

Diversity and Inclusion Workshop



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Introduction

Welcome to our workshop on Diversity and Inclusion! The workshop is designed specifically for employees in the public transport sector. The key today is to actively engage in this workshop together. Our focus will be on making the experience exciting and interactive, with an emphasis on teamwork, practical learning, and achieving meaningful outcomes

Why hold a workshop on Diversity and Inclusion? In today's society, cities are becoming increasingly diverse due to globalisation and urbanisation. Public transport, as the backbone of urban life, connects various social groups to essential services like education, employment, leisure, and healthcare. For many, it is the only means of participating fully in society!

It is essential for public transport employees to understand the important role they play in ensuring safe, inclusive, and well-equipped services for both customers and fellow employees, while recognising individuals in their uniqueness and as part of minority groups. This role includes responsibility but also opportunities to create a safe and enjoyable public transport service for everyone.

By the end of this workshop, you will leave with not only a better understanding of diversity and inclusion but also practical skills to help you contribute to a more positive and inclusive work environment.

We look forward to your active participation and hope you enjoy this unique learning experience!

Objectives

In this workshop, we will explore key concepts surrounding diversity, inclusion, and unconscious bias, providing you with the knowledge and tools to foster a more inclusive and respectful workplace environment.

During this workshop, we encourage you to reflect on your personal journey and reconsider any past assumptions you may have made about others based on their background, appearance, or status. Take a moment to explore what diversity and inclusion mean to you, and how these concepts impact both you and others in everyday life. When you have finished the workshop, you should:

- Have a better understanding of diversity and inclusion
- Be able to recognise unconscious bias
- Have strategies to promote an inclusive workplace

Content

Through the workshop, you will:

- Gain a clear understanding of diversity and inclusion, including their relevance to public transport.
- Learn to identify and address unconscious biases that may affect interactions.
- Develop practical strategies to foster an inclusive workplace where everyone feels respected and valued.

Format

This workshop integrates theory with practice to ensure meaningful and actionable learning:

- 1. Theoretical Background:** Explore foundational concepts of diversity, inclusion, unconscious bias, and privilege.
- 2. Practical Activities:** Engage in hands-on exercises like scenario analyses, role-playing, and empathy-building exercises designed for real-world applicability.
- 3. Optional Enhancements:** Experience innovative tools like Virtual Reality (VR) scenarios or the COMP+ game to simulate real-life challenges in a controlled and interactive setting. We recommend a Virtual Reality (VR) scenario as an optional enhancement for participants with access to VR equipment. This immersive tool provides an opportunity to simulate real-world challenges in a controlled, interactive environment, such as assisting passengers with disabilities or managing conflict.
(Available in <https://www.competenceplusproject.eu/d-i-vr>)
- 4. Discussions and Reflections:** Participate in group discussions to share experiences, collaborate on solutions, and reflect on learnings.

Theoretical background

Across Europe and beyond, there is growing recognition of the importance of creating inclusive policies and practices not only in education but also in public services such as transportation. The Council of the European Union has emphasised that: “All learners benefit from the creation of the conditions necessary for the successful inclusion of learners with special needs” (COUNCIL OF THE EUROPEAN UNION, 2010). This principle also applies to public transport workers, who play a vital role in ensuring accessibility and inclusivity in everyday transit experiences.

Inclusive practices are about everyone—passengers and employees alike—because they center on diversity and fostering a sense of belonging. It means recognising, accepting, and providing the right support for a variety of needs. These needs could include those of individuals with disabilities, people who are not fluent in the local language, highly skilled workers who require greater challenges, or passengers and colleagues who have faced obstacles due to life circumstances (Skola2030, 2020).

Everyone deserves equal opportunities to travel safely, be treated respectfully, and thrive in their roles. To support this, public transport systems and their workforce should enhance their environments and interactions to provide broader opportunities for passengers and employees to feel valued, respected, and included, regardless of their background or abilities (European Agency for Special Needs and Inclusive Education, 2014).

