



Inclusive L&D

Long Overdue

Dr Ingeborg Kroese

The beginning



[pictures of my children]



Contents lists available at ScienceDirect

Human Resource Management Review

journal homepage: www.elsevier.com/locate/hrmr



Is employee training really gender-neutral? Introducing a sex/gender-sensitive model of training

Ingeborg Kroese^{*}

Doctorate in Education (EdD), The Open University, Walton Hall, Kenilworth, Milton Keynes MK7 6AA, United Kingdom

Doi: 10.5117/THRM2024.2.006.KROE

Tijdschrift voor HRM
Editie 2 2024

Een leven lang leren is niet genderneutraal

Dr. Ingeborg C. Kroese

Ondanks aanzienlijke vooruitgang zijn vrouwen nog steeds achtergesteld op veel gebieden. Gelijke kansen en inclusiviteit van leren en ontwikkelen voor vrouwen zijn cruciaal voor het bereiken van gendergelijkheid. Echter, de huidige theorieën en modellen van een leven lang leren erkennen de rol van gender niet, terwijl er in trainingen en opleidingen van uit wordt gegaan dat gelijke behandeling leidt tot gelijke kansen. Deze studie onderzoekt hoe gender de ervaringen en uitkomsten op het gebied van een leven lang leren beïnvloedt. Een uitgebreide literatuurstudie toont aan dat gender een significante invloed heeft op een leven lang leren. Vervolgens wordt via een casestudie de rol van gender in drie trainingsprogramma's binnen een internationale onderneming onderzocht. De onderzoeksmethodologie is kwalitatief met semigestructureerde interviews met deelnemers, programmeleiders en trainers, samen met documentanalyses. De conclusie van deze studie is dat toekomstig HR-onderzoek en de HR-praktijk de impact van gender in een leven lang leren moeten erkennen en adresseren om gendergelijkheid te waarborgen.

Trefwoorden: leven lang leren, gender, gelijke kansen, trainingen

Skills zijn niet genderneutraal

Ingeborg Kroese

Dr. I. C. Kroese is Affiliate Researcher bij de Open University, UK. I

ORIGINAL ARTICLE

WILEY

Sex/gender-blind training maintains and creates inequity

Ingeborg C. Kroese

learning blueprint

CULTURAL AWARENESS AND INCLUSION

Choose the Equitable Option

Designing and delivering inclusive training requires applying an equity lens to the experience.

BY INGEBOURG
KROESE

As businesses increasingly acknowledge the importance of a diverse workforce and inclusive work environment, talent de-

may be less relevant and effective depending on a participant's gender, indicating the need for equitable training.



Question?

When you train on NON-DEI topics— that is on topics NOT directly focused on Diversity, Equity, Inclusion

(for example, courses on leadership, functional skills, project management),

how often do you consider the role and impact of social categories, such as gender and/or race, when designing and delivering these courses?

(0–10% of our NON-DEI courses.)

(10–30%)

(30–60%)

(60–100%)



The neutral approach

“It's more a one size fits all. It is more of the same” **(Trainer)**

“We didn't really consider anything around, not just gender, but I guess diversity in general. We didn't really think about it” **(Training Organiser)**

“I have never considered that. I'm just happy that there are 12 people, and the training is going ahead” **(Trainer).**

Views of learning



Behaviourism



Stimulus - response

Cognitivism



Mental activity

Individual, rational, measurable
Humans acquire knowledge

Views of learning



Social, relational, fluid
Humans create meaning

Constructivism



Meaning is constructed based on
individual experience and context

Socioculturalism



Learning as an enculturation,
Social leaves an imprint

The 'social' is structured and defined by
gender, race, class and other social categories

Same lived experiences?





Sexism

Racism

Ageism

Heterosexism

Ableism

Classism



Descriptive and
prescriptive
stereotypes

Structural
barriers, not
individual acts
of meanness

Intersectionality





Current disconnect



Diversity, Equity & Inclusion (Belonging) programmes

- Unconscious bias training
- Diversity & Inclusion campaigns

Stand alone

General programmes

- Leadership programmes
- Teambuilding programmes
- Project management
- Skills Training

