



Enhancing Governance, Management and Reform in Sri Lankan Universities through
Non-Academic Staff Training – ENACT

**Non-Academic Staff Training and Development Strategy of the
University of Moratuwa**

1. Objectives of the strategy:

Strategy

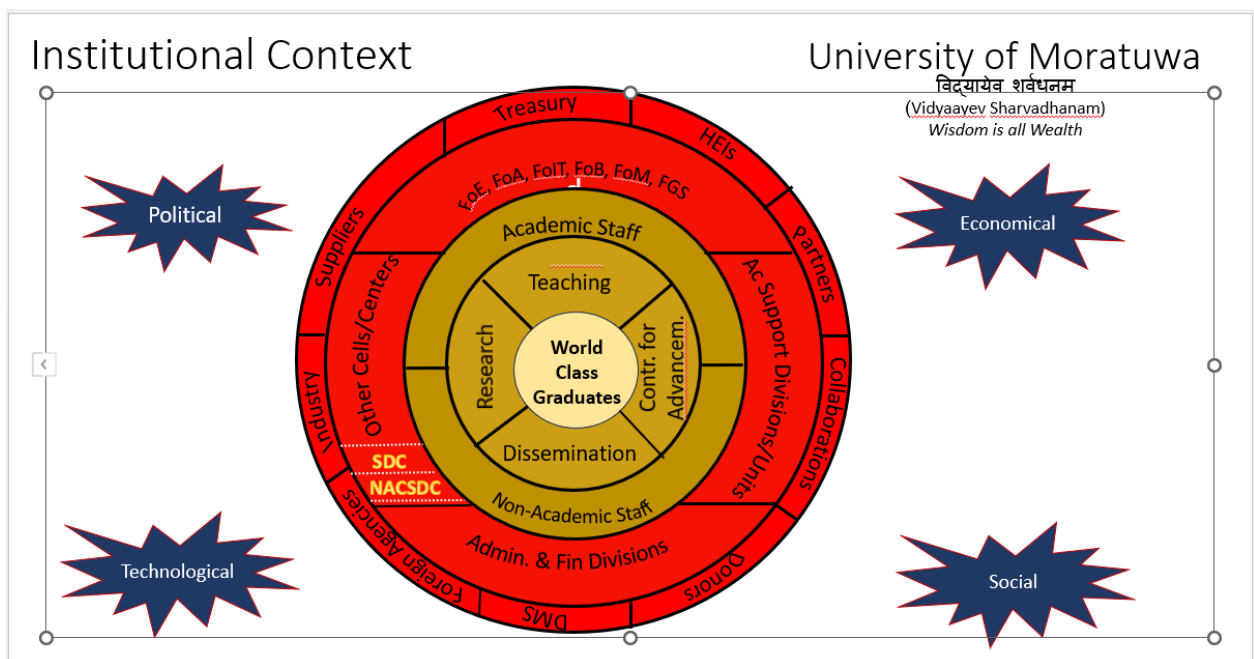
Non Academic Staff Development for the University of Moratuwa supported by ENACT Project.

Objective

The objective of the Strategy is to develop a long-term vision strategic plan for the systematic training and development of non-academic staff of the University of Moratuwa in view of enhancing University performance as well as to integrate this activity at all levels of the University operations

2. Institutional context

The below diagram depicts the internal as well as the external environment of the University of Moratuwa that are to be considered when developing and executing a new strategy for the development of the non-academic staff of the University,





a. Current inefficiencies and gaps in non-academic processes and systems at the University

Having consulted the relevant stakeholders, the University has identified the below areas of inefficiencies and gaps in the current non-academic processes and systems of the University;

- Incongruent / Archaic rules and regulations
- Paper based / not aligned with technologies
- Moderate level of digitalized procedures
- Time consuming work/procedures
- Less customer orientation
- Low level of IT literacy
- Lack of competency on rules, regulation and procedures
- Lack of foreign exposure and opportunities for the staff to cope up with benchmarks to be followed in order to reach internationalization

b. Current challenges in non-academic employee engagement and talent development practices

As per the input received from the relevant stakeholders, the University faces the below challenges in its non-academic staff engagement and talent development practices with respect to their development activities.