Key Concepts: Diversity, Inclusion, Privilege, Inclusive Practices, Virtual Reality (VR), Unconscious Bias, and Empathy

- **Diversity** encompasses the variety of people across characteristics such as race, ethnicity, gender, age, religion, sexual orientation, physical and mental abilities, as well as life experiences and perspectives. For public transport workers, understanding diversity means recognising and respecting the differences among passengers and colleagues to create a welcoming environment for all. Diversity promotes the integration of different perspectives and ideas, leading to a richer, more inclusive transit system (Gorski & Pothini, 2018).
- **Inclusion** is a process that aims to create an environment in which everyone, regardless of their personal characteristics, abilities, or social affiliation, feels accepted, respected, and fully involved. In public transport, inclusion means ensuring that passengers of all abilities and backgrounds can access services equitably and feel valued throughout their journey. It ensures everyone can participate equally, gain access to resources, opportunities, and be active members of society or the workplace (Booth & Ainscow, 2011).
- **Privilege** refers to the advantages that people receive because of their social, economic, or cultural factors, such as gender, race, or physical ability. As transport workers, understanding privilege can help you recognise and address disparities in how passengers or colleagues experience services and interactions. (Bourdieu, 1984).
- **Inclusive practices** in transportation ensure that all passengers—regardless of physical, intellectual, emotional, social, or linguistic differences—can travel

comfortably and safely. This involves making sure that passengers feel welcomed, supported, and able to access resources they need, from clear communication to physical assistance if required. Its aim is to create an environment where everyone can achieve their goals, whether traveling for work, education, or leisure, while respecting their individual needs and potential (Florian & Black-Hawkins, 2011).

- **Virtual Reality (VR)** is a technology that uses a computer-generated three-dimensional environment in which the user can interact using special devices, such as VR glasses and motion sensors. For transport workers, VR can simulate real-world scenarios, such as assisting passengers with disabilities, managing conflict, or responding to emergencies, providing valuable practice in a safe and controlled environment. (Burdea & Coiffet, 2003).
- **Unconscious bias** refers to automatically and unconsciously formed attitudes or beliefs that influence a person's behavior and judgments based on factors such as gender, age, race, social status, or other external factors. Awareness of unconscious bias can help public transport workers avoid making assumptions about passengers, leading to fairer and more respectful interactions. (Greenwald & Banaji, 1995).
- **Empathy** is the ability to feel and understand another person's emotional state and perspective, often helping to create an emotional connection with that person. For transport workers, empathy is essential for responding to passengers' needs, resolving conflicts, and ensuring a positive experience for everyone. (Lanzoni, 2018).

Diversity workshops offer practical tools and strategies to enhance training and education for public transport workers. They provide opportunities to practice skills and scenarios in a safe, controlled environment, minimising risks to both the workers and passengers.

Inclusion and diversity training incorporates not only theoretical material but also **virtual reality (VR)**. It will be used in transport training to help conductors improve their ability to communicate and respond to passengers appropriately. VR provides practical experience that would otherwise be challenging to replicate in real-world settings (Miller & Roberts).

Examples of Practical Applications

1. Simulated interactions with disabled passengers:

- Practising how to provide access and assistance.
- Developing empathy and building awareness of diverse needs.

2. Simulated interactions with passengers with different needs, such as those with language barriers or cultural differences.

3. Conflict resolution:

- Understanding how diversity awareness allows appropriate responses to behavioral changes, e.g., a passenger with limited mobility or from a different ethnic background feeling confused or anxious.
- Facilitating a discussion: Educators can invite participants to recall and share workplace scenarios where diversity played a role.

4. Inclusion strategies:

- Training on clear communication methods for people with hearing impairments, using gestures, written materials, or sign language.
- Preparing conductors to handle situations where passengers may feel discriminated against or marginalised, ensuring calm and constructive resolution.

5. Empathy-building exercises:

- Practicing evacuation scenarios to ensure the safety of passengers with disabilities during emergencies.
- Learning how to provide immediate assistance if a passenger with special needs feels unwell, ensuring appropriate care until professional help arrives.

6. Addressing unconscious bias:

- Recognising and avoiding assumptions, such as believing a wheelchair user is slower or unable to understand instructions.
- Overcoming stereotypes about ethnic or cultural backgrounds that might lead to passengers being perceived as “problematic”.
- Avoiding gender-based assumptions, such as automatically offering help with baggage to women without understanding their actual needs.

A safe, risk-free training environment enables individuals with various limitations to experience and respond to real-life situations in a controlled setting. By fostering an understanding of diversity, training participants can practice using different transport scenarios, building confidence and competence without risking their safety.

Personalised training programs can be adapted to the specific needs of each participant, offering customised content and scenarios. This approach allows learners to progress at their own pace and comfort level, ensuring a more effective and engaging training experience.

