



AI for Diversity and Inclusion

COMPASS FOR DIVERSITY AND INCLUSION

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INTRODUCTION

In Europe, an ambitious and challenging agenda has been implemented for the decade 2021-2030 for sustainable development. The 2030 Agenda, approved by the United Nations in September 2015, represents a global commitment to achieving 17 sustainable development goals. These goals aim to end poverty, combat inequality, address climate change, and uphold human rights.

It represents the unequivocal commitment of all United Nations member states to eradicate poverty in all its forms, end discrimination and exclusion, and reduce inequalities and vulnerabilities that leave people behind and undermine the potential of individuals and humanity as a whole.



"The AI for Diversity and Inclusion: raising awareness in the workplace" (AI4DI) project targets companies, specifically managers and human resources. The overall goal of the project is to train and educate these professional roles that lead a group so that they can import and implement D&I culture within their organizations, thereby having a cascading effect of empowerment for all employees. All of this will be achieved using a digital tool that harnesses AI features to gain a deeper understanding of D&I.

This "Compass for Diversity and Inclusion" guide will provide executives, coordinators, and HR offices with a comprehensive tool to understand and manage diversity and inclusion in their organizations. Through this guide, we will provide the tools to convert raw results collected through the app, understand them, and implement the necessary changes to make the company healthier, more inclusive, and develop a focus on diversity issues.

There are several definitions of inclusion: being welcomed, belonging to a group of people, enjoying all the rights of a group and all the opportunities can mean being included. Inclusion can be viewed from different perspectives and in reference to various issues: from disability to gender, to migrants, to youth, etc.

For the construction of the project, the following definition from the UN Global Compact of 2021 was chosen: **"Social inclusion is the possibility of perceiving oneself as solidly part of a group-environment by sharing activities, spaces, and experiences and being able to express one's individuality/diversity while feeling welcomed and valued."**

EUROPEAN AND INTERNATIONAL REGULATIONS

1.1 Overview of the Regulations

European and international regulations regarding diversity and inclusion reflect the broad scope and complexity of these topics, encompassing a wide range of areas from gender equality to disability, from youth integration to social inclusion. This extensive and varied body of regulations underscores the fundamental importance of diversity and inclusion issues in contemporary society. From international treaties to European directives, laws and regulations on the subject cover a wide spectrum, outlining the obligations and responsibilities of organizations and member states in promoting and protecting the rights of people of all ages, origins, and conditions. In this context, the development of such diverse and detailed regulations demonstrates a global commitment to ensuring a more equitable, inclusive, and respectful world for human diversity.

The list of norms and laws provided below cannot be considered exhaustive; the selection was made based on the context, the definition of social inclusion provided by the UN Global Compact, and John O'Brien's five-dimension model (presented later).

European Laws and Directives

An analysis of the European laws and directives that regulate diversity and inclusion in the workplace.

-Council Directive 2000/43/EC of 29 June 2000 implementing the principle of equal treatment between persons irrespective of racial or ethnic origin. This directive prohibits discrimination based on race or ethnic origin in employment, access to employment, vocational training, promotion, and remuneration.

-Council Directive 2000/78/EC of 27 November 2000 establishing a general framework for equal treatment in employment and occupation. This directive prohibits discrimination based on religion or belief, disability, age, or sexual orientation in employment and working conditions.

-Council Directive 2004/113/EC of 13 December 2004 implementing the principle of equal treatment between men and women in the access to and supply of goods and services. This directive prohibits discrimination based on sex in access to and the supply of goods and services, including insurance and banking services.

-Directive 2006/54/EC of the European Parliament and of the Council of 5 July 2006 on the implementation of the principle of equal opportunities and equal treatment of men and women in matters of employment and occupation. This directive prohibits discrimination based on sex in access to employment, vocational training, promotion, and remuneration.

International Conventions

An overview of international conventions that influence diversity and inclusion in the workplace.

United Nations Convention on the Rights of Persons with Disabilities (CRPD): This convention promotes, protects, and ensures the full and equal enjoyment of all human rights and fundamental freedoms by persons with disabilities and promotes respect for their inherent dignity.

International Convention on the Elimination of All Forms of Racial Discrimination (ICERD): This convention commits states to eliminate racial discrimination in all its forms and to promote racial equality.

International Covenant on Civil and Political Rights (ICCPR): This covenant affirms the right of all people to equal treatment before the law and protection from discrimination.

International Covenant on Economic, Social and Cultural Rights (ICESCR): This covenant recognizes the right of everyone to equal opportunities in access to work and social protection.

ILO Convention No. 190 (2019) on Violence and Harassment: This convention addresses gender-based violence and sexual harassment in the workplace, noting that people with disabilities are particularly vulnerable and therefore entitled to special protection and attention.

1.2 Gender Equality Certification

Gender equality remains an ongoing challenge both in Italy and across Europe, with significant disparities persisting between men and women in various areas of society. In Italy, despite progress in recent years, the gender gap remains evident in sectors such as employment, pay, and political representation. According to the latest World Economic Forum report, Italy ranks 63rd out of 153 countries in terms of gender equality, with a notable wage gap and low female participation in the labor market.

At the European level, the situation varies significantly from country to country. For instance, in Germany, women earn on average 20% less than men, and only 29% of board positions in major companies are held by women. However, countries like Sweden and Finland are notable for their advanced gender equality policies, with high levels of female participation in both the workforce and political institutions.

To address these inequalities, Italy has introduced various policies in recent years aimed at promoting gender equality. The UNI/PdR 125:2022 is a reference practice developed by the Italian National Standards Body (UNI) to provide guidelines and operational criteria for implementing a gender equality management system within organizations. Published in March 2022, this practice aligns with national and international policies aimed at fostering gender equality.