- Financial restraints
- Resistance to change
- Lack of awareness and training
- Restriction on recruitment
- Difficulty in retaining in the qualified and skilled staff
- Lack of training equipment
- Lack of a dedicated training location



- Lack of motivation
- Inadequate provisions for performance-based incentive system

c. Existing institutional structures, processes, and approaches that can be built upon to improve talent development approaches in the future

Being the related internal structure of the University is as shown in the image indicated under (2) above, the below specific structures, processes, and approaches can be positively considered as supporting for the proposed strategy in the future,

- Staff Development Center (SDC) of the University which has been set up with the objective of facilitating the continuing enhancement of knowledge, skills and attitudes required for the efficient and effective functioning of the staff.
- Existing positions of Director / Programme Manager for the SDC.
- Annual funding allocation for SDC activities
- Existence of the SDC Management Committee
- Procedure in place for providing SDC funding
- Existence of Faculties with expertise (Faculty of Information Technology / Faculty of Business, etc.)
- Strategic Management Plan (SMP) 2022-2026 of UoM which includes the objective of “Staff Training” under the Goal 4: Contented University Community , <https://uom.lk/strategic-management-plan-2022-2026>
- Circular provisions
- Compulsory induction training requirement for new recruits

3. Proposed strategic changes and solutions

a. Priority areas for non-academic staff training, human resource management and other approaches to improving non-academic employee engagement.

Having consulted the relevant stake holders, the following have been identified as the prioritized areas for non-academic staff development within the University of Moratuwa which will be addressed through the proposed strategy:

- IT literacy



- Customer care, customer orientation, public relations skills including diversity and equality
- Soft skills including time management, change management, creative thinking, communication skills
- Language proficiency
- Subject specific knowledge
- Best University administration practices in line with good governance
- Induction of new employees
- Internationalization
- Financial procedures and management

b. Feasible future improvements, measures and actions for overcoming the identified gaps and deficiencies (through training of non-academic staff, modernization of human resource management and other approaches to promoting employee engagement)

- Creation of a knowledgeable and skilled task force
- Provision of on-the-job training
- Digitalization of existing procedures/jobs
- Reduction in dependence of individuals
- Increased IT literacy of the staff
- Empowerment
- Documentation of procedure and training for documentation
- Opportunities and foreign exposure for the staff to cope up with benchmarks to be followed in order to reach internationalization.

c. Governance and management arrangements for the implementation of the proposed new actions at institutional level

The following arrangements of the University can be considered as to ensure effective implementation of the proposed new actions at the institutional level:

- Approval of the University Governing Authority for the Non-academic Staff Development Centre (NASDC) which is an arm specifically aimed at the development of the non-academic staff of the University.
- Equipment received under the grant deployed for staff development activities



- Resource Allocation: Allocate appropriate technological and human resources to support the implementation. Identifying personnel responsible for training delivery and coordination.
- Support of the SDC and staff of the center.
- Dedicated computer laboratory facility for SDC with assigned staff
- Trained staff to conduct training programmes
- University policy on provision for obtaining the training

d. Key target groups for different proposed measures and actions

The primary target groups for the various measures and actions that have been proposed will be as follows:

- Senior Management
- Administrative/Financial Officers
- Technical, Clerical and Clerical Allied Staff
- Skilled, Semi-Skilled and Unskilled staff grades
- Staff of other Universities

e. Stakeholder analysis

Who are the Stake holders relevant to the strategy?

- Internal: Students, Academic and Non-Academic Staff, Administrative/financial officers, Senior Management,
- External: External customers

Methods of Information and data collection

- Questionnaire
- Depth interviews
- Input from Senior Management

Methods of Analysis

- Data tabulation
- Discussions
- Analysis Reports



Stake holder buy-in events

- Round table discussions
- Awareness campaigns
- Publication of success stories / recognition of better performers
- Engagement and participation deliberations

f. Analysis of the current readiness of the institution to implement the proposed change;

Following can be considered as the key aspects for ensuring the current readiness of the institution to implement the proposed changes under the strategy:

