectors

**3. Awareness-Raising and Training Activities:**

- Multidisciplinary initiatives
- Inclusive celebrations

**4. Guides, Toolkits and Glossaries:**

- Gender Sensitive language
- Communication with people with disabilities
- Communication with LGBTQA+
- Glossary of inclusive terms

**5. Visually Inclusive Communication:**

- Alt text
- Content adopted for color blindness
- Subtitles for videos

## 6. Reporting Mechanisms:

- Internal whistle-blower mechanism

## 3. Recommended Agenda:

A recommended agenda has been shaped and can be modified based on each partner's needs:

- Introduction of N.I.C.E. EU Project (15')
- Presentation of main Comparative report & Best Practices of WP2(25')
- Q&A (10')
- Light lunch (60') (TBD)
- Part2: Workshops
  - Practical workshops to develop the draft sessions/exercises for the use of inclusion/neutral language (90')
  - Practical workshops to present the exercises in a common template shared by KEAN (90')
- Summary discussion (30')

### WP3 information:

WP3 includes a series of activities aiming to collect information and approaches on Neutral & Inclusive Language and develop the material for the training pack of Inclusive Language in Corporate Environments (D3.4).

The WP3 events and activities are the following:

D3.1 – Diversity communication Panels, to define corporate operation and approaches for Neutral & Inclusive language to be applied. Moreover, the benchmarks and KPIs to evaluate the implementation.

D3.2 – Diversity communication Labs- to define the development of draft practical training sessions/exercises on inclusive and neutral communication.

D3.3 – Virtual Peer working spaces to analyse all the data gathered and the previous activities' outputs and draft the training materials' exact framework based on the content described in Inclusive Language training pack (D3.4).

D3.4 – Inclusive language in corporate environments training pack- the development of the training pack.

### What is the Inclusive Communication Framework?

The knowledge received in WP2 research phase and WP3 events (Communication Panels and Communication Labs) will be incorporated into the Inclusive Communication Framework, to set the

systemic design, the people involved and the elements of the training material of the T3.4. Inclusive communication framework will be developed within T3.3 Virtual Peer Working spaces.

Specifically, the Training framework will include:

- The corporate operations that inclusive language can be applied to and the approaches. (input from Panels)
- Benchmarks and indicators proving that a corporate environment applies inclusive communication principles. (input from Panels)
- The theoretical training module on Neutral & Inclusive communications in corporate environments and 15 practical training sessions/exercises, case studies, simulations and role-playing methodologies.
- Communication scenarios with videos, presenting practical examples on adopting neutral and inclusive language and common communication mistakes (Defined at D.2 of WP3)
- The Diversity Language Index for companies to help them to self-assess the adoption level of inclusive language in each corporate operation, identify weaknesses and organize future actions for their full compliance with the framework. (Defined at D.3 of WP3 by incorporating the received knowledge on benchmarks & KPIs)

**Annex 2: National & International Panels Report Template by KEAN**

**Neutral and Inclusive Communication in  
Corporate Environments**

**(NICE) project**

Internal Conclusion report

Diversity Communication Labs

*Country:*

Author(s):

.....

**Version:**

**v.01/30.07.2023 [draft template]**

**1.02/10.11.2023 [internal review template]**

**v.03/30.11.2023 [final template]**

Language: English

Font: Calibri (Body), size 11

Reference style: APA (American Psychological Association) in footnotes, incl. hyperlinks where available.

Deadlines:

- 30<sup>th</sup> February 2024

**Aim:** Develop input for the inclusive communication framework for **D3.4. Development of the Training Pack.**

## Introduction of Diversity Communication Lab

*Please provide a short introduction of Diversity Communication Labs' deployment, the contribution by key participants and main outputs (max 1 page).*

## Diversity Communication Labs

*Please provide a detailed overview of Diversity Communication Labs that were organised in your country, the participants' profiles, the insights shared, the expertise and contribution they brought, the objectives and the topics covered. Moreover, please share information regarding communications and D&I practices.*

*In detail, present the workshop phases, the process and the workstreams to develop the material for the inclusive language training pack.*

*Moreover, state any principles, concepts, phrases, guidelines, and other important information for neutral and inclusive language that were presented or discussed with the representatives of Diverse/underrepresented groups and D&I experts during the panels.*

*(max 1 page)*

### 1. Practical training sessions and the exercises on the Neutral & Inclusive communications.

*Present the practical training sessions methodologies that were identified within the Communication Labs, regarding the organisation's function & the pillars each partner focuses on.*

*Moreover, present the four specific exercises you have developed on the template KEAN shared and provide a short introduction and a description of each exercise with any important information.*

### 2. Simulation scenarios

*Present the developed simulation scenarios (2 per partner) with roleplaying methodology in regards to the adoption of Neutral & Inclusive Language (each partner to select one function and specific pillar based on the panel of 3.1)*

*There will be communication scenario videos, one per organisation's function, presenting practical examples on adopting neutral & inclusive language and common communication mistakes.*

## Annex 9: Exercises per country

### Bulgaria

#### 1. Gender-neutral language and gender-sensitive communication

- **Exercise to simplify and neutralise the language in job postings:** Research indicates that women tend to apply for positions when they meet all requirements, while men often apply even if they only meet some. Therefore, job postings need to be refined by simplifying and neutralising the language, to make it more inclusive. Additionally, it is recommended to use the “You”- form instead of “He/Him” or “She/Her”.
- **Exercise on how to identify inappropriate gender-offensive office jokes:** Sometimes humour can be used to mock and offend people based on their gender by reinforcing stereotypes and belittling others and their feelings. Usually, this behaviour is justified as “just a joke”, despite it being harmful. It should be made clear that jokes based on gender stereotypes are not appropriate. For instance, jokes about blonde women being stupid or incompetent; and questions such as “Are you on your period” when a female employee is frustrated, sad or nervous, for instance, or if the other person wants to invalidate the woman’s point.
- **Exercise on communication with new parents:** Encourage effective communication with new parents returning to work after parental leave. Emphasize that it's a two-way interaction, where employees can openly discuss their needs related to parenthood with HR, management, and colleagues. Encourage them to articulate and negotiate working conditions that align with their roles as parents of small children.
- **Exercise on inequality in communication:** Many women expressed that they have felt disrespected or belittled by verbal and non-verbal attitudes of their male colleagues (especially if the men are holding senior positions). For example, common malpractices include male colleagues interrupting while a woman is speaking without apologising; senior men leaving a meeting in the middle after the official opening; men dominating group discussions and decision-making even in horizontal relations, etc. An appropriate exercise should address common misbehaviours that showcase the inequality in communication.

#### 0. Intergenerational communication

- **Exercise on appreciating different types of knowledge possessed by different generations:** Younger generations tend to underestimate the knowledge gained through years of experience possessed by older generations. For instance, Gen Z often believe that their colleagues who are aged 55+ have outdated knowledge and skills and would refuse to ask them for help or advice. On the other hand, employees from older age groups consider youngsters to be inexperienced and lazy. An exercise should facilitate understanding and appreciation of diverse knowledge across generations. In the exercise, highlight the positive outcomes when different age groups collaborate and share expertise. Encourage open dialogue to break down stereotypes and challenge preconceptions. The goal is to foster a culture that values cross-generational learning, promoting collaboration and recognizing the unique strengths each age group contributes to the workplace.

- **Exercise to tackle age discrimination in job postings:** It should address both young individuals with limited experience and older professionals seeking career changes. The focus should be on crafting age-neutral job descriptions. For example, discourage the use of phrases like "We are looking for a young, enthusiastic and motivated individual" or "We are looking for an experienced professional with 15 years of experience." Instead, emphasise the skills, talents, and qualifications required for the job. The exercise aims to raise awareness about biased language in job postings and promote inclusive hiring practices that prioritise merit and capabilities over age-related stereotypes.