The UNI/PdR 125:2022 provides a framework that companies can voluntarily adopt to ensure equal working conditions, promoting inclusion and valuing gender diversity. This practice is based on six fundamental areas of intervention:

-Corporate Culture and Strategy: Promote an inclusive organizational culture oriented towards gender equality through corporate policies and practices.

-Governance and Leadership: Ensure gender balance in decision-making roles and leadership positions.

-Human Resources Management Processes: Ensure fairness in the processes of selection, hiring, career development, and remuneration.

-Work-Life Balance: Implement measures that facilitate the balance between work and -family responsibilities, such as flexible hours and remote working.

-Workplace Safety and Well-Being: Promote a safe and respectful work environment, preventing harassment and discrimination.

-Monitoring and Communication: Establish monitoring systems to evaluate the effectiveness of gender equality policies and communicate the progress made.

Organizations that implement the UNI/PdR 125:2022 can obtain a certification that attests to their commitment and good practices regarding gender equality. This certification can provide a competitive advantage by improving corporate reputation and attractiveness to talent. Additionally, in Italy, certified companies can benefit from incentives and tax breaks as provided by recent regulations supporting gender equality.

Adopting this practice not only helps organizations comply with current regulations but also creates a fairer and more inclusive work environment, contributing to reducing the gender gap and promoting a culture of respect and appreciation for diversity.

To further improve the situation, it is crucial to continue along this path by strengthening policies that support work-life balance, promoting the education and training of women in STEM (Science, Technology, Engineering, and Mathematics) fields, and implementing stricter measures against gender discrimination. Moreover, it is essential to raise societal awareness about the importance of gender equality, not only as a matter of social justice but also as a key element for sustainable and inclusive economic development.

1.3 Updates and Trends

Digital Transformation: Impact on Diversity and Inclusion in the Workplace

Digital transformation is significantly impacting diversity and inclusion in the workplace in several ways:

-Access and Flexibility: Digital technologies are making job opportunities more accessible for traditionally underrepresented groups, such as people with disabilities or parents needing flexible work arrangements to care for children. The ability to work remotely or in flexible modes enabled by digital technologies is reducing barriers to entry into the labor market.

-Collaboration and Communication: Digital platforms for collaboration and communication are facilitating connections and interactions among people from diverse geographical areas and with

different perspectives. This fosters a more inclusive work environment where the ideas and opinions of all team members are heard and valued.

-Recognition of Skills: Digital technologies, such as algorithm-based human resource management systems, can help recognize and value employees' skills in a more objective and transparent manner, thereby reducing the risk of discrimination based on personal biases.

-Training and Development: Digital platforms and tools for professional training and development are enabling employees to access personalized learning courses and resources tailored to their needs and learning paces. This can promote the inclusion of individuals with diverse abilities and backgrounds.

-Monitoring and Data Analysis: The use of digital technologies to monitor and analyze data related to diversity and inclusion in the workplace can help organizations identify and address any disparities and make evidence-based decisions to improve diversity and inclusion.

Theoretical Competencies: The theoretical competencies required to understand and manage diversity and inclusion.

When discussing the theoretical competencies necessary to understand and manage diversity and inclusion, we refer to a set of knowledge and skills crucial for effectively addressing challenges and maximizing the benefits associated with promoting diversity and implementing inclusive policies in the workplace. These competencies may include:

1-Knowledge of regulations: Understanding national, European, and international laws governing diversity and inclusion in the workplace is essential to ensure respect for employees' rights and prevent discrimination.

2-Awareness of differences: Having a deep understanding of employees' diverse identities, cultures, backgrounds, and experiences can help promote an inclusive and respectful work environment.

3-Communication skills: Being able to communicate effectively and respectfully with people from diverse backgrounds and perspectives is essential for fostering open and inclusive communication in the workplace.

4-Conflict management ability: Being able to constructively manage conflicts and tensions that may arise in a diverse workplace is important for maintaining a positive and productive work climate.

5-Inclusive leadership skills: Leaders need to be able to guide and inspire employees from diverse backgrounds, creating an environment where everyone feels valued and included.

6-Awareness and training skills: Being able to design and conduct awareness and training programs on diversity and inclusion can contribute to promoting a corporate culture that values diversity and combats discrimination.

In summary, the theoretical competencies needed to understand and manage diversity and inclusion encompass a combination of regulatory knowledge, awareness of differences, communication and management skills, inclusive leadership, and awareness and training abilities.

However, it's important to note that digital transformation can also pose challenges for diversity and inclusion, such as the risk of excluding people who lack access or digital skills, or the risk of perpetuating biases through improperly calibrated algorithms. Therefore, it's crucial for organizations to adopt a balanced strategy that takes these aspects into account and works to mitigate risks and maximize the benefits of digital transformation in terms of diversity and inclusion.

THE QUESTIONNAIRE

2.1 Theoretical Construct

In the context of research on workplace diversity and inclusion, it is essential to have a solid theoretical framework to effectively understand and assess group dynamics and individual experiences. In our study, we adopted John O'Brien's 5 Dimensions Model as the basis for constructing the questionnaire, as it provides a comprehensive view of social inclusion and its key components. This construct serves as a conceptual framework used to understand and evaluate social inclusion in group and community settings. The model focuses on five dimensions that contribute to individuals' perception of inclusion.

John O'Brien is a well-known expert in the field of supporting individuals with intellectual and developmental disabilities. He has dedicated his career to developing innovative approaches to promote social inclusion and full participation of people with disabilities in society.

O'Brien is particularly recognized for his work in the social inclusion and community life of people with disabilities. He has been a pioneer in promoting principles of self-determination and integration for individuals with intellectual and developmental disabilities.

In addition to his academic and research work, John O'Brien has played a significant role in promoting inclusive policies and practices nationally and internationally. His influence in the field of social inclusion has had a significant impact on public policies and caregiving practices for people with disabilities worldwide.