- Training needs identified
- Trainees/Trainers identified
- Equipment/devices ready to be used (specially the items purchased under the ENACT project for the Non-academic Staff Development Cell)
- Already obtained permissions and approvals.
- Strategy incorporated to annual training plan
- System in place for processing of training applications
- Training curriculum already developed under ENACT initiatives
- Leadership support: Top management of the University Lead by the Vice-Chancellor express their contribution of implementation of the strategy. Understanding importance of the strategy, their willingness to allocate resources, and their ability to champion the proposed changes show a positive leadership support in the process.

g. Expected impact of the new actions (at institutional level, on the target groups, on other affected stakeholders)

Following impacts are expected to be experienced after the implementation of the new actions proposed under the strategy which could also be considered as the KPIs of the strategy:

- Enhanced service output and outcome
- Time saving through speeding up of processes
- Reduction of waste
- Improvement of skills
- Competency



- Student/Staff: Stakeholder satisfaction
- Increased customer satisfaction
- New staff well adopted to the University system and procedures through induction training

h. Available financial and organizational resources that will enable the implementation of the new actions

Following organizational and financial resources of the University will be useful in implementation of the new actions.

Organizational Resources

- Staff Development Center
- External Affairs Publicity and International Student Promotions Division (The division which deals with both local and foreign external entities)
- Faculty of IT, Faculty of Business, Department of Languages

Financial Resources

- Treasury Funds allocated through an annual budget

i. Available human resources that will enable the implementation of the new actions

Following available human resources of the University would enable the implementation of the new actions:

- Inhouse Resource Persons specialized in relevant fields.
- Trained Trainers (Administrative and Financial Officers who have been trained through the ENACT)
- Program Manager and assigned staff for SDC
- Director/Staff Development Centre
- Director / International Affairs
- ENACT Project team of UoM consisting of 05 administrative/financial officers of the University.
- Administrative and Financial Officers



4. Implementation issues, evaluation and monitoring

a. Risks and their mitigation/avoidance

Though there is an acceptable level of readiness of the University, there will be many challenges to face when accomplishing the targeted objective of the strategy through the proposed actions. Such risks will have to be mitigated to a greater extent in order to reach the goal.

- Sustainability – Operational model for continuance, assurance of funding allocations
- Resistant to change – Awareness and promotional campaigns among relevant stakeholders
- Inadequate training resources – Maintaining a pool of Resources Persons, training of additional trainers
- Dynamic nature of the training needs- Regular stakeholder consultations on training needs and regular updating of the training curriculum
- Financial restraints – Look for possible alternative funding sources and implement approval procedures to utilize such funds for the proposed actions.
- Unrealistic expectations

b. Plans for communicating the proposed changes and actions, and for effective change management

- Regulatory meetings
- UoM Bi-monthly News letter,
- SDC Calendar,
- University Website,
- e-mails,

c. Monitoring and evaluation mechanisms for the proposed actions

- Setting up Performance indicators and monitoring the progress against the actuals (Ex. Number of programmes conducted, Percentage of participation, no. of trainers available in the pool, etc.)
- Conducting feedback sessions
- Regular programme reviews
- Programme implementation records
- Performance reviews
- Supervisor and peer reviews
- Regular surveys



d. Baseline data for future evaluation of impact

- Complaints
- Time saving on process
- Increased in trained staff
- Contented staff
- Number of collaborations



Annexure

A1: Final Non-Academic Staff Training Curriculum

(The attached non-academic staff training curriculum which has been prepared to suit the multiplication training sessions being conducted will be finalized based on the result from the training and it will be attached as Annex. 01 of this strategy documents. For the time being, the preliminary training curriculum modified to suit the multiplication training sessions developed by the project is annexed below)

PRELIMINARY TRAINING CURRICULUM FOR THE UNIVERSITY OF MORATUWA

Multiplication training workshop	Training modules to be delivered during the workshops
1. Multiplication training workshop on building skills and capacity to support and cope with internationalisation	1. Internationalisation in higher education and transfer of global good practices in university administration 2. Capacity building to cope up with global aspects.
2. Multiplication training workshop on modern practices in human resource management, university administration and financial management	2. Modern Human Resource management practices in higher education
	3. University governance and management
	4. Financial management, accounting and auditing in higher education
3. Multiplication training workshop on soft skills building and equality and diversity	5. Organizational efficiency and productivity in higher education
	6. Soft skills for the 21 st century
	7. Equality and diversity