## 0. Communication with persons with disabilities and neurodivergent persons

- **Exercise balanced care for people with individual needs:** There is a tendency for some people to be excessively caring in their communication with individuals with some kind of physical or mental deficiency, potentially interrupting and invading their personal space while attempting to assist. Emphasise the importance of asking the question, "Do you need help?" and respecting the response. If the answer is "No," encourage participants to refrain from offering further assistance. The exercise aims to raise awareness that excessive care can unintentionally belittle and underestimate the capabilities of individuals with disabilities, and reinforce their role as victims. Moreover, expressions of pity should be avoided. People should not say things such as 'I feel so sorry about your condition'. Instead, encourage participants to choose words and expressions that convey empathy, support, and recognition of the individual's capabilities rather than focusing on their perceived limitations.
- **Exercise on effective communication with persons with visual impairments:** There are several misconceptions about people with visual deficiency that lead to offensive communication. Often people assume that if a person cannot see, then they are also deaf. An offensive practice is to start speaking loudly and to cut off on syllables, or the automatic gesture of offering a handshake. Instead, one should maintain a calm and neutral voice when speaking with a person with limited vision. Adopt the approach of "Explaining my actions" involving clearly expressing intention verbally before making physical contact or movement. For instance: "Hello. I am Maria. I would like to meet you. What is your name? I am extending my hand towards you for a handshake."
- **Exercise on communication with persons with hearing loss:** People often assume that they cannot communicate with deaf individuals unless they are familiar with sign language. While having knowledge of certain sign language expressions (\*it would be very useful to include some major sign expressions in the training), verbal communication is not precluded. However, it is crucial to be aware of specific considerations. Deaf individuals heavily rely on lip reading, so it is essential to allow the deaf person to stand physically close enough to clearly see the speaker's mouth. Additionally, it is beneficial to utilise digital tools such as voice-to-text tools designed especially for people with hearing impairments.
- **Exercise on recognising 'invisible' disabilities:** Mental disorders and neurodiversity are not always visible in the physical appearance of the person. Some people tend to doubt the existence of the disability or the special needs of the person, only because they cannot see it.

Neurodivergent persons and people with intellectual deficiencies possess unique abilities such as hyperfocus, attention to detail or organising data (this must be demonstrated in the course) which makes them capable of performing specific work tasks. At the same time, they often lack social skills or need more time to understand some tasks. Some co-workers may get confused because they often consider that 'mentally or intellectually limited' means unable to



work at all. When proven otherwise, some question the disability, leading to frustration and accusations of 'pretending not to understand'. This is a widely spread misconception due to a lack of awareness about the spectrum of mental disabilities. Therefore, one should be aware of the specifics of communication with persons with such disorders. Some recommendations include the use of simple, clear and straightforward language. Use as much pictographic language as possible. Avoid idioms and ambiguous expressions. Always keep physical distance, especially in interactions with individuals with autism spectrum disorder (ASD) who may feel trapped and threatened if a person stands too close to them.

- **Exercise on conflict resolution with a person with disabilities** – A person with disabilities may demonstrate overly aggressive behaviour when they feel trapped or uncomfortable. Often, unexpected things may trigger such a reaction. In such situations, it's essential for the other person to maintain a calm voice, take an active stance, and politely inquire if the individual wants to sit, needs assistance, or ask calmly, "Would you like to tell me what happened?"
- **Exercise on visually inclusive content:** Using images, pictograms and other visual content is significantly easier to understand by people with psychological and intellectual conditions, and individuals with autism spectrum disorder (ASD).

#### 0. **Communication with persons of minority groups – ethnicity, nationality, origin, race, etc.**

- **Exercise on healthy curiosity about other cultures:** Encourage a culture of healthy curiosity about different cultures among employees. Employees should be encouraged to express respectful curiosity instead of scepticism towards unfamiliar cultures. In communication between colleagues from various ethnic backgrounds, such as minority groups, refugees, and foreign nationals, the focus should be on discovering commonalities and driven by a genuine desire to learn and broaden one's knowledge and worldview. Exercises may provide tips on politely asking about different traditions and holidays, and encourage learning basic words in the language of co-workers with different ethnicities.

#### **Exercise #1 - Everyday Experiences - Identifying Non-Inclusive Language**

In this exercise, participants discussed and shared situations in the workplace where inclusive and/or neutral language was not used. The focus was on identifying specific words or phrases that might be exclusive and finding alternative, neutral or inclusive language to replace them.

**Instructions:** *Share instances in the workplace where inclusive and/or neutral language happens not to be used.*

#### **For example:**

*Emma was sitting at her desk, troubled by the congratulatory messages flooding her inbox. Apparently, her promotion was announced in the company newsletter, but the article focused more on her physical appearance than her professional accomplishments, sparking a discussion about the unintentional sexism embedded in workplace narratives.*

#### **Exercise #2 - Neutralising Words: Transforming Language to be more Inclusive**

In this exercise, participants were given the tables below and were asked to provide alternative, more inclusive words and phrases.

**[GR]**

**Οδηγίες:** Η ελληνική γλώσσα είναι βαθιά έμφυλη στη χρήση της. Ας προσπαθήσουμε να ουδετεροποιήσουμε τις φράσεις που σας δόθηκαν ξαναγράφοντάς τις με πιο συμπεριληπτικό τόνο. [The Greek language is deeply gendered in its use. Let us try to neutralise the phrases given to you by rewriting them in a more inclusive tone.]

Μη συμπεριληπτική γλώσσα	Συμπεριληπτική γλώσσα
Ο εργοδότης αναζητεί νεαρή κοπέλα για τη θέση της γραμματέα.	
Οι νοσηλεύτριες είναι υπεύθυνες να ενημερώνουν τους ασθενείς για...	
Αγαπητοί συνάδελφοι,	
Ο αιτών συμπληρώνει την αίτηση	Συμπληρώστε την αίτηση
καθαρίστριες	προσωπικό καθαρισμού
νοσοκόμες	
σκουπιδιάρης	
επάνδρωση	
Ανάπηροι	Άτομα με αναπηρία
Αυτιστική γυναίκα	
τεχνικοί υπολογιστών	
Οι ψυχασθενείς του νοσοκομείου	

Μη συμπεριληπτική γλώσσα	Συμπεριληπτική γλώσσα
"Hey guys, let's get started!"	
"The salesman should close the deal."	
"She's emotional about the project."	
"Our chairman will address the team."	
"That's his job; he's the IT guy."	
"The team needs a strong leader, he can handle it."	

**Activity 3 - Role Play: The effect of (non)inclusive language (scenario)**

**Instructions:** Participants are divided into two groups: Assume you are on a break, at your workplace.

**Guidelines for the "No inclusive language" group:**

- Use general terms and pronouns.
- Overlook diversity and assume a homogeneous group.

**Guidelines for the group 'Inclusive language':**

- Use gender-neutral terms, acknowledge different perspectives and consider accessibility.

- Promote an environment that values and respects individual differences and preferences

**Reflection:**

**Group 1:** Share how you felt when you communicated without considering diversity and equality? How did non-inclusive communication affect collaboration and group dynamics?

**Group 2:** Share how you felt when you communicated and took diversity and equality into account? How did inclusive communication positively affect collaboration and group dynamics?

What are the possible effects on team dynamics and decision making when we use or don't use inclusive language?

**Exercise #4 – Role-play: Break Time at Work**

The participants engaged in a role-play scenario during a break at work, applying the guidelines provided for their respective groups. This practical exercise allowed them to experience firsthand the impact of language choices on inclusivity and diversity within a simulated workplace setting.