Impact on Workplace Dynamics

1. Inclusion and Equality:

- Ensures equal treatment and fosters integration of people with disabilities by breaking down social barriers.

2. Improved Efficiency:

- Accelerates skill development, enhances work quality, and promotes better teamwork among diverse employees.

3. Enhanced Competence:

- Regular training improves skills, leading to better service quality and fewer daily errors.

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By focusing on these areas, training helps public transport workers create a more inclusive, efficient, and supportive environment.

Practical Activities

DURATION: 40 - 45 MINUTES

MATERIALS NEEDED

- Sticky notes and pens
- Scenario cards for analysis and role-play activities
- Inclusivity Action Plan templates
- Timer (or bell/soft music for transitions)
- Flip chart or whiteboard with markers (to capture key points and reflections)

TARGET AUDIENCE

Public transport workers, particularly drivers and frontline staff, who may not have prior experience with diversity and inclusion training.

OBJECTIVE

To illustrate challenges and solutions for promoting an inclusive workplace through interactive exercises. There will be three different levels.

FACILITATION TIPS

- **Create a Safe Environment:** Encourage open, judgment-free communication by reassuring participants that their experiences and insights are valuable.
- **Adapt for Time:** Use a timer for activities to ensure smooth transitions, but allow flexibility for meaningful discussions.
- **Promote Reflection:** Use questions that help participants connect workshop lessons to their daily experiences.

Three Different Levels

1. Introductory Level :

(Note that D&I discussions can be very tricky on a personal level for many people. Make sure to include trainer guidelines for discussions and options where people do not have to share their personal stories and/or opinions --> see also the Moral Courage materials from the Comp+ D/I):

- Icebreaker Exercise: Small group discussions on personal definitions of diversity and inclusion.
- Outcome: Participants begin to articulate their understanding and hear diverse perspectives.

2. Intermediate Level:

- Scenario Analysis: Small groups analyse provided scenarios depicting workplace diversity challenges and discuss possible solutions.
- Outcome: Participants apply theoretical knowledge to practical situations.

3. Advanced Level:

- Role Plays: Groups perform role plays based on complex scenarios involving unconscious bias and privilege.
- Outcome: Participants practise responding to and managing real-life diversity and inclusion issues.

Part 1**Introduction and Icebreaker (Introductory Level) - recommended to all as Icebreaker****Option A (5 minutes): “Common Ground” Icebreaker**

- **Activity:** Participants form a circle, and the facilitator calls out inclusivity-related statements (e.g., “Cross the circle if you’ve helped a passenger with a disability” or “Cross the circle if you’ve experienced a language barrier at work”). Participants cross the circle if they agree.
- **Purpose:** Highlights the diversity of experiences within the group and creates an open, positive tone for the session.

Option B (10 minutes): “Defining Diversity and Inclusion”

- **Activity:** Participants use the Mentimeter tool to describe “diversity” and “inclusion” in one word. The facilitator introduces formal definitions and divides participants into small groups to discuss these concepts in the context of public transport.
- **Outcome:** Participants articulate their understanding of these concepts and how they apply to their work.

Part 2

Scenario Analysis (Intermediate Level)

Option A (10 minutes): Paired Empathy Walk

- **Activity:** In pairs, participants take turns sharing a time they felt excluded (e.g., due to language barriers or inaccessibility). Partners actively listen without interrupting, then switch roles.
- **Purpose:** Builds empathy and highlights the impact of inclusivity on individuals.

Option B (15 minutes): Analysing Workplace Challenges

- **Steps:**
 - a. Facilitator presents common challenges for public transport workers (e.g., assisting passengers with disabilities, handling discriminatory behavior, language barriers).
 - b. Groups discuss and analyse assigned challenges, identifying causes, potential negative outcomes, and inclusive strategies.
 - c. Groups share their findings with everyone.
- **Outcome:** Encourages practical problem-solving and sharing of actionable solutions.

Part 3

Role Play on Unconscious Bias and Privilege (Advanced Level)

Option A (15 minutes): Role-Playing Inclusive Behavior

- **Activity:** Participants work in small groups with scenario cards depicting situations drivers face, such as:
 - Assisting passengers with disabilities
 - Addressing discriminatory behavior from passengers
 - Communicating with non-native speakers
- Groups act out the scenario and receive feedback from peers and the facilitator.
- **Purpose:** Develops confidence and creativity in handling real-life inclusivity challenges.