Blind

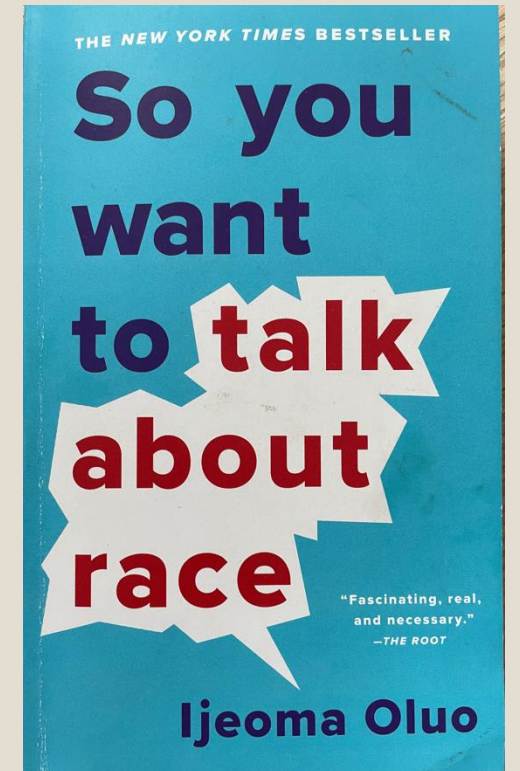
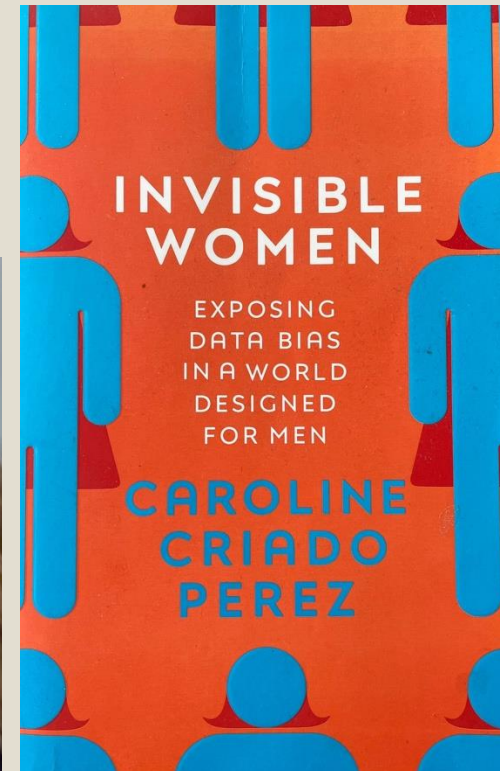
**Inclusion and equity concerns need to be incorporated
in every training programme**

Why is inclusive learning important?



Social Justice

- Right to equal opportunities
- Just and equal society



Why is inclusive learning important?