Through this activity, participants gained insights into the importance of inclusive language, identified potential pitfalls in their current communication practices, and practiced strategies for fostering an inclusive and respectful workplace environment. The exercise aimed to raise awareness and equip participants with the skills needed to create a more inclusive communication culture in their professional settings.

**Exercise #5 – Interview: Role-play**

[ENG]

**Instructions:** Team 1 will play the role of the Recruiters, and Team 2 will play the role of the candidates. This exercise aims to improve communication skills, promote diversity and inclusion, and create an inclusive climate in the recruitment process.

**Group 1:** Use inclusive language throughout the exercise. Avoid making assumptions about candidates based on gender, age, ethnicity or any other characteristics.

Focus on qualifications, skills and experiences during the discussion.

**Group 2:** Answer questions with information relevant to your skills, experiences and qualifications. Feel free to express concerns about the hiring process or ask about the details of the position. Give feedback to Recruiters on their language and approach, highlighting the importance of inclusiveness.

**Greece**

**1. Record Do's & Don'ts in corporate communications (visual/verbal).**

Title: "Breaking the Bias: A Stand-Up Comedy Challenge,"

This exercise was developed with an out-of-the-box thinking and is targeting the whole organisation. Participants of all backgrounds are engaged in a thought-provoking exploration of workplace dynamics through the lens of humour. Initially participants are asked to identify and examine visual and verbal elements in the corporate communications, associated with gender discrimination across three pillars of: sexist/gender bias, gender-neutral language, and gender-sensitive language and categorise these into Do's and Don't.

The second part includes the element of creativity, with the support of a stand-up comedian. Provided with an insightful brief gleaned from previous sessions, the stand-up comedian adeptly navigates through the nuances of biased language, utilising humour and satire to shed light on exclusive and inclusive language practices. Through role-playing and stand-up comedy, participants are tasked with embodying various workplace scenarios, highlighting both the do's and don'ts of communication and behavior. This innovative approach not only fosters a deeper understanding of workplace biases but also cultivates a sense of solidarity and empowerment as participants collectively challenge societal norms and advocate for a more inclusive professional environment.

## **2. Inclusive language acknowledgment**

Title: "Building Bridges: Embracing Inclusive Communication in the Corporate Sphere"

This workshop is described more in a two days event, as the group participants decided that the way the training is deployed is crucial for the engagement of employees to the concept of Inclusive communication language.

This two-day transformative workshop is designed for personnel at the basic level of knowledge and across all departments, aiming to introduce and foster the adoption of inclusive language within the corporate environment, both orally and in written communication. Through an engaging blend of theoretical insights and practical exercises, participants will embark on a journey towards enhancing communication effectiveness and fostering a more inclusive workplace culture.

The first day of the seminar focuses on theory, featuring informative presentations, an inspirational speech, by representative of diverse groups, though interactive quiz games, in-depth case studies, and open Q&A sessions. Expert speakers will deliver enlightening presentations on the significance of inclusive language, while an inspirational speaker will share compelling stories to motivate participants. Interactive quiz games and real-life case studies will challenge participants to apply the acquired knowledge, followed by engaging discussions during the Q&A sessions.

The second day transitions into workshops where participants will have the opportunity to apply inclusive language principles to practical scenarios through hands-on activities and group discussions. Additional quiz games and Q&A sessions will reinforce learning outcomes, culminating in a comprehensive evaluation session to gather feedback and identify areas for further growth. The workshop is recommended to take place outside the office environment, with a hybrid format available for remote participation, and all sessions will be recorded for future reference. Additional resources, including accommodations, audiovisual equipment, an inspirational speaker, and a skilled facilitator, will be provided to ensure a seamless and enriching learning experience for all participants.

As extra activity the group recommended to organise a different experience related to dining, that is called Dinner in the dark. This is organised by the NGO "Me alla matia" that is raising awareness for

visual impairing. The attendees are have the dining experience without the visual sense, inviting them to explore this sense.

### **3. Implementing inclusive communication skillset**

This type of training workshop encompasses a range of abilities and practices aim to foster an atmosphere of respect, equity, and understanding among all employees in the functions of a corporate environment, regardless of their background, identity, or perspective.

It is meticulously crafted to instil the principles of neutral and inclusive communication skills in various activities and occasions as team meetings, top management communications, everyday interactions, external communications a.o.. The suggestions is that all training sessions can be applied across large-scale teams through E-learning modules while catering to smaller teams via face-to-face (F2F) sessions.

The first part of the exercise includes the presentation of main elements that are included in the skillset.

- Active Listening and the ability to listen to others' perspectives without judgment or interruption is crucial for fostering inclusivity.
- Clear and Transparent Communication avoiding argot, using plain language and tailor the advances based on the audience.
- Empathy and understanding towards colleagues' experiences, perspectives, and challenges
- Use of inclusive language that is respectful, inclusive, and free from stereotypes or biases is essential for creating a welcoming and inclusive environment.
- Awareness of the nonverbal communication elements as body language, facial expressions, and tone of voice can help prevent miscommunication and ensure that messages are received as intended.
- Equal time and space for all voices.

The second part includes participants to be active in a role-playing game, by presenting imaginative stories or real examples from everyday experiences for each one of these topics aiming to create understanding of good practices and examples to avoid.

Moreover, the group recommended that training should be promoted through various channels, including official announcements, online platforms, registration portals, targeted teaching sessions, and informative videos/slides disseminated across the organization. To ensure the success of the training program, resources will be allocated for budgetary considerations, establishing external partnerships with industry experts, adapting materials to suit organizational needs, and securing adequate human resources to facilitate the training sessions effectively. This comprehensive approach underscores our commitment to fostering a culture of inclusivity and respect within the workplace, empowering employees to communicate effectively and authentically across diverse teams and contexts.

### **4. Inspire leadership into adopting Inclusive communication.**

Title: Wanna be a role model?

This workshop is designed specifically for Top Management team, since is key point for transforming an organistional culture. By prioritizing inclusive communication skills, corporate top management can

lead by example, inspiring positive change and fostering a workplace culture where all employees feel valued, respected, and empowered to contribute their best.

The workshop focuses on enhancing inclusive communication skills across key pillars of diversity, including age, gender, race/color, disability, ethnic origin, and sexual orientation. It is recommended to be deployed in a face-to-face (F2F) format, and it should be tailored to fit the busy schedules of top executives, ensuring minimal disruption to their daily responsibilities while maximizing learning outcomes. The workshop starts with the presentation of the main elements of neutral and inclusive communication, ideally by a representative from diverse groups. It is important for top management to be familiar with various identities and understand their needs.

Following the presentations, participants will engage in interactive discussions among the group, enhancing their understanding and application of inclusive communication principles within the corporate context by identifying what elements of inclusive communication can be addressed differently in their organisation.

Last, each member of the top management team defines the actions of tomorrow, by defining specific strategies that will transform effectively the communication within the teams and stakeholders, fostering a culture of respect, empathy, and inclusivity at all levels of the organization.

To achieve these objectives, the workshop leverages diverse resources, including guest speakers from various diversity pillars who offer valuable insights and perspectives. Inspirational videos serve to underscore the significance of inclusive language, while applications for quizzes facilitate interactive learning experiences. Theoretical presentations provide foundational knowledge, complemented by case studies that illustrate real-world applications of inclusive language principles.

## **Lithuania**

### **Exercise #1: Language and imagination**

The aim of this exercise is for participants to notice the connection between a name of a profession (either in masculine, feminine, masculine plural or feminine plural endings) and the gender of a person that is being imagined by participant.