The questionnaire was constructed using John O'Brien's 5 Dimensions Model as the foundational framework, which defines social inclusion as the result of interconnected components. These dimensions include:

1- Contribution: This dimension refers to the ability to make a meaningful contribution to the group. Recognizing and valuing each individual's abilities and skills can promote a sense of belonging and self-actualization.

2- Being Somebody: It involves feeling recognized and respected as unique individuals within the group. Being able to express one's individuality and being accepted for who they are contributes to an inclusive culture that respects differences.

3- Belonging: This dimension concerns feeling an integral part of the group and community. A sense of belonging is crucial for building strong and constructive bonds among team members.

4- Sharing Common Spaces: Sharing common spaces implies the opportunity to actively participate in group life and share daily experiences in a welcoming and inclusive environment.

5- Choice and Control: Having the opportunity to make choices and exercise a certain degree of control over the surrounding environment is crucial for fostering a sense of autonomy and empowerment among group members.

In conclusion, John O'Brien's 5 Dimensions Model provides a useful framework for exploring and understanding social inclusion dynamics in the workplace. By integrating these dimensions into our questionnaire, we aim to comprehensively and accurately capture employees' experiences and perspectives regarding diversity and inclusion.

2.2 Questionnaire Construction

Within the AI4DI project aimed at supporting the digitalization of companies and promoting an inclusive work environment, we focused on constructing a questionnaire. The main objective was to measure employee sentiment regarding diversity and inclusion topics. This tool was developed through the formulation of open-ended questions that explore the five dimensions of O'Brien's model. The collected data will be used to provide valuable insights to managers, executives, and other stakeholders in identifying necessary areas of intervention to make the workplace more inclusive and respectful of diversity.

The questionnaire is completed anonymously to ensure maximum confidentiality and to encourage honest responses from survey participants.

The questions comprising the questionnaire are as follows:

- 1) What do your colleagues and superiors do when you express your opinion?
- 2) What differences do you notice in the reactions of colleagues and superiors to ideas expressed by men, women, or non-binary individuals?
- 3) In what instances are you asked for help?
- 4) What do your colleagues and superiors do when you ask them to change their behavior?
- 5) How do colleagues and superiors react when you offer them your help?
- 6) How do colleagues and superiors react when someone expresses tastes, ideas, or ways of doing things different from those commonly expressed in the company?
- 7) How is your experience utilized and valued?
- 8) What do your colleagues and superiors do if someone (you) need(s) help?
- 9) When you make a request, how willing and how do people respond to accommodate it?
- 10) On what occasions is your opinion or viewpoint sought?
- 11) How are people of different ethnicities and religions welcomed in your work environment?
- 12) If you encounter difficulties with procedures or tasks at work, how can you get assistance?
- 13) What do you have in common with your colleagues and superiors?
- 14) What happens when someone at work makes a mistake?

- 15) How would you like the procedure for speaking with supervisors and colleagues to be?
- 16) What opportunities do you have to communicate with supervisors and colleagues when needed?
- 17) What opportunities do you have for confidentiality and privacy when needed?
- 18) How does the company facilitate work-life balance, especially for employees who have family members to care for?
- 19) How does the company communicate decisions made by employees?
- 20) What type of decisions would you like to make in your work environment?

2.3 Final Report

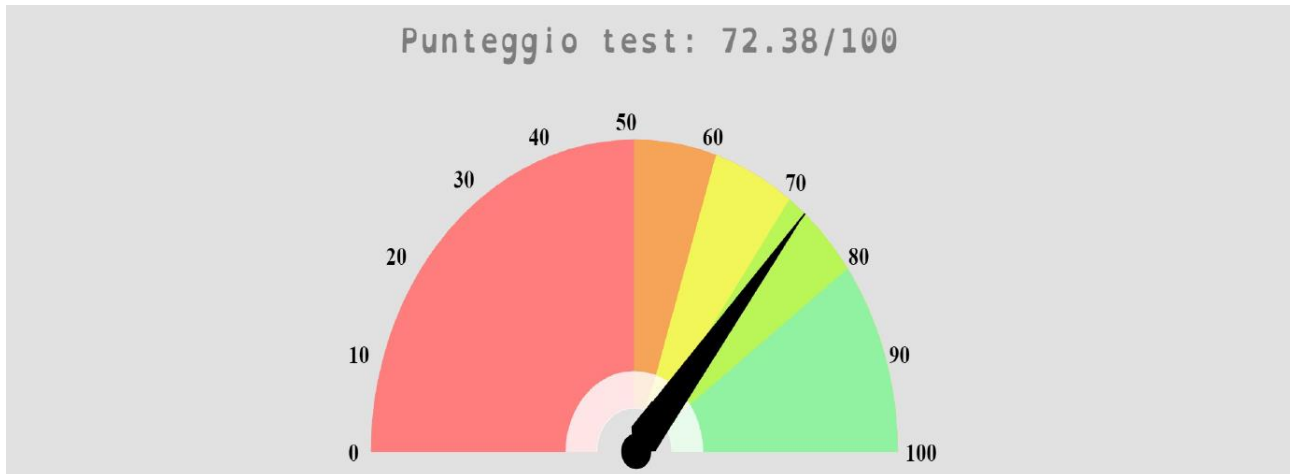
After anonymously administering the questionnaires to its employees, the company will have the opportunity to access a detailed report that provides a comprehensive overview of the organizational sentiment regarding diversity and inclusion. This report will be structured to offer a clear view of strengths and areas for improvement within the organization. Key elements addressed in the final report will include:

- The final score, representing an overall indicator of the level of corporate inclusion.
- Suggestions and strategies on how to raise scores and improve performance.
- A training proposal aimed at supporting the development of skills necessary to promote inclusion.
- Details on the questions included in the questionnaire and their average value.
- The average score for each dimension of the inclusion construct (contribute, be somebody, belong, share common spaces, choice and control).
- The distribution of scores for each individual question.
- The average score for each test, providing an overview of corporate performance.
- The average score for each question associated with each specific dimension, such as contribute, be somebody, belong, share common spaces, choice and control.