Co-funded by the
Erasmus+ Programme
of the European Union





Multiplication training workshop on building skills and capacity to support and cope with internationalisation

Internationalisation in higher education and transfer of global good practices in university administration
Recognition
Attendance of the participants will be recorded within the records of NASDC. Learning outcomes achieved upon successful completion of the training module are to be recognized in line with the Sri Lankan universities' internal policies for staff performance appraisal and monitoring of personal development plans implementation.
Pre-requisites
<ul style="list-style-type: none"> ▪ Participants must work for the assistance to the University administration as subordinate staff of administrative/academic staff ▪ Participants must be willing to apply the knowledge/skill gained through the training when discharging their duties at the University. ▪ Intercultural competences ▪ Basic knowledge of mobility administration ▪ Leading position at university or faculty level.
Assessment methods
<p>Assessment will be carried out on the basis of a written assignment – practical case study (2 pages, 2-hours task). There will be a 10% bonus for active participation in the discussions.</p> <p>Pass/fail grade (70% needed for passing grade)</p>
Aims (learning objectives)
The training aims to introduce the participants to the basic principles of internationalization of universities, how to set the right strategy, involve people in it, how to deal with the administration of learning mobilities, and where to find support.
Learning outcomes
By the end of the training, participants will be aware of the modern trends in internationalization in higher education, will know how to assist to set the right goals in their strategies for internationalization and establish adequate procedures at the Universities to run and maintain a modern international office.
Learning and training delivery methods
The training will incorporate workshop and presentations done by experienced partners who will give an overview of the topics and who will be able to guide the participants through real problems



and share solutions and advice.

The module will also contain a half-day job shadowing at an IRO, where the participants can observe in practice the work and the competencies of their colleagues.

In addition, a special “open” hour will be offered for consultation with all the experts, where the participants will have the opportunity to discuss their own topics or problems related to internationalization of the university.

Indicative content (outline)

- Trends in internationalization in Higher Education—opportunities, strategy for internationalization, best practices
- International office – structure and scope of activities, responsibilities and competences
- Inward and outward learning mobility. Do we need learning mobility in the digital world?
- How to prepare a successful mobility project
- Managing mobilities
- Digitalization – trends and free solutions
- Internationalization of the study programmes/curriculum
- Summer schools and short programmes – how to make them part of the university offer
- International Marketing in higher education.

Multiplication training workshop on modern practices in human resource management, university administration and financial management

Training module title

Modern human resource management practices in higher education

Recognition

Attendance of the participants will be recorded within the records of NASDC. Learning outcomes achieved upon successful completion of the training module are to be recognized in line with the Sri Lankan universities’ internal policies for staff performance appraisal and monitoring of personal development plans implementation.

Pre-requisites

Non-academic Staff Training and Development Strategy of the University of Moratuwa – Developed under ENACT



- Participants must work for the assistance to the University administration as subordinate staff of administrative/academic staff
- Participants must be willing to apply the knowledge/skill gained through the training when discharging their duties at the University.

Assessment methods

Assessment will be carried out on the basis of a written assignment – practical case study (2 pages, 2-hours task). There will be a 10% bonus for active participation in the discussions.

Pass/fail grade (70% needed for passing grade)

Aims (learning objectives)

This module will present and discuss the main characteristics of human resource management practices how they can be applied in the higher education system.

Learning outcomes

Upon completion of the module, the participants will be able to identify different trends, policies and practices in the area of human resources. They will be able to understand how the human resource framework can be applied to higher education professionals and will be able to identify some specific human resource management practices. Exchange of best practices in Sri Lankan as well as EU higher education institutions will broaden the knowledge of the participants in HRM.

Learning and training delivery methods

The delivery methods will be mainly blended learning (combining traditional classroom teaching with on-line learning), with problem-based (presenting a problem to the participants and enabling them to become more active in finding the solution) and work-based learning (presenting real-life experiences so that participants can better understand the theories in practice).

Participants will have an immersive experience during a half-day job shadowing activity that will be aligned with their field of work.