Participants, if they wish, can close their eyes and should try to imagine the person of following professions. The list should include masculine, feminine and neutral naming's of professions such as salesmen, saleswomen and salesperson. It would be best if this list is created for each language individually because each language has different challenges when it comes to gender inclusion. Lithuanian language has different endings for plural and singular feminine and masculine nouns which is not the case in English, therefore translation is not the option.

After slowly reading about 5-10 professions participants are invited to reflect either in smaller groups or in one group (depending on a total number of participants). Questions for reflection:

- Did the image remind you of someone: a person you met, a movie character, or someone else?
- Which gender did you imagine more often? Did the gender of the imaginary person depend on the feminine or masculine form of the word?

### **Exercise #2: Generational gap**

After learning about inclusive language related to age, participants receive a hypothetical situation with questions to discuss among themselves.

Adam, a 58-year-old programmer, went to a job interview at a new IT company. When he arrived, he was greeted by two young workers who addressed Adam informally (using informal “you” version). Adam was confused and offended, but continued to address them formally (formal “you” variant). Ieva and Tom, employees of the IT company, showed the company's office: "Our *team* plays table *football* here, you can play *X-box* here. In short, make yourself at home. We are one big family at work. And here, after a hard day, we all come to *chill*." Although Adam understands English, these anglicisms seemed to him very redundant and unprofessional. And being like a family at work scared him. Usually, when people say that, they expect the employee to spend a lot of free time at work.

The job interview went well, Adam felt he had enough competencies, but he was afraid he wouldn't fit in. He doesn't want to "chill out" playing "table football" after work, but he doesn't want to feel separated from the whole team either.

Questions for the discussion:

1. Why do you think Adam might not have liked the job interview?
2. Do you think the company should adjust the job interview? If so, how?
3. How would it be possible to communicate about the leisure spaces and activities available at the office in an inclusive manner and still leave the possibility to refuse to participate in them?

### **Exercise #3: Neurodiversity**

After learning about accessibility of information and inclusive language related to neurodiversity, participants receive a hypothetical situation with questions to discuss among themselves.

Company manager Alma prepares a presentation with upcoming tasks for weekly meetings. She doesn't want meetings to seem boring to her team, so she always tries to prepare the most interesting slides. Slides include many pictures, texts in different colours and fonts, while important information is underlined, deadlines are written in italics, terms are highlighted.

John, a new member of Alma's team, is usually not focused during these meetings. After meetings he often asks a lot of questions to clarify information that was discussed. After the third meeting, John approached Alma and said that it would be good if she made different slides. He explained that it is hard for him to follow the meeting as he is neurodiverse. Alma did not understand what John was talking about, but she thanked him for the feedback and went to ask her colleague for advice.

Questions for discussion:

1. If Alma was your colleague, what advice would you give her?
2. What should be done in the organization so that the observations, like John's about the effectiveness of communication, would be expressed earlier?
3. How could Alma change her slides? What could the entire company learn from this situation?

### **Exercise #4: Job opening postings**

This exercise would be best if given at the end of the trainings or if it is done after each topic. For instance, participants learn about gender inclusive language and then rewrite job opening post in an inclusive way.

The aim of this exercise is to question what we consider a universal addressee of our job ads. By thinking about specific group of people when rewriting a job opening posting one can integrate the needs and expectation of them into a “universal” addressee.

All participants of the trainings should receive the same very generic and basic job opening posting (ideally related to the activity of the organization of participants). They should divide into smaller groups. Each group should review job opening posting keeping in mind that job ad should be attractive to specific person (such as older women who are taking care of their parents, people from LGBTIQ+ community, people with visible or invisible disability etc).

When reviewing job opening postings the group should think about the following aspects:

1. Used words, their endings and gender;
2. Benefits offered by the company;
3. Is the nature of the work clear? Is there any information missing?
4. What information about the work culture of the organization would you like to provide?
5. Where to post an ad?
6. What visual to present next to it?
7. How can one inquire about a job offer?
8. Should the company's commitment to ensure equal opportunities be indicated?

## **Romania**

### **1. Struggling with your own prejudices and biases**

#### **Exercise: Perspective shift**

**Objective:** To highlight biases in perception and judgment.

#### **Scenario:**

1. Create small groups of participants.
2. Present the scenario: "At a meeting, a 23-year-old intern makes a suggestion that is ignored. An older person makes the same suggestion, and it is welcomed."
3. Ask participants to discuss and write down their immediate thoughts, feelings, and assumptions about why this might have happened. Encourage them to reflect on their initial reactions.

#### **Discussion Points:**



1. **Initial Assumptions:** Discuss the assumptions made by participants about why the suggestion was ignored from the intern but accepted from the older person. Encourage honesty and exploration of biases.
2. **Reflection:** Prompt participants to reflect on their own experiences where they might have witnessed or been involved in similar situations. How did it make them feel? Did they act differently based on the age or status of the person speaking?
3. **Empathy Exercise:** Ask participants to switch roles mentally - imagine themselves as both the intern and the older person. How might their experiences and perspectives differ? Encourage empathy to understand the impact of biases from different angles.
4. **Discussion on Biases:** Discuss the various biases at play in this scenario, such as ageism, authority bias, or the tendency to dismiss ideas based on the perceived credibility of the person speaking.
5. **Strategies for Change:** Brainstorm strategies to mitigate biases in decision-making situations. Encourage participants to suggest ways to create more inclusive and fair environments where ideas are evaluated based on merit, not the person presenting them.
6. **Personal Commitment:** Have participants reflect on personal commitments they can make to challenge their biases and prejudices in similar situations in the future.

## 2. Communication in a micro-inequality situation

**Objective:** To enhance communication skills and address micro-inequalities in a professional setting.

**Scenario:** During a meeting, Ana finds it challenging to intervene or contribute. When she finally speaks up, the others in the meeting begin using their laptops and phones, seemingly disregarding her input.

- Explain the scenario to the participants, providing context about micro-inequalities and their impact on communication dynamics.
- Encourage participants to reflect on times when they felt marginalized or unheard in a professional setting.

### Small Group Discussion

- Divide participants into small groups and ask them to discuss how the scenario might make Ana feel and its potential impact on team dynamics.
- Encourage participants to consider the broader implications of such behavior on collaboration and the quality of decision-making in the team.

### Discussion Points:

- Reconvene as a larger group and have each small group share their role-playing experiences.
- Facilitate a discussion on effective communication strategies to address micro-inequalities. Emphasize active listening, inclusive behavior, and respectful acknowledgment of all contributions in a meeting setting.

### Action Planning

- Encourage participants to brainstorm actionable steps to create a more inclusive meeting environment.

- Have them create a list of communication guidelines or best practices to mitigate micro-inequalities in future meetings.

#### **Discussion Points:**

- **Active Listening:** Discuss the importance of actively listening to all voices in a meeting and how it contributes to a more inclusive environment.
- **Non-Verbal Behaviors:** Explore the impact of non-verbal behaviors (like using laptops or phones while someone speaks) on communication and inclusivity.
- **Respectful Communication:** Highlight the significance of respectful communication and the negative effects of dismissing or ignoring someone's input.
- **Building Inclusive Environments:** Discuss strategies for fostering inclusive communication in meetings and workplaces.

### **3. Talking about disability**

**Objective:** To develop empathy and understanding. To explore how actions intended to help might sometimes hinder and to encourage perspective-taking in situations involving colleagues with disabilities. These exercises aim to foster empathy, understanding, and respectful interactions in workplaces involving colleagues with disabilities, emphasizing the importance of communication and avoiding assumptions.

**Scenario:** Two colleagues, Alex and Chris, work together in an office. Chris has a visual impairment but manages tasks independently. Alex, without being asked, frequently intervenes to help Chris with tasks assuming he needs assistance due to the disability.