The report will be a valuable tool for the company, enabling it to accurately assess its current level of inclusion and identify the most effective strategies to improve the work environment and promote a more inclusive and respectful workplace culture.

After administering the questionnaires, companies will be able to download the report in PDF format. Below, we examine a report obtained during the testing phase in a small to medium-sized enterprise (SME).

The total score



Area of improvement

QUESTA E' L'AREA IN CUI HAI OTTENUTO IL PUNTEGGIO PIU' BASSO. TI SUGGERIAMO COME POTER MIGLIORARE IN QUESTA DIMENSIONE

CONDIVIDERE SPAZI COMUNI

Area di miglioramento

Un basso punteggio in quest'area potrebbe indicare difficoltà di comunicazione fra colleghi, con i superiori o fra reparti. Inoltre, la persona potrebbe percepire di non avere possibilità di comunicare in riservatezza o al contrario potrebbe percepirsi in un ambiente isolato oppure sentirsi esclusa, pensare che non ci sia posto per lei.

Training proposal

Come alzare il punteggio



Migliorare le competenze comunicative, acquisendo una modalità chiara, diretta e rispettosa di dire le cose. Prevedere sia spazi di lavoro riservati che condivisi, garantendo anche in questi ultimi la possibilità di concentrarsi; fare in modo che ogni collaboratore abbia comunque sempre garantito uno spazio di lavoro, anche in open space e smart working.

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Proposta formativa



Formazione alla comunicazione assertiva; formazione al time-management; formazione al management dello smart.

05/02/2024 

Test questions

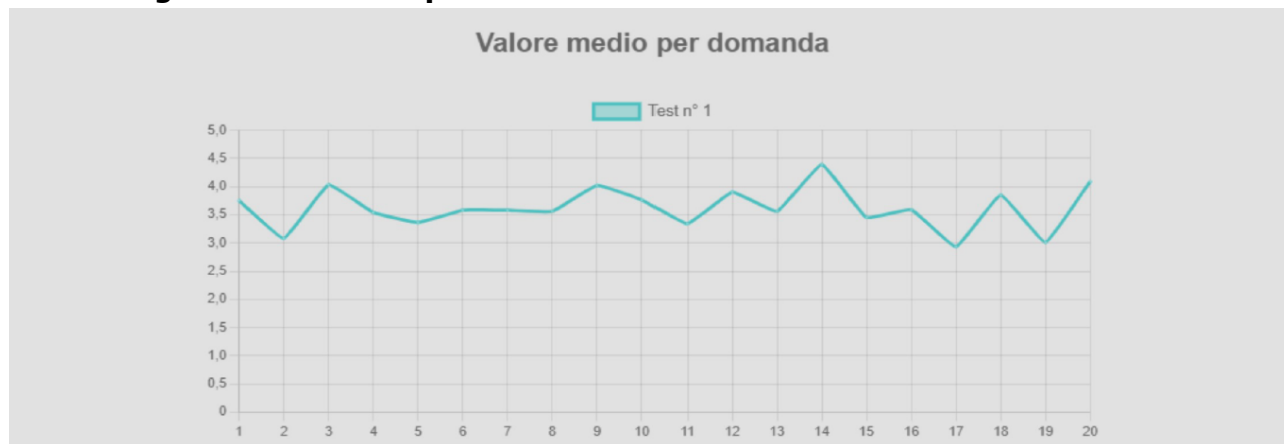
Domande test dipendenti ?



- 1) Cosa fanno i tuoi colleghi e superiori quando esprimi una tua opinione?
- 2) Cosa noti/(Che differenze ci sono) nelle reazioni dei colleghi e superiori alle idee espresse da uomini, donne o persone non binarie?
- 3) In quali occasioni ti viene chiesto aiuto?
- 4) Cosa fanno i tuoi colleghi e superiori quando chiedi loro di modificare un loro comportamento?
- 5) Come reagiscono colleghi e superiori quando offri loro il tuo aiuto?
- 6) Come reagiscono colleghi e superiori quando qualcuno esprime gusti, idee o modi diversi da quelli comunemente espressi in Azienda?
- 7) In che modo viene utilizzata e valorizzata la tua esperienza?
- 8) Cosa fanno i tuoi colleghi e superiori se qualcuno (tu) ha (hai) bisogno di aiuto?
- 9) Quando fai una richiesta; quanto e come le persone sono disposte ad accoglierla?
- 10) In quali occasioni viene richiesto il tuo parere e/o la tua opinione?
- 11) Nel tuo ambiente di lavoro come vengono accolte le persone di diversa etnia e religione?
- 12) Se sei in difficoltà con procedure o attività lavorative; in che modo puoi ottenere aiuto?
- 13) Cosa hai in comune con i tuoi colleghi e con i tuoi superiori?
- 14) Cosa succede quando qualcuno a lavoro commette un errore?
- 15) Come vorresti che fosse la procedura per parlare con capi e colleghi?
- 16) Quali possibilità hai di comunicare con capi e colleghi quando ne hai necessità?
- 17) Quali possibilità hai di riservatezza e privacy se ne hai la necessità?
- 18) In che modo l'Azienda facilita la conciliazione vita privata/lavoro; nel caso il lavoratore abbia familiari da accudire?
- 19) In che modo l'Azienda comunica le decisioni ai lavoratori?
- 20) Che tipo di decisioni ti piacerebbe prendere nel tuo ambiente lavorativo?