The module will be conducted by a moderator, whose role will be to guide the participants during the learning process, breaking barriers and enabling an active learning process.

Indicative content (outline)

1. Human Resources Management at European higher education institutions
2. Current trends in human resources management
3. Modern tools in HRM
4. Main enablers and barriers to human resources management
5. Human resources training and development
6. Human resources communication practices
7. Recruitment and talent management.



Training module title
University administration, management and governance
Recognition
Attendance of the participants will be recorded within the records of NASDC and the same can be produced for proof of trainings undergone for any career development work of the trainee, if requested. Learning outcomes achieved upon successful completion of the training module are to be recognized in line with the Sri Lankan universities' internal policies for staff performance appraisal and monitoring of personal development plans implementation.
Pre-requisites
<ul style="list-style-type: none">▪ Participants must work for the assistance to the University administration as subordinate staff of administrative/academic staff▪ Participants must be willing to apply the knowledge/skill gained through the training when discharging their duties at the University.
Assessment methods
Assessment will be carried out on the basis of a written assignment – practical case study (2 pages, 2-hours task). There will be a 10% bonus for active participation in the discussions. Pass/fail grade (70% needed for passing grade)
Aims (learning objectives)
This module will present and discuss the main European trends and practices in university administration, institutional development, strategic plan design, legal framework and regulation in higher education, organizational efficiency and productivity tools and staff performance analysis.
Learning outcomes
The participants will be able to identify different trends, policies, and practices regarding university administration. They will be able to understand how a strategic plan can be designed and implemented and how the legal framework helps to put in practice and implement management productivity systems and performance analysis management.
Learning and training delivery methods
Due to the Pandemic situation, the delivery methods will be mainly blended learning (combining traditional classroom teaching with online learning), with problem based (presenting a problem to the participants and enabling them to become more active in finding the solution) and work based learning (presenting real-life experiences so that participants can better understand the theories in practice).



Participants will have an immersive experience, during a half day job shadowing activity that will be aligned with their field of work.

The module will be conducted by a moderator, whose role will be to guide the participants during the learning process, breaking barriers and enabling the active learning process.

Indicative content (outline)

1. Higher education institution's Strategic Plan / Institutional strategy in EU context
2. Higher education institutions legal framework & other regulations
3. Systems and procedures to improve organizational efficiency and productivity: IT in management.
4. University infrastructure and service management
5. Leadership development and change management
6. Organizational development and governance
7. University rankings – importance and process
8. Professors and non-staff performance analysis management
9. Case studies and good practices.

Training module title

Financial management, accounting and auditing in higher education

Recognition

Attendance of the participants will be recorded within the records of NASDC and the same can be produced for proof of trainings undergone for any career development work of the trainee, if requested. Learning outcomes achieved upon successful completion of the training module are to be recognized in line with the Sri Lankan universities' internal policies for staff performance appraisal and monitoring of personal development plans implementation.

Pre-requisites

- Participants must work for the assistance to the University Finance Procedures as subordinate staff of administrative/academic staff
- Participants must be willing to apply the knowledge/skill gained through the training when discharging their duties at the University.

Assessment methods

Assessment will be carried out on the basis of a written assignment – practical case study (2 pages, 2-hours task). There will be a 10% bonus for active participation in the discussions.

Pass/fail grade (70% needed for passing grade)



Aims (learning objectives)
Within this module, we will discuss the contemporary policy and practices in financial management at the EU higher education institutions, exchange of the best practices in financial management, tools and software used in financial management, project management and few case studies on financial management of EU projects.
Learning outcomes
By the end of this module the participants will understand dvarious practices and policies in financial management, accounting and auditing at higher education institutions in Europe. They will be aware of various financial management approaches employed at European universities. They will have knowledge about project funding, financial management and audit systems adopted by the European universities. In the meantime, exchange of experience with Sri Lankan partners will be added value for the participants from European universities.
Learning and training delivery methods
<p>Due to the pandemic situation, the delivery methods will be mainly blended learning (combining traditional classroom teaching with online learning), with problem-based (presenting a problem to the participants and enabling them to become more active in finding the solution) and work-based learning (presenting real-life experiences so that participants can better understand the theories in practice).</p> <p>Participants will have an immersive experience, during a half day job shadowing activity that will be aligned with their field of work. The job shadowing activity will be conducted for a half day parallel to all three modules in Goettingen.</p> <p>The module will be conducted by a moderator, whose role will be to guide the participants during the learning process, breaking barriers and enabling an active learning process.</p>
Indicative content (outline)
<ol style="list-style-type: none">1. Financial management at European universities2. Modern tools and techniques in financial management (software, database used)3. Project management and third-party funding4. Accounting and budget development process5. Preparation for audits - audit arrangements (EU projects)6. Case studies and good practices.