#### **Exercise 1: Role Play**

##### **Instructions:**

- Divide participants into pairs, assigning each pair as Alex and Chris.
- Ask the "Alex" participants to assume the role of someone continually offering help to their colleague without being asked.
- Ask the "Chris" participants to assume the role of someone with a visual impairment who prefers handling tasks independently.
- Allow them to enact a scenario where "Alex" keeps assisting "Chris" without being requested.

##### **Discussion Points:**

- How did it feel to continuously receive help without asking for it?
- What assumptions might "Alex" be making about "Chris" and his capabilities?
- How might this impact the working relationship between the two colleagues?

#### **Exercise 2: Group Discussion and Reflection**

##### **Instructions:**

1. Gather participants in a group setting.
2. Discuss scenarios similar to the one presented and encourage participants to share their thoughts and experiences.
3. Prompt questions to initiate discussion:
  - When is it appropriate to offer help to a colleague with a disability?
  - How can one balance the desire to be helpful without assuming someone needs help solely based on a disability?
  - What are some effective ways to offer assistance respectfully without imposing?

**Discussion Points:**

- Explore different perspectives on offering help to colleagues with disabilities.
- Discuss ways to create an inclusive environment without assuming someone's limitations based on a disability.

**Exercise 3: Empathy Building**

**Instructions:**

1. Provide scenarios involving various disabilities (visual, hearing, mobility, etc.) and different work situations.
2. Ask participants to write down how they would feel and what kind of assistance, if any, they would want if they were in that situation.
3. Share these responses in pairs or small groups.

**Discussion Points:**

- What did you learn from putting yourself in the shoes of someone with a disability in a work setting?
- How can you apply this understanding to your interactions with colleagues who have disabilities?

**Conclusion**

Summarize the key takeaways from the exercises, emphasizing the importance of empathy, communication, and respecting individual preferences in offering assistance to colleagues with disabilities. Encourage participants to apply these learnings in their workplace interactions.

**4. Talking about sexual orientation**

**Objective:** To cultivate empathy and understanding regarding sexual orientation by swapping perspectives in a given scenario. This exercise aims to foster empathy, deepen understanding, and promote respectful communication regarding diverse sexual orientations. It's essential to approach these discussions with sensitivity, empathy, and a willingness to learn from others' perspectives.

**Scenario:** Participants will be divided into pairs. One person in each pair will take on the role of the woman asking about her girlfriend, while the other will assume the role of the person who corrects her by suggesting "boyfriend" instead.

The person playing the woman: Begin by asking your partner, "Did you see my girlfriend?" The person playing the responder: Respond by saying, "Did you mean boyfriend?"

**Discussion Points:**

- **Initial reaction:** After the exchange, discuss how each role felt when the correction was made. Explore emotions, assumptions, and any discomfort experienced.
- **Understanding perspectives:** Switch roles. Let the person who initially played the responder take on the woman's role, and vice versa. Encourage them to consider the thoughts, emotions, and intentions of their new roles.
- **Impact of language:** Discuss how the choice of words ("girlfriend" vs. "boyfriend") affects perceptions and feelings. Explore the importance of respectful language and its impact on creating a supportive environment.
- **Empathy building:** Encourage participants to reflect on how it feels to have one's identity or relationships unintentionally invalidated. Discuss strategies for fostering an inclusive and accepting environment for diverse sexual orientations.
- **Personal insights:** Encourage participants to share personal experiences or insights gained from the exercise. Emphasize the value of empathy and understanding in navigating conversations about sexual orientation.

**Positive communication practices:** Highlight the significance of open-mindedness, respectful communication, and the willingness to learn when discussing sensitive topics like sexual orientation. Discuss ways to create inclusive language and spaces for everyone.

## Annex 10: Scenarios per country

### Bulgaria

#### Scenario 1: Intergenerational communication

Sarah, a woman aged 55, switches her career path and starts a new job. Most of her colleagues are younger than her and predominantly Generation Z and Millennials.

<b>Scene 0:</b>	<b>Sarah's Arrival</b>
Setting:	A modern office space.
Introduction:	Sarah, a professional with a wealth of industry experience, arrives at her new workplace. However, as she steps into the vibrant and tech-driven environment, she can't help but feel a sense of concern. Sarah is aware of the generational gap and is uncertain about how well she will blend in with her younger colleagues. The dynamic energy of the office seems somewhat intimidating to her.

Visuals	Sarah cautiously entering the office, observing the bustling activity of younger employees. Quick shots of her glancing at the tech discussions and team collaborations, feeling a bit out of place.
<b>Scene 1:</b>	<b>Tech-Savvy Gen Z</b>
Introduction:	Start with a scene of the younger employees, Gen Z, effortlessly navigating the latest technology and discussing the latest trends.
Visuals:	Emma showcases a new app that simplifies project management. Alex discusses the impact of augmented reality on marketing strategies. During this vibrant tech discussion, Sarah, an older employee, is seen at her desk, feeling somewhat left out. She observes their animated conversation but seems hesitant to join in. Sarah goes back to her desk.
<b>Scene 2:</b>	<b>Sarah's Buddy Assignment</b>
Introduction:	The empathetic HR representative noticing Sarah's hesitation and deciding to assign her a Buddy – a young but more experienced colleague who will help her socialize and navigate the company culture.
Visuals	Sarah's HR representative introduces her to Ben, a friendly and experienced colleague who is younger than her. Ben welcoming Sarah with a warm smile and introducing himself as her Buddy. Sarah and Ben having a casual conversation, where Ben assures her that he's there to help her blend into the team. Ben explaining the office layout, introducing key team members, and providing an overview of common company abbreviations.
<b>Scene 4:</b>	<b>The project</b>
Introduction:	Sarah, and Gen Z team members gathering in a project room to discuss the new project.
Visuals:	Sarah looking at the project board with digital sketches and tech concepts, feeling a bit overwhelmed.  Emma, Alex, and Chris from Gen Z are initially skeptical about Sarah's ability to contribute to their project. They give her tasks that seem less tech-focused, that involve more traditional elements, like paperwork and documentation, underestimating her expertise.
<b>Scene 5</b>	<b>The problem</b>
Introduction	Sarah seizes an opportunity to integrate her industry wisdom with the digital aspects of the project
Visuals	Sarah seamlessly handling paperwork and documentation with efficiency and precision. The Gen Z struggle with problems.
<b>Scene 6</b>	<b>Tech Integration with Sarah's Wisdom</b>
Introduction	Alex, Emma and Chris, initially skeptical, starting to engage in conversations with Sarah, seeking her input on project planning and strategy.
Visuals	The Gen Z team, still somewhat skeptical, presents their initial digital project plan.