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The average value for each question

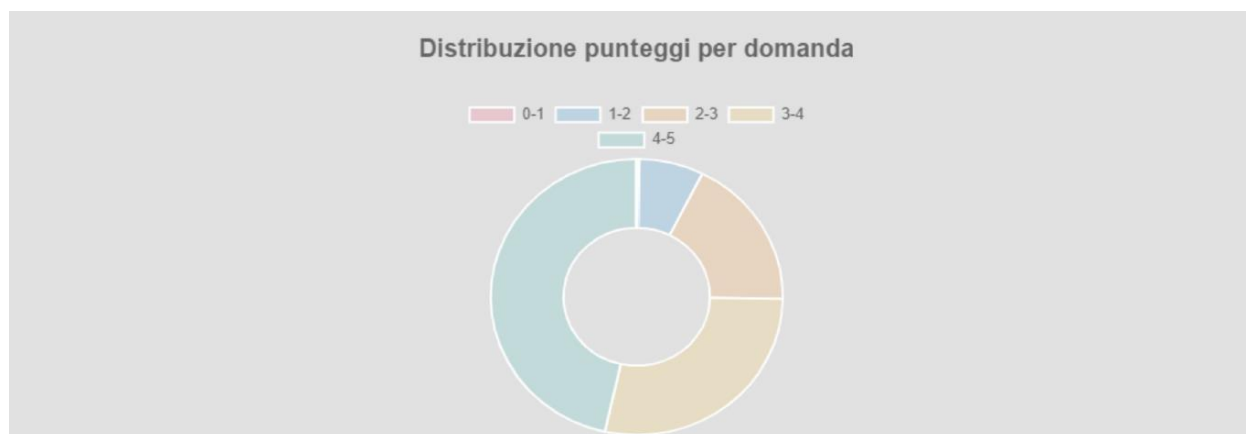


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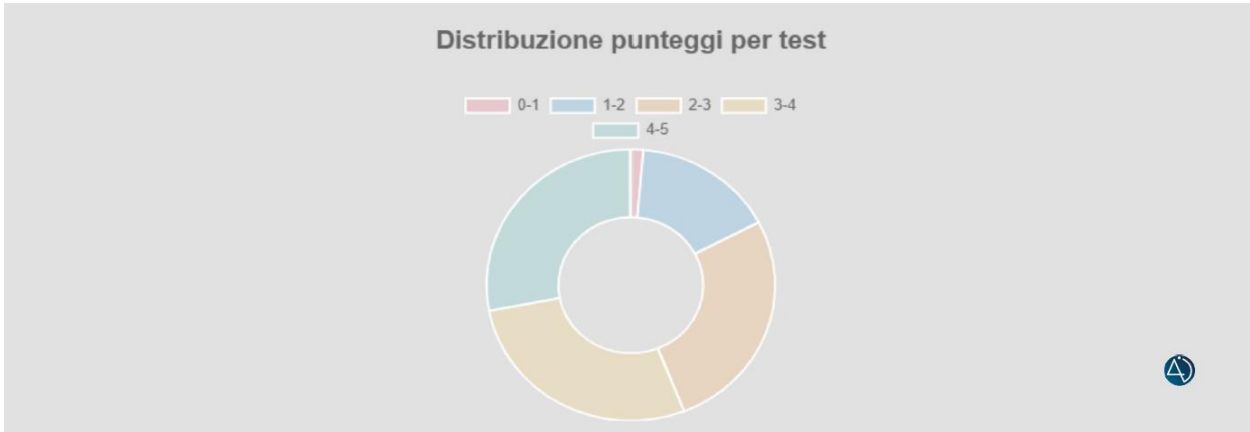
The average value per dimension