Business Case

Diverse teams perform better

Likelihood of financial outperformance, %

By gender diversity

Why diversity matters

+15%

Delivering Through diversity

+21%

Diversity wins

+25%

By ethnic diversity

Why diversity matters

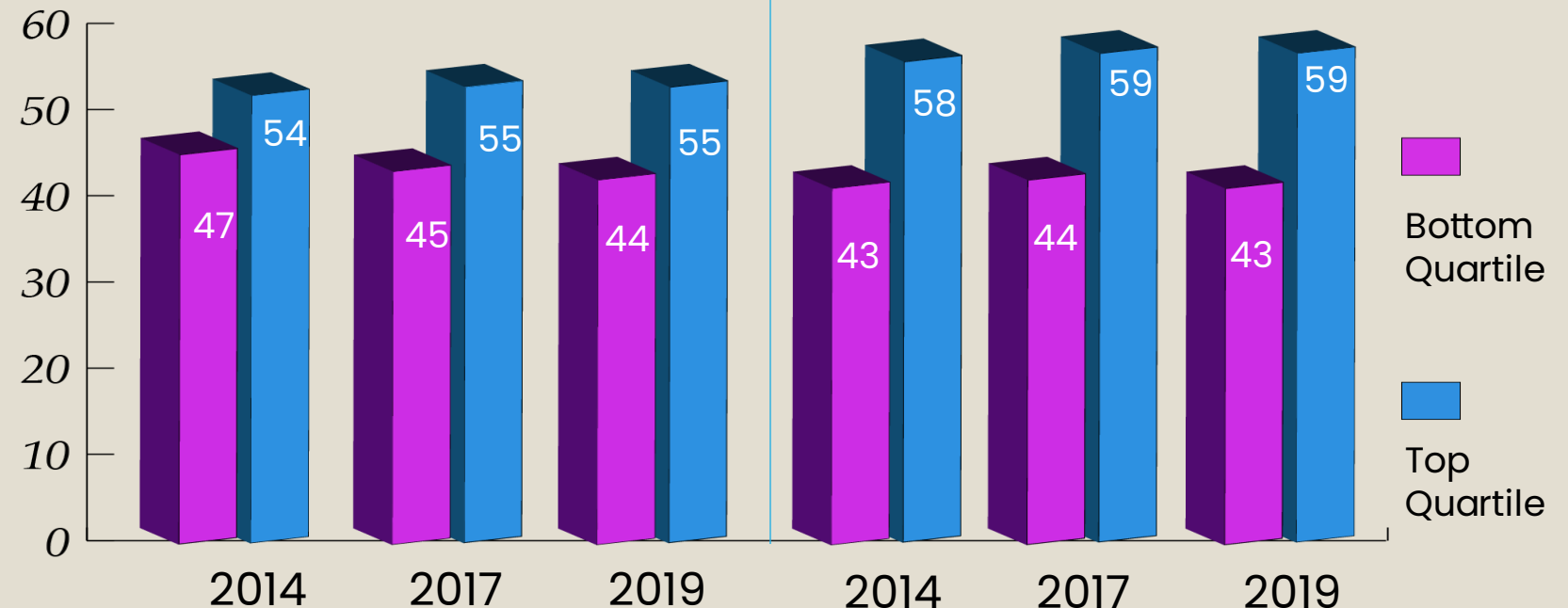
+35%

Delivering Through diversity

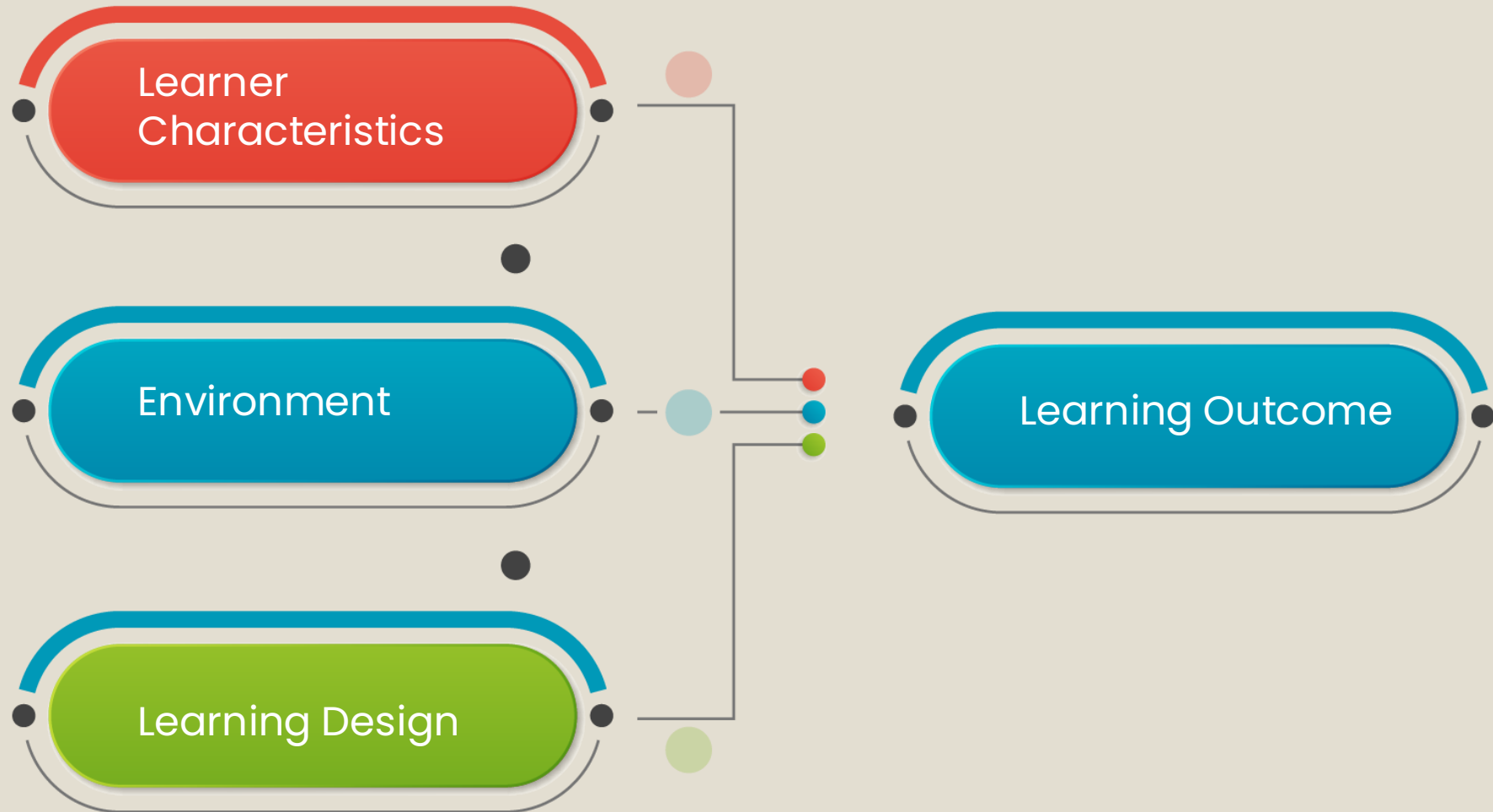
+33%

Diversity wins

+36%



A system model