	<p>Sarah, after thoroughly reviewing the plan, suggests a more strategic approach based on her years of industry experience.</p> <p>Clips of Sarah explaining the benefits of a phased implementation strategy and risk mitigation techniques, drawing from her past projects.</p>
<b>Scene 7</b>	<b>Collaboration unleashed</b>
Introduction:	Sarah joins the group, and the dynamic shifts as they combine their strengths for the project.
Visuals:	<p>Gen Z explains the tech aspects to Sarah, introducing her to new tools and concepts.</p> <p>Sarah, drawing on her years of industry knowledge, shares insights on effective project management and client expectations.</p> <p>The team engages in a collaborative discussion, breaking down barriers and exchanging ideas.</p> <p>The team discusses ways to enhance client engagement through the project.</p> <p>Sarah shares insights into effective client communication strategies, emphasizing the importance of personalization and understanding client needs.</p> <p>Gen Z team members, particularly Emma, realizing the potential impact of incorporating Sarah's client engagement strategies into their digital project.</p> <p>As the project progresses, the team encounters a potential quality assurance challenge.</p> <p>Sarah, drawing on her expertise, proposes a comprehensive quality assurance plan, emphasizing thorough testing and user feedback loops to ensure a flawless digital product.</p> <p>Gen Z team members, now more open to Sarah's contributions, actively engage in discussions and implement her quality assurance recommendations.</p> <p>Industry Best Practices:</p> <p>During a team brainstorming session, Sarah introduces industry best practices that Gen Z may not be familiar with.</p> <p>Clips of Sarah explaining the benefits of specific design principles, user experience considerations, and data security measures that elevate the project's overall quality.</p> <p>Gen Z team members, particularly Chris, expressing newfound appreciation for the depth of Sarah's knowledge.</p> <p>Paperwork Challenge:</p> <p>While Sarah is handling paperwork, a problem arises that the Gen Z team can't immediately solve digitally.</p> <p>Clips of Gen Z team members looking perplexed and brainstorming digital solutions without success.</p> <p>Sarah calmly approaches the situation, drawing on her experience with similar challenges in the past.</p> <p>Tech Integration Solution:</p> <p>Sarah suggests a digital tool that can streamline and automate the paperwork process, resolving the issue efficiently.</p> <p>Gen Z team members, impressed by Sarah's quick thinking and digital problem-solving, actively implement her suggested tool into their workflow.</p>

Example video (draft) : <https://app.animaker.com/video/9XP1SUQ91GWKX1RB>

## Scenario 2: Communication despite disability

The video presents three situations of employees who have 1) visual impairment; 2) hearing loss; and 3) autism spectrum disorder. It showcases examples of wrong and correct communication with each of the three employees.

<b>Scene 0:</b>	<b>Three new employees join the team. Dara has limited visual ability, Chris is deaf, and Lydia has a ASD.</b>
Setting	Office
<b>Scene 1</b>	<b>An employee approaches the new colleague who has a visual impairment</b>
Wrong Communication:	Colleague approaches Dara with visual impairment and speaks loudly, assuming she is deaf.  "HELLO, DARA! WHAT'S YOUR NAME?" (loudly)
Correct Communication:	Colleague approaches Maria, maintains a calm and neutral voice, and verbally explains actions before making any physical contact.  Correct: "Hello, Dara. I am extending my hand towards you for a handshake. What is your name?"
<b>Educational slide</b>	<b>Information about what is the recommended behaviour and what should be avoided when communicating with people with visual impairment.</b>
<b>Scene 2</b>	<b>Presentation to a group including a person with visual impairment</b>
Wrong Communication:	During a presentation, colleagues forget to describe visual materials or slides to Dara, assuming she can't comprehend them.  Wrong: Presenters go through slides without describing content for Dara. She feels excluded and embarrassed.
Correct Communication:	Colleagues ensure that visual materials are verbally explained to Dara during presentations, making the information accessible.  Correct: Presenters say, "On this slide, we have a graph depicting our sales growth. Dara, the graph shows a steady increase over the last quarter."
<b>Scene 3</b>	<b>Interview with a deaf applicant</b>
Introduction:	Alex is conducting a job interview for a graphic design position. Chris, a talented graphic designer who is deaf, is the applicant.
Wrong Communication:	Alex is nervous and because of that he starts the interview without considering Chris's deafness, speaking rapidly.  Wrong: "Good morning, Chris! Let's jump right in. Tell me about your experience."

Correct Communication	<p>Alex begins by acknowledging Chris's deafness and adjusts the communication approach. Alex speaks clearly, facing Chris, and ensures that communication is accessible through written notes or a digital device.</p> <p>Correct: "Good morning, Chris. Before we begin, I want to ensure our communication is comfortable for you. I'll speak clearly, face you, and we can use written notes or this tablet for any important information. Is that okay?"</p>
Educational slide	<p><b>Basic sign language expressions that are used in the workplace. For example:</b></p> <ul style="list-style-type: none"> <li>● <b>Greetings: Hello, Goodbye, How are you? I am okay. Nice to meet you.</b></li> <li>● <b>Common Phrases: Thank you, Please, Excuse me, I appreciate that.</b></li> <li>● <b>Basic Q&amp;A: What? How? Why? Who? Yes. No, I don't know. Do you understand? I don't understand. Can you help me? Can you assist me? I can help. Can we collaborate? Let's discuss. Can you repeat that?</b></li> <li>● <b>Days of the Week: Monday, Tuesday, ..., Friday, Saturday, Sunday</b></li> <li>● <b>Numbers - 1,2 .... 10</b></li> <li>● <b>Basic Emotions: Happy, Sad, Confused</b></li> <li>● <b>Common Workplace Terms : Work, Meeting, Team, Project, Office, Computer, Email, Deadline</b></li> </ul>
<b>Scene 4</b>	<b>Communication between colleagues</b>
Wrong Communication:	<p>Colleagues communicate verbally without considering specific needs. Speaker is far away, making it difficult for Chris to lip-read.</p> <p>Wrong: Distant communication without visual access.</p>
Correct Communication	<p>Colleague allows Chris to stand physically close enough to see the speaker's mouth. When it becomes too difficult, they use a voice-to-text digital app on their phones..</p> <p>Correct: Colleague stands closer, making lip-reading easier, and utilizes voice-to-text tools for smoother interaction.</p>
<b>Scene 5</b>	<b>Colleague initiates communication with Lydia</b>
Wrong Communication:	<p>Colleague approaches Lydia abruptly, initiating small talk and making assumptions about her interests without considering her comfort level. He stands too close to her and uses complex idioms.</p> <p>Wrong: "Hey Lydia! I heard you like sports. Did you catch the game last night? It was mind-blowing!"</p>
Correct Communication	<p>Colleague respects Lydia's need for personal space, approaches gently, and focuses on clear, concrete topics when initiating conversation.</p> <p>Correct: "Hello Lydia. How are you today? If you have any work-related questions or topics you'd like to discuss, feel free to let me know."</p>
Educational slide	<p><b>Explaining specifics of the communication with ASD persons. For example:</b></p> <p><b>Individuals with ASD, like Lydia, may find unexpected social interactions overwhelming. Initiating small talk without considering her preferences and comfort level can lead to discomfort. Also, individuals with ASD often have a heightened sensitivity to personal space and may feel overwhelmed</b></p>



	<p>if someone stands too close. Additionally, they may struggle with interpreting figurative language, such as idioms and ambiguous expressions, leading to confusion.</p> <p>By respecting Lydia's personal space and offering concrete topics related to work, the colleague acknowledges Lydia's communication preferences and allows her to initiate conversations based on her comfort level.</p>
<b>Scene 6</b>	<b>Change of the work tasks</b>
Wrong Communication:	<p>Supervisor surprises Lydia with unexpected changes in her work tasks.</p> <p>Wrong: "Lydia, I changed your tasks for today."</p>
Correct Communication	<p>Supervisor communicates changes in advance, providing a clear explanation of the new work tasks to help Lydia to prepare, recognising that individuals with ASD often find comfort in routine and may experience heightened stress when faced with unexpected changes.</p> <p>Correct: Colleague communicates changes in advance, providing a clear schedule or agenda to help the person with ASD prepare and learn the new routine.</p>
<b>Closing Scene</b>	<p><b>Show all three employees working collaboratively with their colleagues using the correct communication approaches.</b></p> <p><b>Emphasise the importance of inclusive communication for a harmonious workplace.</b></p>

## Cyprus

### Scenario 1 - The Recruitment Challenge

*Participants were tasked with creating scenarios related to the recruitment process in the Human Resources Department. The focus was on identifying areas in the scenario where non-inclusive language might exclude candidates. Participants were instructed to incorporate corrective measures to ensure the use of inclusive and neutral language.*

#### Scene 1: Setting the Stage

- HR team gathered in a meeting room to discuss a recruitment pitfall she observed in how the department operates.
- The team leader, Marianna, briefs them on the importance of using inclusive and neutral language throughout the recruitment process to avoid unintentional biases.