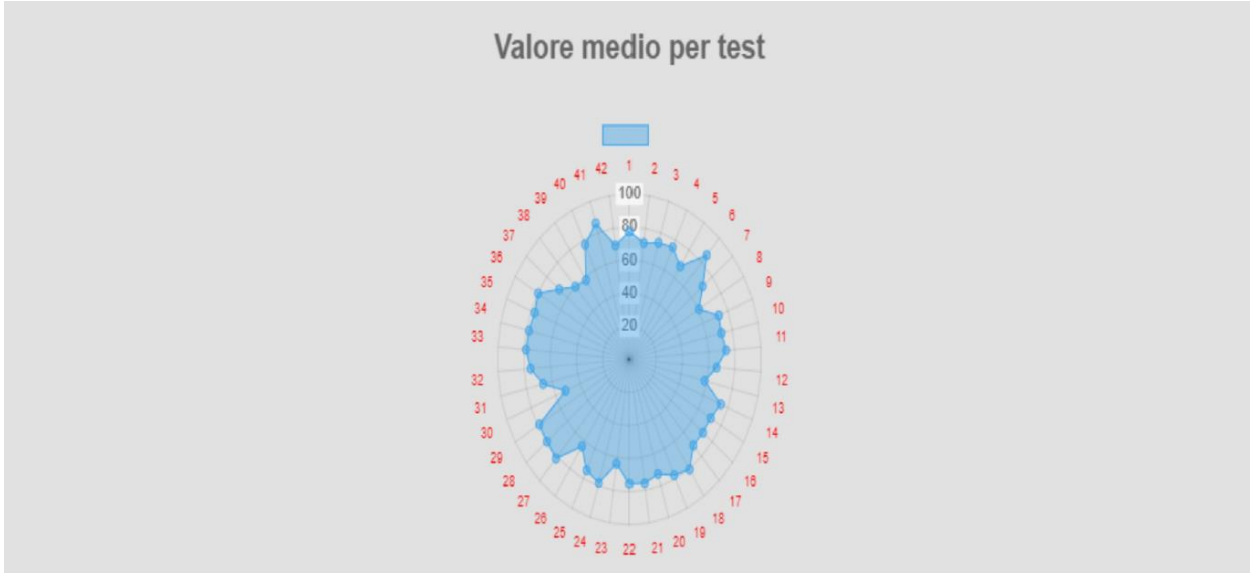
The distribution of scores per question



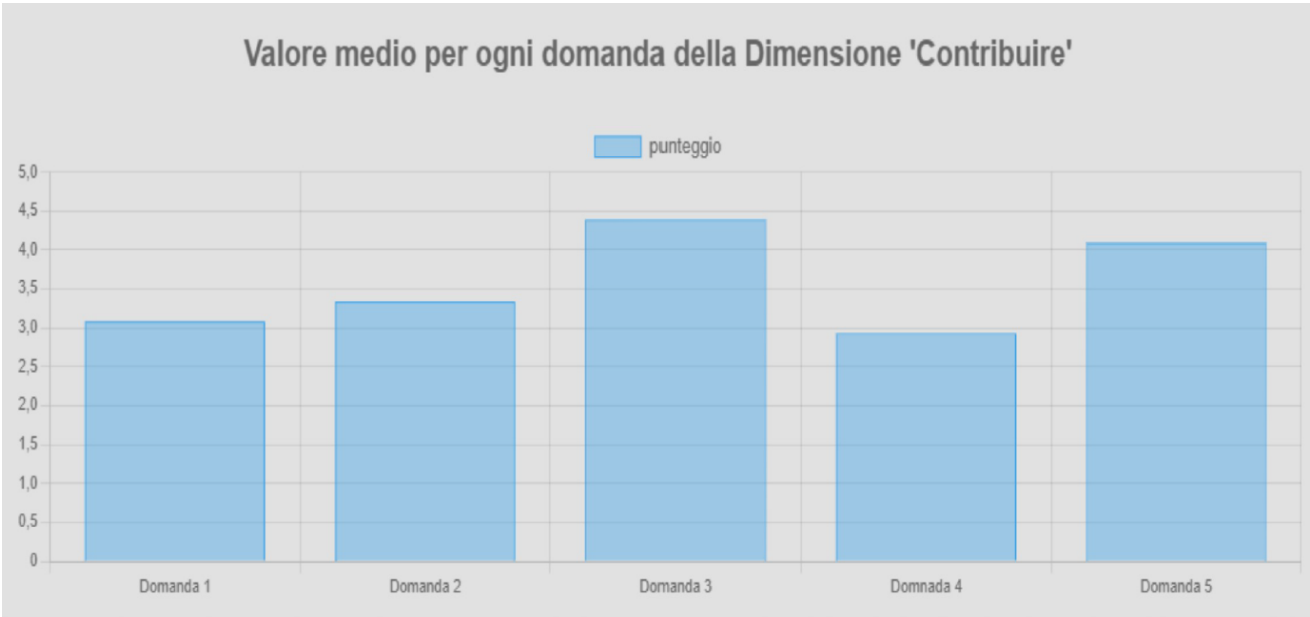
The distribution of scores per test



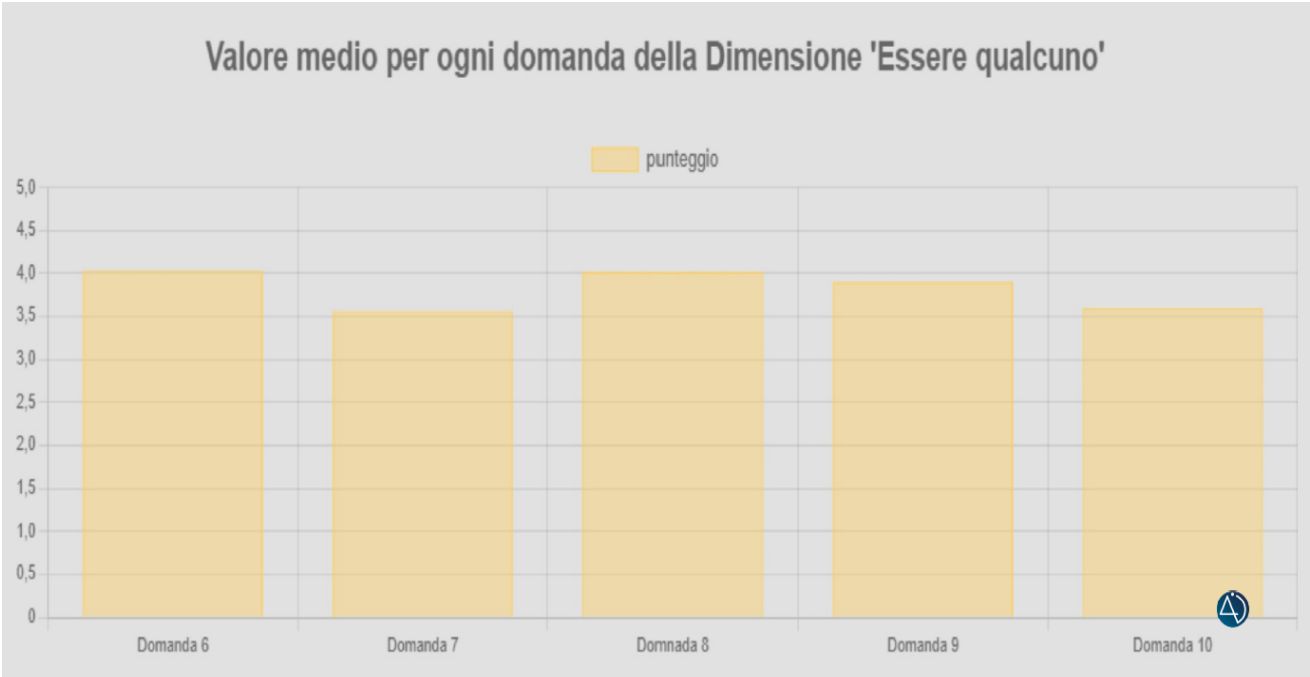
Average score per test