Option B (15 minutes): Uncovering Unconscious Bias and Privilege

- **Steps:**
 - a. Facilitator explains unconscious bias and privilege with relatable examples.
 - b. Groups role-play scenarios such as:
 - Managing personal bias with passengers
 - Responding to insensitive language from colleagues
 - Supporting a colleague with a visible disability
 - c. Discussion follows each role play to explore what worked and what could improve.
- **Outcome:** Enhances awareness of biases and equips participants to address them constructively.

Part 4**Wrap-Up and Reflection****Option A (5 minutes): Inclusivity Action Plan**

- **Activity:** Participants complete a template to identify one inclusive action they will implement at work. Volunteers can share their plans with the group.
- **Purpose:** Encourages accountability and sets practical goals for participants.

Option B (5 minutes): Reflection and Commitment

- **Activity:** Participants write down one takeaway and a specific behavior they will adopt. Volunteers share their reflections. Facilitator summarises key workshop insights and motivates participants to continue practicing inclusivity.
- **Outcome:** Reinforces learning outcomes and fosters personal commitment.

Case Studies

Duration	Suggested Duration: 20-30 minutes
Introduction to Case Studies	Participants will explore real-life scenarios to build practical skills and empathy for addressing diversity and inclusion challenges in public transport. These case studies focus on fostering respect, promoting inclusivity, and effectively managing conflicts arising from diverse interactions in public and workplace settings.

Facilitator Tips for Running Case Studies

- **Highlight Diversity and Inclusion:** Frame each discussion within the broader goals of creating an equitable and welcoming environment.
- **Role-Playing Exercises:** Encourage participants to practice interventions in realistic scenarios to build confidence.
- **Encourage Reflection:** Ask participants how their own experiences and biases might influence their responses, fostering self-awareness.

By focusing on these scenarios, participants will strengthen their ability to create inclusive spaces for colleagues and passengers alike, reinforcing the importance of diversity and inclusion at all levels.

Case Study 1

NAVIGATING CULTURAL SENSITIVITY IN THE WORKPLACE

SCENARIO

A team meeting among public transport employees becomes tense when one staff member, Employee A, expresses frustration about a colleague's decision to observe a religious holiday, which impacts the team's shift schedule. Employee B, the subject of the complaint, feels uncomfortable but remains silent, and the manager is unsure how to address the tension constructively.

GUIDING QUESTIONS

1. How can the manager create an environment where all team members feel included and respected?
2. What steps could the team take to balance operational needs with respect for individual religious practices?
3. How can team discussions about diversity be approached to prevent future misunderstandings?

OUTCOME GOALS

- **Inclusive Leadership:** Equip managers and staff with tools to navigate workplace diversity sensitively and inclusively.
- **Cultural Competence:** Foster understanding and respect for religious and cultural practices within teams.
- **Collaborative Problem Solving:** Encourage proactive and empathetic approaches to scheduling and operational challenges.

POTENTIAL SOLUTIONS

- The manager could facilitate an open discussion, emphasising the importance of diversity and mutual support within the team.
- Develop a shift-planning system that accommodates cultural and religious observances while maintaining fairness.
- Include diversity and inclusion training sessions that specifically address workplace dynamics and cultural awareness.

Case Study 2

ADDRESSING DISCRIMINATORY BEHAVIOR ON PUBLIC TRANSPORT

SCENARIO

A passenger reports that another passenger made a racially insensitive comment. The employee on duty notices that the affected passenger appears distressed while the offending passenger is dismissive of the concern. The employee must decide how to handle the situation to ensure safety and inclusivity.

GUIDING QUESTIONS

1. What immediate actions can the employee take to support the affected passenger?
2. How should the employee address the behavior of the offending passenger in a way that prioritises safety?
3. What steps can the organisation take to empower staff to handle such incidents confidently?

OUTCOME GOALS

- **Empathy and Support:** Understand how to prioritise the well-being of passengers experiencing discrimination.
- **Conflict Resolution:** Learn techniques to manage discriminatory behavior effectively while maintaining safety.
- **Policy Awareness:** Reinforce the importance of clear guidelines for responding to discriminatory incidents.