#### Scene 2: Crafting Job Descriptions

- The team splits into pairs to create job descriptions for available positions in the company.
- Pair A, unaware of the challenge, uses non-inclusive language, such as "energetic" or "young professional," potentially excluding diverse candidates.

- Pair B, mindful of the challenge, incorporates neutral and inclusive language, emphasising candidates' skills and qualifications.

### Scene 3: Mock Interview

- A candidate, Alex, enters the interview room where two interviewers, one from Pair A and the other from Pair B, are present.
- Pair A asks questions using non-inclusive language, focusing on personal attributes.
- Pair B follows the corrective measures, asking about specific skills, experiences, and behaviours.

### Scene 4: Team Discussion

- The HR team met to discuss the outcomes of the interviews.
- They analyse how non-inclusive language influenced their perceptions of the candidates.

### Scene 5: Corrective Measures

- Marianna introduces corrective measures to ensure unbiased recruitment going forward.
- The team receives training on using language that focuses on skills, experiences, and behaviours rather than personal characteristics.

### Scene 6: Revised Job Descriptions

- The HR team revisits and revises the job descriptions, ensuring they now reflect neutral and inclusive language.

### Scene 7: Inclusive Interview Training

- The team undergoes training on conducting inclusive interviews, emphasising the importance of asking behaviour-based questions.

### Scene 8: Real Interview

- Alex is called for a second interview, and this time, both pairs use inclusive and neutral language.
- The scene concludes with the HR team successfully conducting an unbiased recruitment process.

### Closing Scene:

- The team gathers for a debrief, acknowledging the positive impact of using inclusive and neutral language in recruitment.

### **Key Takeaway:**

- The aim is to highlight the significance of language throughout the recruitment process and encourages HR professionals to adopt inclusive practices for a fair and unbiased hiring experience.

## Scenario 2 - Group Communication via Email

*The spotlight shifted to the Accounting & Finance Team, requiring participants to create scenarios involving email communication with potential biases or non-inclusive language. Key messages and tips were essential components, aiming to promote inclusivity and avoid potential misunderstandings.*

### **ACCOUNTING & FINANCE TEAM MEETING**

*The team gathers around a conference table, led by their manager, Eleni. The room is filled with a mix of excitement and nervousness as they discuss an upcoming project.*

Eleni: Alright, team, today we're going to work on refining our communication skills through email. We want to ensure our messages are inclusive and avoid any unintentional biases. I've prepared a case study – email sample for us to discuss.

*The Accounting & Finance Team members sit at their desks, typing away on their computers.*

#### **Email sample:**

Subject: *Upcoming Project Collaboration*

To: *Accounting & Finance Team*

*Hey team,*

*I hope you're all doing well. As we gear up for the new project, let's discuss the roles and responsibilities. Yiannis, as our senior accountant, I trust you'll take the lead on the financial projections. Irene your attention to detail will be crucial in auditing. And, of course, let's not forget Mike – your knack for budgeting is unmatched!*

*Let's make this project a success together.*

*Cheers,*

*[Sender's Name]*

The team discusses the email, highlighting potential biases and non-inclusive language:

Eleni: What do you think, team? Any potential issues or biases in this email?

Yiannis: (raises hand) I noticed that the roles seem a bit stereotyped. It might unintentionally reinforce gender norms – like assuming only Emily is detail-oriented.

Irene: (nods) Exactly! We should focus on skills and experiences rather than generalisations.

Mike: (raises hand) Also, it addresses only specific team members which might make others feel left out. We're a team, and everyone's contribution is vital.

Eleni: Great observations! Let's rewrite this email to be more inclusive.

#### **Email sample:**

Subject: Upcoming Project Collaboration - Team Contribution

To: Accounting & Finance Team

*Hello team,*

*As we embark on a new project, I'm excited to collaborate and leverage each of your unique skills and expertise. Yiannis, your experience makes you an excellent choice to lead financial projections. Irene, your attention to detail will be instrumental in the audit process. And Mike, your budgeting skills are crucial to our success.*

*Let's come together as a team and make this project a success.*

*Best regards,*

*[Sender's Name]*

*The team reviews the revised email, emphasizing inclusivity and avoiding potential biases.*

Eleni: Excellent work, team! This revised email reflects our commitment to recognising everyone's contributions. Remember, our language plays a crucial role in fostering an inclusive work environment.

### **Scenario 3 - The Management Challenge**

*Participants were tasked with composing a story within the Management Department that led a manager to educate themselves on inclusive language. The scenario required seeking resources and guidance to communicate in a way that respects diversity and promotes a sense of belonging.*

#### Scene 1: The Meeting Room Challenge

*Employees of diverse backgrounds gathered for a meeting.*

Manager (George): Struggling to communicate effectively "I feel like my messages aren't resonating with the team. What can I do differently?"

Employee 1 (Maria): It's important to consider everyone's perspective and use inclusive language. Maybe look into inclusive language training?

#### Scene 2: Searching for Solutions

*Manager's office, George researching on his computer.*

George: I need to find resources on inclusive language. Time to educate myself."

*George discovers online courses, articles, and books on inclusive communication.*

#### Scene 3: The Training Journey Begins

Manager attending a inclusive language workshop.

Trainer: Today, we'll explore communication strategies that promote diversity and foster a sense of belonging.

George actively participates, takes notes, and engages with other participants.

#### Scene 4: Applying the Learning

*Manager's office, George applying what he learned.*

George: Drafting an email "I appreciate diverse perspectives. Let's discuss ideas in our next meeting."

*He uses inclusive language in team discussions and makes an effort to understand individual communication styles.*

#### Scene 5: Positive Changes Unfold

*Setting: Team meeting, employees respond positively.*

Employee 2 (Joanna): I feel more valued when you consider different viewpoints. Thanks for making the effort, George.

#### Scene 6: Sharing the Journey

*Coffee break, George talks to Joanna*

George: The inclusive language training really made a difference. I wish I had known about this earlier.

Maria: It's never too late to learn and grow. Maybe share your journey with other managers?

#### Scene 7: The Ripple Effect

*Setting: Managers' meeting, George shares his experience.*

George: I discovered the power of inclusive language. Let's make our communication more inclusive.

Other managers express interest, and the company decides to incorporate inclusive communication training.

#### Scene 8: Conclusion

*Manager's office, George reflecting on the journey.*

George (voiceover): Educating myself on inclusive language not only improved team dynamics but also created a ripple effect across the organisation. It's a journey of continuous growth.

#### **Key takeaway:**

Promoting diversity and inclusion starts with understanding and embracing inclusive language.

The session focused on empowering participants to create scenarios that not only tackle present challenges but also play a pivotal role in cultivating a workplace environment characterised by inclusivity, diversity, and collaboration. The goal was to inspire thoughtful consideration of various perspectives, fostering a positive and harmonious atmosphere within the professional setting. Through the development of these scenarios, participants gained valuable insights and tools to actively contribute to the creation of a more inclusive and collaborative workplace culture.

## Simulation scenarios

The last part of Diversity Communication Labs consisted of developing two role-playing simulation scenarios, that will support employees in understanding and applying Inclusive communication language. The 23 experts from the biggest corporations of Greece, D&I experts and students were split in two groups and created two scenarios as presented below. The topic was open for the groups to choose, reflecting on real needs within their organisation.