Multiplication training workshop on soft skills building, equality and diversity

Training module title
Organizational efficiency and productivity in higher education
Recognition
Attendance of the participants will be recorded within the records of NASDC and the same can be produced for proof of trainings undergone for any career development work of the trainee, if requested. Learning outcomes achieved upon successful completion of the training module are to be recognized in line with the Sri Lankan universities' internal policies for staff performance appraisal and monitoring of personal development plans implementation.
Pre-requisites
<ul style="list-style-type: none"> Participants must work for the assistance to the University administration as subordinate staff of administrative/academic staff Participants must be willing to apply the knowledge/skill gained through the training when discharging their duties at the University.
Assessment methods
<p>Assessment will be carried out on the basis of a written assignment – practical case study (2 pages, 2-hours task). There will be a 10% bonus for active participation in the discussions.</p> <p>Pass/fail grade (70% needed for passing grade)</p>
Aims (learning objectives)
<ul style="list-style-type: none"> To develop and introduce and develop a critical understanding of operations management for modern organisations across the higher education sector To consider operations strategy in its broadest sense and relate this to the internal management and organization of services delivery within higher education institutions To consider higher education institutions in their wider context and to examine how inputs on the supply side can be managed and improved, and on the demand side how customers, and customer satisfaction can be understood To overview the process of project planning To present the basics of how to manage estimating and scheduling, handle project risks, implement change management, and monitor project implementation. To explain the advantages of agile project management. To present in detail some of the key agile project management methodologies that could be applied in university settings.
Learning outcomes
<p>On successful completion of this module, trainees should be able to:</p> <ul style="list-style-type: none"> Evaluate the nature, scope and extent of university service operations strategy



- Solve operational problems related to managing capacity and constraints within the higher education institutions
- Demonstrate the application of strategies, tools and techniques to improve higher education institutions' operations
- Understand the project lifecycle, contribute or lead project planning, actively participate or lead project implementation, estimate risks and suggest risk mitigation, validate and verify project final outcomes
- Be prepared to innovate with agile project management methodologies in order to solve complex problems or deal with dynamic situations, and to support the emergence of a forward-looking agile culture within the organization.

Learning and training delivery methods

Workshop; case studies, tutorials.

Indicative content (outline)

The content of this training module will focus primarily on the trainees' needs and can be tailored to their respective professional experience and expertise in higher education.

1. Operations strategy in higher education institution
2. Customer service in the context of higher education
3. New educational products and services development in higher education
4. Project management approaches and methodologies
5. Managing project planning, stakeholders and project scope
6. Resource planning, estimating and scheduling
7. Managing project risks and change
8. Project monitoring and evaluation
9. Agile project management – values, principles and methodologies
10. Benefits of agile project management in higher education.

Training module title

Soft skills for the 21st century

Recognition

Certificates of participation will be awarded to the trainees. Learning outcomes achieved upon successful completion of the training module are to be recognized in line with the Sri Lankan universities' internal policies for staff performance appraisal and monitoring of personal development plans implementation.

Pre-requisites



At least 12 months of ongoing work experience at middle or senior level of university management or in university administration will be considered a strong advantage upon trainee selection. English language proficiency corresponding at least to level B1 is compulsory.

Assessment methods

Assessment will be based on in-class activities and group presentations.