POTENTIAL SOLUTIONS

- The employee could reassure the affected passenger, offering a safe and private area to de-escalate their distress.
- Firmly but calmly inform the offending passenger about the organisation's zero-tolerance policy on discrimination, involving security if necessary.
- Regular training on recognising and managing discrimination could empower staff to act decisively and compassionately.

Conclusion

As public transport workers, you have a unique opportunity to shape a more inclusive, respectful, and equitable environment. Throughout this workshop, we've explored the principles of diversity and inclusion, learned practical strategies for addressing challenges, and discussed the role of empathy and unconscious bias in creating welcoming spaces for everyone.

Facilitator Tips for Running Case Studies

- **Diversity:** Understanding and respecting the variety of characteristics that make people unique.
- **Inclusion:** Creating environments where everyone feels valued and respected.
- **Privilege:** Recognising disparities in opportunities and outcomes and addressing them equitably.
- **Empathy:** Building emotional connections to better understand and meet others' needs.
- **Unconscious Bias:** Being aware of automatic judgments and ensuring they don't affect fairness.

To continue building on what you've learned:

- 1. Apply the Skills:** Use the strategies from this workshop in your daily interactions with colleagues and passengers.
- 2. Self-Reflect:** Dedicate time to individual study using the annex provided, tracking your progress and deepening your understanding.
- 3. Seek Feedback:** Engage with colleagues and mentors to refine your approach and identify areas for growth.
- 4. Promote Inclusion:** Share your knowledge and practices with your team to create a ripple effect of inclusivity.

Individual Study Time (Annex)

As part of your ongoing development, please use the provided annex to:

- Reflect on key teachings from this workshop.
- Identify meaningful scenarios from your work.
- Plan future actions to promote diversity and inclusion.
- Evaluate your progress and seek support as needed.

Through continued reflection and action, you can contribute to a workplace culture that values and uplifts all individuals.

Remember

Inclusion isn't a one-time effort—it's an ongoing process. Together, we can create public transport systems that truly welcome and support everyone.

ANNEX

Diversity and Inclusion Workshop

Opening Perspectives: Preparing for Your Journey
in Diversity & Inclusion

Welcome

We're thrilled that you've chosen to join our workshop, "Diversity & Inclusion". The COMP+ project take a close look at the realms of the workplace and public transportation. Together, we'll explore what *Diversity* and *Inclusion* really mean — not only for employees and leaders but also for those who rely on public transportation in their daily lives.

When we talk about diversity and inclusion, we're talking about how we relate to each other in a community, a company, or society at large. This workshop will be a journey through our own perceptions, our expectations, and our assumptions about the world and those around us. To truly understand diversity and inclusion, we begin by examining ourselves, reflecting on how we see and often unconsciously categorise others.

We invite you to watch the following video with Nigerian writer Chimamanda Ngozi Adichie. In her very personal stories, she explains how easy it can be to judge others based on a single narrative. Her presentation style is both entertaining and touching, and we promise you will find yourself in these stories.



[The danger of a single story](#)
TEDGlobal by Chimamanda Ngozi Adichie

Objectives of the Workshop

- Spark your curiosity about the topic and get excited for the course.
- Introduce you to important terms and ideas so you feel confident with the basics.
- Encourage you to reflect on your own experiences and prepare to explore the topic more deeply.



There are some key terms that we will come across again and again in this workshop and that we will discuss. Let's take a first look at these terms and their meaning:

DIVERSITY refers to the presence of a variety of identities, perspectives, backgrounds and characteristics within a group, community or organisation. It encompasses differences in physical, cognitive and social abilities, as well as aspects of race, ethnicity, gender, sexual orientation, age, religion, socioeconomic status and neurodiversity.

Accepting diversity is a prerequisite for **INCLUSION**: recognising and appreciating these differences and creating environments in which all people feel respected, heard and empowered to contribute their unique strengths and experiences.

Get more in-depth information by watching our video [Competence+ D/I Introduction of "Diversity & Inclusion"](#)

You can also find an introductory overview in this article: [What is Diversity & Inclusion?](#)

Let's go back to the start: The story of Chimamanda Ngozi Adichie highlights just how much of our judgment of others happens unconsciously. Her stories reveal how natural, how everyday, and how "normal" it is—we all do it. We all carry certain one-dimensional images of others in our minds and rarely stop to question them. When discussing diversity and inclusion, we often hear about UNCONSCIOUS BIAS. Becoming aware of these biases is a crucial step toward building a more inclusive society.