### 1. The 10' walk at the office

We see a person walking in the open-space office and watches the colleagues of various functions talking to each other. The dialogues are showed in bubbles above the heads of employees and some sexism speech in argo (local phrases are recommended for other countries), are mentioned as below:

- Don't say this, we have women at the office, I don't want to be beaten. (μη φάμε παντόφλα)
- Are you on your period?
- Don't nag like a woman. (μη γκρινιάζεις σα γυναίκα)
- Watch out, don't break a nail (ironically)
- Watch out, don't damage a tight (μη σκίσεις κανένα καλσόν)
- Can't you go and wash the dishes.
- Oh, you are acting like a blond woman. (means stupid in Greek argo)
- Don't get your beautiful head tired, these are for men.
- Αδερφές και παλικάρια, γίναμε μαλλιά κουβάρια.
- Καλώς το παλιοκόριτσο (for gays) – καλώς το λεβέντη (λεσβία). [ironic words for gays and lesbians]
- She can make it! She is a mangirl.
- Is ok to align on diversity, but he don't need to move this way (να κουνιέται και τόσο)
- He was a good candidate, but he was too feminine (καλός ο υποψήφιος αλλά ήταν λίγο πηδηχτούλης, γυναικωτός)
- Ok, she will beat us in a while (ironic comment for lesbians)

\*\*add an end line: a joke is a good one when all are laughing.

### 2. Gender identities in workspace.

An employee that has been to a multinational company with a number of retail stores, for 5 years now informs HR that has proceed to change its identity information and name.

The employee appears at the HR office:

- EMPL: Good morning, may I have a short conversation with you?
- HR: Of course, what can I do for you George?
- EMPL: I would like to inform you that I have changed my personal data in ID documents and from today my gender identity is female and my name is Mary.

- HR: Mary, thank you for informing me. I will inform the managing teams and the systems as well. Would you like to go and share this information to your teams as well?
- EMPL: yes, this would be great.

They go at the warehouse where Mary works, and the HR rep informs the team of Mary's new name. Mary's team welcomes the news and all started using the new name.

Some days after the HR had no reported incidents of discrimination and Mary confirmed that all proceed well and her colleagues are calling her with her name and female pronouns.

\*\*this was reported as a real story and gave the event participants a very positive vibe of the day!

## Lithuania

### Simulation scenarios

These scenarios offer two options of endings. In this way it is possible to see different outcomes of inclusive and non-inclusive communication. It is also an option to present them to participants of the training and discuss about the effect of inclusive communication.

#### Scenario #1

Today is going to be an office party. There are balloons and other decorations in the office. Few colleagues gather together and chat.

Kathy: I am so excited for this office party! My husband was making pie this morning specifically for it and my kids are crazy about meeting with Johns' children. Are they coming?

John: Yes, my wife will bring them. They were asking about this party all morning. And how about you, Emily? Is your husband or boyfriend coming?

Emily looks a bit confused and stressed.

The manager overhears the conversations and decides to join.

Option one:	Option two:
<p>Alex: I remember that Emily marked plus one on the invitation, so I guess we will meet her boyfriend. Isn't that right?</p>	<p>Alex: Well... it was not in the invitation that plus one must be a husband or a boyfriend. Emily can invite a partner or a friend or other family members.</p>
<p>Emily: maybe next time...</p>	<p>John: My bad for assuming it will be a man.</p>
<p>Emily leaves the conversation and sends a text to her girlfriend Mia: "I think you should not come. I am afraid they might not be welcoming"</p>	<p>Emily: To be honest, I have invited my girlfriend Mia to come.</p>
	<p>Kathy: How lovely! I am so excited to meet her.</p>

#### Scenario #2

Today the company celebrates the huge sale that one of the teams made.

Manager: I am very proud of competent and brave salesmen that made this sale possible. I hope that we can all learn from these salesmen.

Manager is showing at the team of 4 salespeople, among them there is one woman. After the speech, she comes to the managers office.

Katerina: Thank you for your speech.

Manager: Thank you for making that sale.

Katerina: I have a suggestion. Maybe we could call salesmen – salespeople. I do not feel included in the term – salesmen.

<p>Option one:</p> <p>Manager: I do not see the problem with the word salesmen. I am used to it; everyone is used to it.</p> <p>Katerina: Well, I am not.</p> <p>Manager: I am not planning to change how I talk because you do not like it.</p> <p>Katerina leaves the office feeling unappreciated.</p>	<p>Option two:</p> <p>Manager: Sorry to hear that. To be honest I have not thought about that, but now that you have mentioned it, it makes sense. I will try to use salespeople, just remind me if by accident I say salesmen?</p> <p>Katerina: No problem.</p>
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## Romania

### Scenario #1: Joking at the office

Someone at the office is telling a joke about Roma people. Most people laugh.

<b>Scene 1</b>	<b>Joking at the office</b>
Introduction:	In an office environment, colleagues gather around the water cooler. One person, unaware of the implications, shares a joke about Roma people. Laughter ripples through the crowd as some join in, oblivious to the offense caused.
Visuals:	<ul style="list-style-type: none"> <li>● A group of diverse office workers clustered around a water cooler.</li> <li>● The person sharing the joke, smiling and gesturing animatedly.</li> <li>● Laughter and chuckles from several people, a few looking uncomfortable.</li> </ul>
<b>Scene 2</b>	<b>The impact</b>
Introduction:	The initial amusement fades as the impact of the joke sinks in. Some individuals exchange uncomfortable glances while others fidget, unsure of how to react.
Visuals	<ul style="list-style-type: none"> <li>● Close-ups of individuals' faces, showing a mix of discomfort, concern, and realization.</li> <li>● A contrast between the jovial atmosphere from before and the current uneasy silence.</li> </ul>
<b>Scene 3</b>	<b>Reflection and discussion</b>



Introduction:	A few concerned colleagues approach the joker, politely expressing their discomfort and the inappropriateness of the joke. The group begins discussing the importance of respecting all communities and avoiding harmful stereotypes.
Visuals:	<ul style="list-style-type: none"> <li>• Small groups of employees engaged in discussions, some gesturing assertively while others nod in agreement.</li> <li>• Respectful exchanges highlighting varying perspectives on the impact of jokes and language.</li> </ul>
<b>Scene 4</b>	<b>Taking action</b>
Introduction	The concerned colleagues gather more support and approach HR or a team leader to address the issue formally. They propose sensitivity training sessions to educate the office on cultural awareness and promote a more inclusive environment.
Visuals	<ul style="list-style-type: none"> <li>• A meeting room scene with employees presenting their case to HR or a senior figure.</li> <li>• Charts or slides showcasing the proposed sensitivity training program and its benefits.</li> </ul>
<b>Scene 5</b>	<b>Sensitivity training</b>
Introduction	The office engages in the sensitivity training sessions. An external facilitator leads discussions, conducts activities, and educates everyone on the history, culture, and challenges faced by Roma people, fostering empathy and understanding.
Visuals	<ul style="list-style-type: none"> <li>• Shots of the engaging facilitator conducting the training.</li> <li>• Employees participating actively, sharing thoughts, and having eye-opening moments.</li> <li>• Informative slides or visuals about Roma culture and history.</li> </ul>
<b>Scene 6</b>	<b>Positive change</b>
Introduction	The office atmosphere gradually transforms. People are more mindful of their language and behavior, actively respecting diversity. An inclusive environment emerges, where jokes targeting any community are no longer tolerated.
Visuals	<ul style="list-style-type: none"> <li>• Vibrant and diverse interactions among colleagues, reflecting a respectful and inclusive workplace.</li> <li>• Smiles and camaraderie among individuals from different backgrounds.</li> <li>• Symbolic visuals like a "zero-tolerance to discrimination" poster in the office.</li> </ul>