Pass/fail grade (70% needed for passing grade)

Aims (learning objectives)

- To expand trainees' knowledge on the ramifications of Industry 4.0 and 5.0 for higher education
- To outline the emerging landscape of skills for future workforce
- To trainees' build emotional and social intelligence and create awareness on their importance for professional success
- To equip trainees with a "creativity tool-box" introducing them to various behaviours and techniques that will augment their innate creativity
- To deliver an introduction to cross-cultural studies and to foster trainees' intercultural competence and sensitivity to cultural diversity
- To expand trainees' knowledge on innovative technologies that are used or could be introduced in academia and to improve trainees' digital literacy.

Learning outcomes

On successful completion of this module, trainees should be able to:

- To understand and analyze the drivers for change in terms of future labour market needs
- To reflect on the employability benefits of developing a diverse skill set incl. sense making, social intelligence, novel and adaptive thinking, cross-cultural competence, computational thinking, new media literacy, transdisciplinarity, design mindset, cognitive load management and virtual collaboration
- To understand the value of emotional and social intelligence and to utilize it for professional success
- To reflect upon needed actions to take to create connections and build relationships for greater professional effectiveness
- To understand what creative thinking techniques are and to select and apply the appropriate technique based on the opportunity to seize or the problem to tackle
- To analyze and reflect on how cultures differ and to identify cultural values, styles of communication and sociocultural behavior
- To evaluate and analyze culture-bound differences on specific issues such as: power distance, time orientation, management of uncertainty, gender, individuality, attitudes to conflict, etc.
- To critically appraise academic and personal issues from a perspective other than their own cultural background to operate effectively in culturally diverse settings
- To critically appraise the advantages and disadvantages of various technologies applied in academic settings.

Learning and training delivery methods



Assessment will be based on in-class activities and group presentations.
Pass/fail grade (70% needed for passing grade)
Indicative content (outline)
<ol style="list-style-type: none"> 1. Industry 4.0 and 5.0 as drivers for change and for upskilling 2. Ten skills for the future workforce according to the Institute for the Future 3. Emotional and social intelligence: self-management, social awareness and empathy, relationship management 4. Creative thinking and creative problem solving: introduction to creativity, creativity tools and thinking styles 5. Intercultural awareness in academic settings: barriers to intercultural communication, the hidden dimensions of culture, cultural taxonomies, effective strategies for working in multicultural environments 6. Virtual collaboration: effective strategies and best practices.

Training module title
Diversity, equity and inclusion
Recognition
Certificates of participation will be awarded to the trainees. Learning outcomes achieved upon successful completion of the training module are to be recognized in line with the Sri Lankan universities' internal policies for staff performance appraisal and monitoring of personal development plans implementation.
Pre-requisites
At least 12 months of ongoing work experience at middle or senior level of university management or in university administration will be considered a strong advantage upon trainee selection. English language proficiency corresponding at least to level B1 is compulsory.
Assessment methods
Assessment will be based on in-class activities and group presentations.
Pass/fail grade (70% needed for passing grade)
Aims (learning objectives)
<ul style="list-style-type: none"> ▪ To present and promote the principles of diversity, equity, and inclusion at work ▪ To deepen the understanding of the benefits of diversity ▪ To understand and acquire best practices for equitable organizational processes and norms and



inclusive behavioral practices in teams

- To encourage better self-understanding of the trainees and their personal identity in the workplace and to train them with new skills to identify privilege, implicit bias, and to take action as an active ally and change advocate
- To empower and equip the trainees to develop inclusive cultures where everyone feels valued and respected
- To explain how inclusive leaders use processes of social influence to interact effectively with individuals from a wide variety of backgrounds.

Learning outcomes

On successful completion of this module, trainees should be able to:

- Describe the organizational benefits of diversity, equity, and inclusion
- Identify and apply best practices for equitable organizational processes and norms
- Be able to have difficult conversations about inequities at work
- Communicate with diverse individuals to achieve goals
- Manage conflicts around issues linked to diversity, equity, and inclusion at the organization
- Stimulate change in issues of diversity, equity, and inclusion at work
- Demonstrate key traits of inclusive leaders.

Learning and training delivery methods

Workshop; case studies, tutorials

Indicative content (outline)

1. Introduction to the principles of diversity, equity, and inclusion at work
2. Strategies and best practices to improve diversity in the organization
3. Understanding bias and the organizational impact
4. Organizational equity
5. Conflict management techniques
6. Communication for inclusive leadership.