To dive deeper into this, take a look at the article: Unconscious Bias: Information on Unconscious Bias and Why It's Important to Recognise It. This will help you better understand how these hidden biases influence our views and interactions, as well as how acknowledging them can make a difference in our communities.

REFLECTION QUESTIONS

Take a moment to reflect on your own personal journey and consider the following:

?

Have you ever caught yourself making a quick judgment about someone without knowing them well? What made you feel that way?

?

Think about a recent time when you assumed something about someone. What influenced your assumption?

?

Why do you think we sometimes put people in "boxes" based on their appearance or background?

?

What does diversity mean to you in your everyday life?

?

How do you feel when you're in a group where everyone seems different from you?

?

How do you think inclusion can make a difference in your workplace?

It is very helpful if you take some notes. These are just for you, to guide you through the workshop and to help you keep coming back to your starting point and to yourself.

It's completely natural and human to make quick judgments about others—our brains are wired to do so as a way to navigate the complexity of the world and make sense of it quickly. These snap conclusions can help us process information efficiently, but they often rely on assumptions that may not reflect the full reality. That's why it's important to recognise this tendency and consciously reflect on our judgments. By questioning our initial impressions, we can challenge potential biases and develop a deeper, more accurate understanding of the people around us.

Pre-workshop Checklist

1

☐

I have watched the video 'The danger of a single story'

2

I have a first idea of what is meant by the terms:

☐

diversity

☐

inclusion

☐

unconscious bias

3

☐

I have taken at least 15 minutes to think hard about at least three of the reflection questions and have made notes on them.

Diversity and Inclusion Workshop

Individual Study Time



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Tips for Using This Annex

- Dedicate quiet time to complete these exercises, allowing for honest and thoughtful responses.
- Revisit your journal regularly to track your growth and adapt your plans as needed.
- Share your insights and progress with a mentor or colleague for additional support.

By committing to self-reflection and action, you'll strengthen your ability to create a more inclusive and respectful environment for everyone.

Reflection Questions

- What was the most important thing you learned during this workshop, and why does it matter to you?
- What specific changes in your behavior or mindset will you make as a result of this workshop?
- Which part of the workshop was the most challenging, and how did you manage those challenges?
- How can you apply the skills or strategies you learned to your daily work and interactions?
- What insights did you gain from working with and listening to other participants?
- How did understanding the key aspects of the workshop influence your perspective on diversity and inclusion?
- What additional tools, resources, or support would help you continue growing in this area?
- Did the workshop meet your expectations? If not, what was different, and why?
- Which tools or techniques did you find most helpful, and how will you use them in your everyday life?
- What further steps do you plan to take to continue learning and growing in this area?

PERSONAL JOURNAL

Key Teachings

What have I learned about diversity and inclusion? *(Summarise key concepts and insights from the workshop or your own reflections.)*

What are the most significant insights I've gained? *(Identify ideas that made the biggest impact on your understanding.)*

How does this new knowledge influence my perspective? *(Reflect on how your attitudes or beliefs have evolved.)*

PERSONAL JOURNAL

Meaningful Scenarios

What real-life scenarios from my work illustrate diversity and inclusion challenges or successes? *(Describe specific situations where you encountered or observed diversity and inclusion dynamics.)*

How did these scenarios affect me personally? *(Reflect on how these experiences shaped your feelings and thoughts.)*

What did I learn from these situations? *(Analyse the lessons these scenarios offered.)*

PERSONAL JOURNAL

Future Steps

What concrete actions will I take to promote diversity and inclusion at work? *(Plan practical initiatives or behavioral changes you'll implement.)*

How will I measure success? *(Think of specific metrics or outcomes to track your progress.)*

What additional resources or support do I need? *(List tools, materials, or mentorship that can help you succeed.)*

How will I involve my colleagues or team in these efforts? *(Consider ways to engage others and foster collective action.)*

PERSONAL JOURNAL

Meaningful Scenarios

What challenges might I face in applying these principles, and how will I overcome them? *(Identify obstacles and brainstorm strategies to address them.)*

How do I feel about my role in promoting diversity and inclusion? *(Explore your emotions and motivation for engaging in this work.)*

What is most important to me in this process, and why? *(Clarify your personal values and priorities in supporting diversity and inclusion.)*