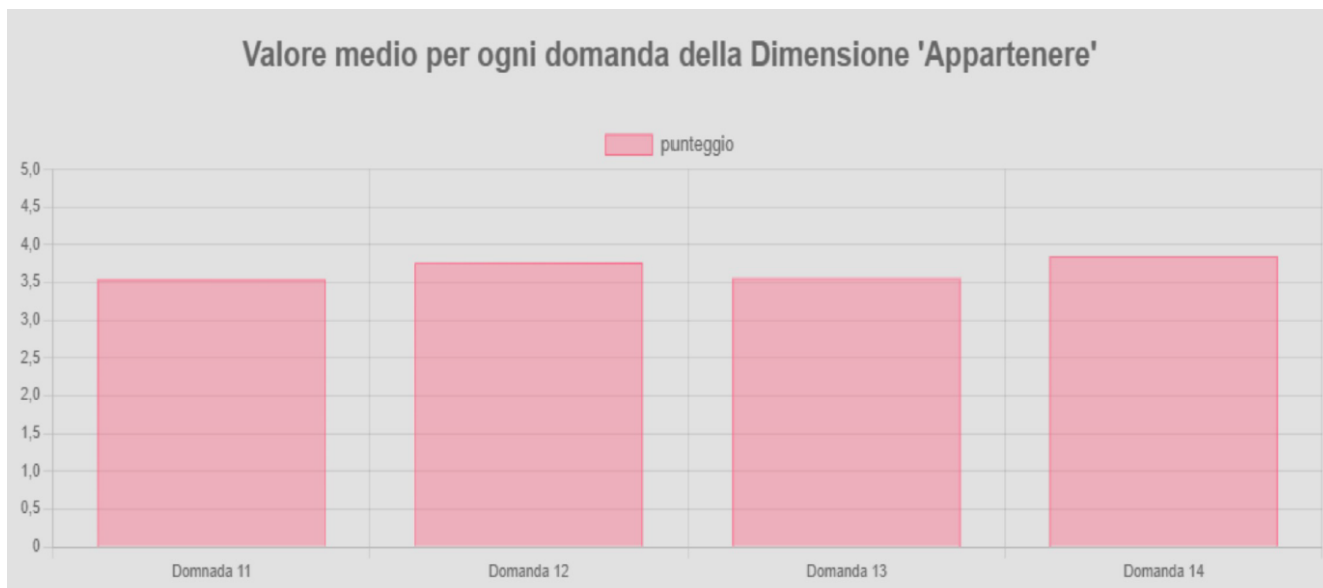
Average value for each question in the CONTRIBUTE dimension.



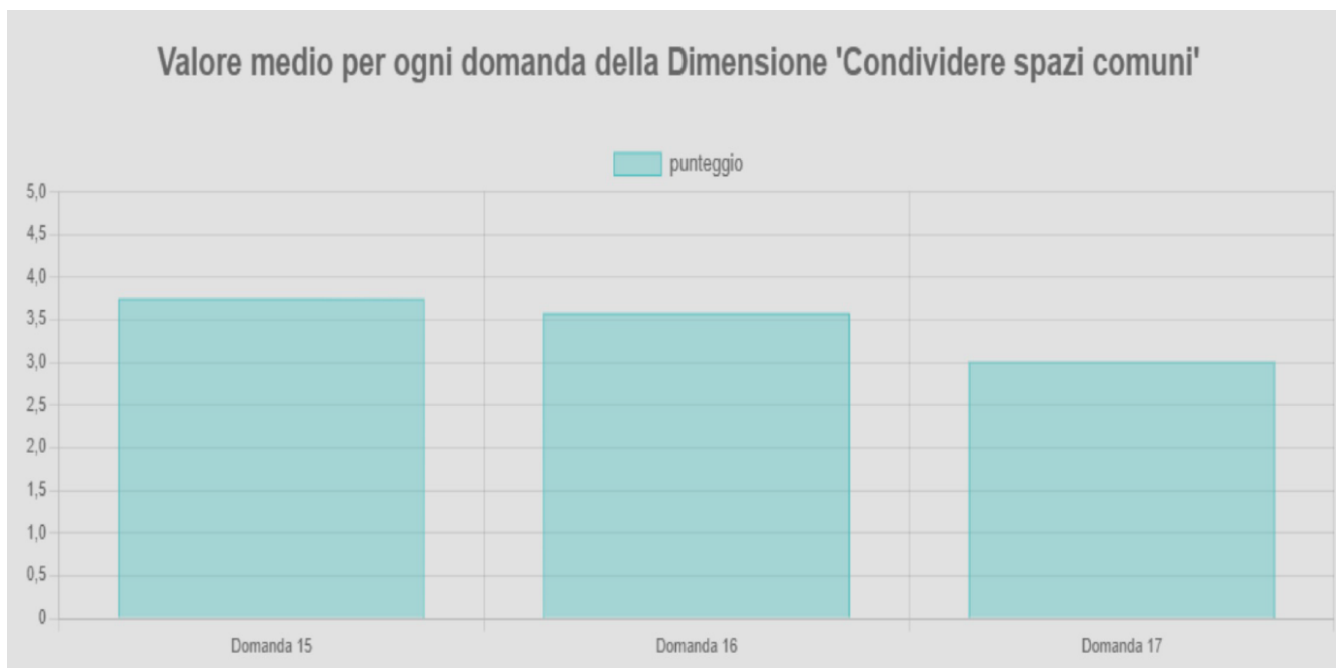
Average value for each question in the BE SOMEBODY dimension



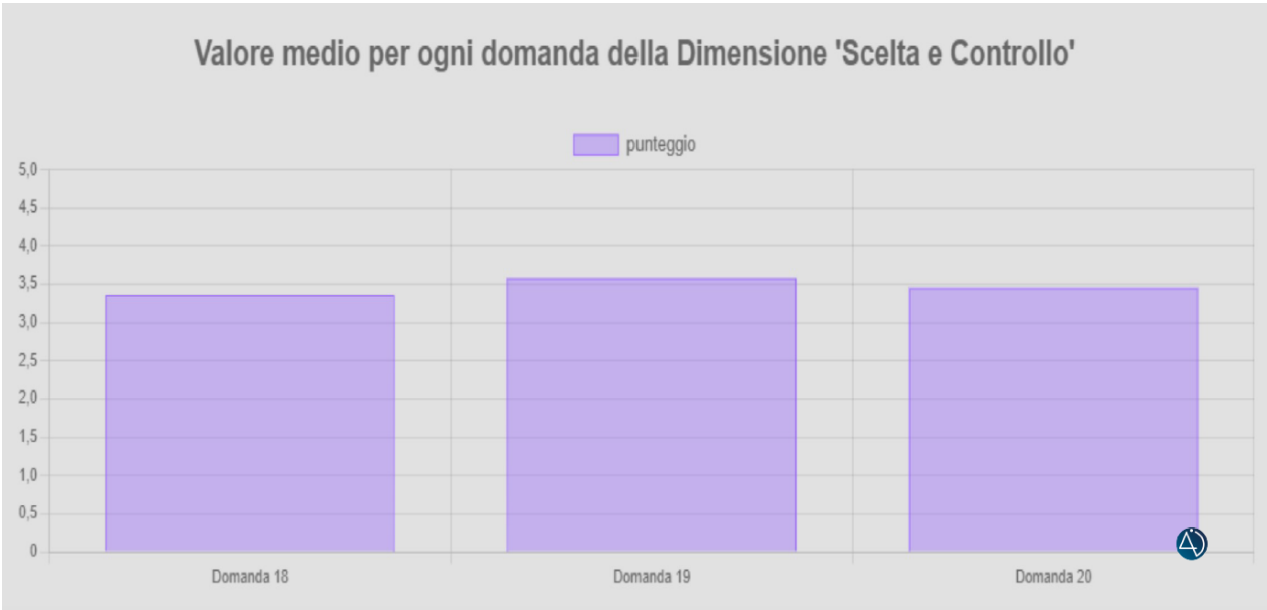
Average value for each question in the BELONG dimension



Average value for each question in the SHARE COMMON SPACES dimension



Average value for each question in the CHOICE AND CONTROL dimension



2.4 Management of low scores in each dimension

-Contributing

Area for Improvement:

A low score in this dimension may indicate that employees perceive the company as investing little in them and being uninterested in the skills they possess beyond those required for their roles, as well as the support they could offer on a relational level.

How to Increase the Score:

Increase employee engagement in company objectives; provide opportunities for them to identify additional skills and make them available to others; support the workgroup in welcoming colleagues' proposals.

Training Proposal:

Skills assessment programs for employees; training for managers on how to manage subjectivity and foster exchange among colleagues.

Topics: Skills, offering help, making proposals.

- Being Somebody

Area for Improvement:

A low score in this area may indicate a need for greater flexibility in the work environment, such as in dress code, working hours, or in the opinions that are typically expressed aloud and tolerated. Additionally, those who rate this dimension low may feel undervalued by the company and that their presence or absence is not perceived.

How to Increase the Score:

Provide opportunities for employees to express their opinions respectfully; acknowledge and, when necessary, make requests to colleagues constructively; assign clear and personalized tasks and objectives to each employee.

Training Proposal:

Training for managers on how to give praise, criticism, and requests in a way that enhances collaboration and strengthens relationships; training on goal setting.

Topics: Freedom of expression, presence/absence

-Belonging

Area for Improvement:

A low score in this area may indicate that the individual feels they have little in common with colleagues and supervisors, or perceives limited opportunities to get to know them better and participate in group activities. They may feel like an outsider within the workgroup.

How to Increase the Score:

Increase the sense of belonging by offering opportunities for both professional and personal exchange and sharing. Give employees the chance to offer help to colleagues when needed, within their capabilities.

Training Proposal:

Team-building activities involving managers as needed. Group sharing workshops.

Topics: Belonging, sharing, receiving help.

-Sharing Common Spaces

Area for Improvement:

A low score in this area may indicate difficulties in communication among colleagues, with supervisors, or between departments. Additionally, the individual may perceive limited opportunities for confidential communication or, conversely, feel isolated in their environment or excluded, believing there is no place for them.

How to Increase the Score:

Improve communication skills by adopting a clear, direct, and respectful manner of expressing ideas. Provide both reserved and shared workspace options, ensuring that even in shared spaces, employees have the opportunity to concentrate. Ensure that every employee always has guaranteed workspace, even in open spaces and during smartworking.

Training Proposal:

Training in assertive communication; time management training; smartworking management training.

Topics: Accessibility, time, privacy, space.

Choice and Control

Area of Improvement:

A low score in this dimension might indicate that the employee perceives a lack of autonomy and decision-making margin. It may also suggest that the person is struggling to balance family and work. The person might not know whom to turn to in case of difficulties.

How to Raise the Score:

Assign meaningful tasks to employees, for which they can have a certain degree of decision-making autonomy within a defined framework of responsibility. Clearly indicate how to obtain help.

Training Proposal:

Training in directional delegation; training in the management of smart working and work-life balance policies.

Topics: Autonomy, delegation, work-life balance, obtaining help

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