Naar Baldwin and Ford (1988): a system model of training

Brainstorm

In pairs

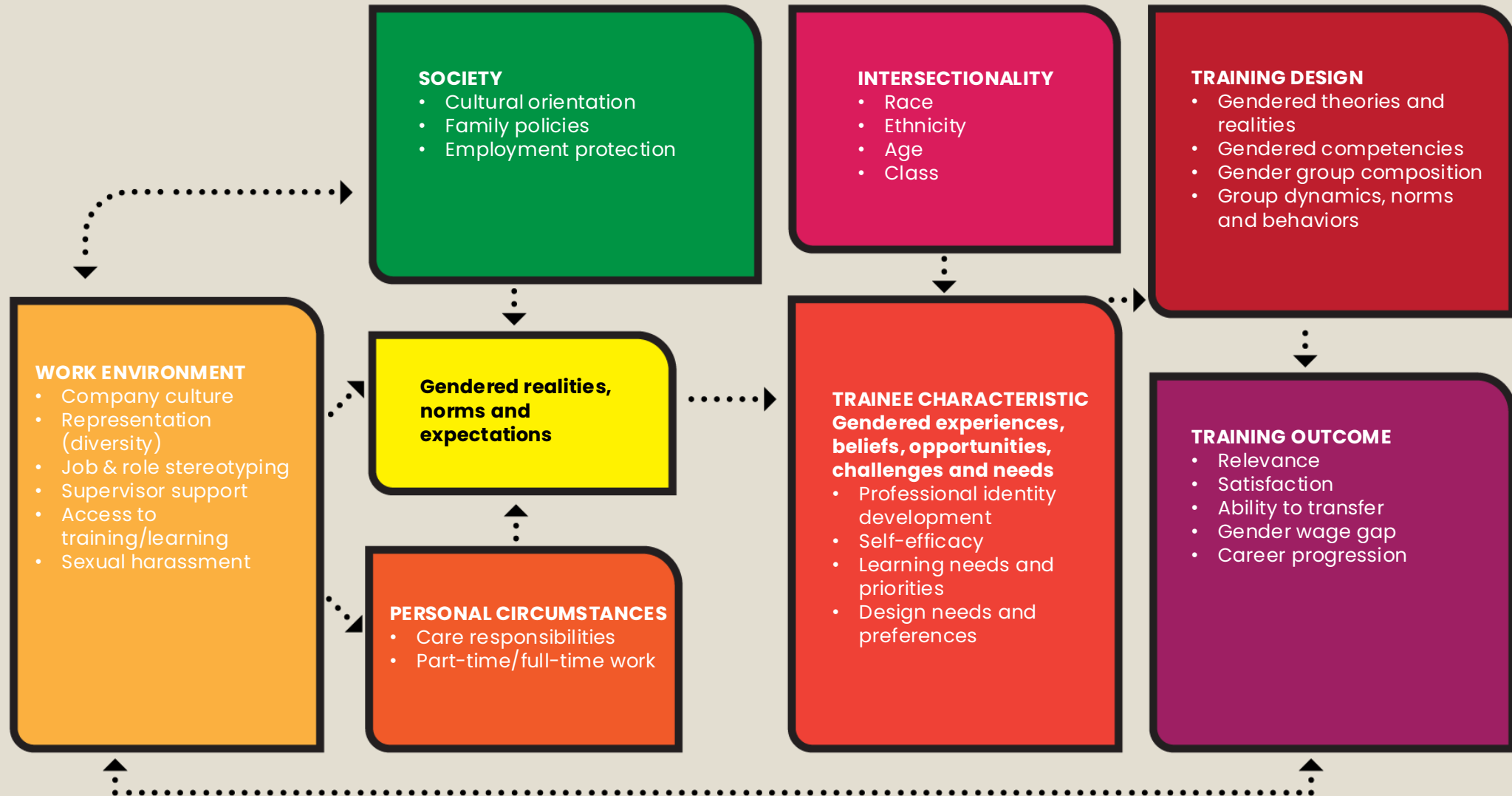
Chose one element of
(learner
characteristics,
environment, learning
design, learning
outcome

Discuss how
social
categories such
as gender can
influence the
element

Be prepared
to share your
thoughts



A sex/gender-sensitive model of training



DEI in L&D- Workshops



Theory, practical tips, real life cases.

‘The programme made me realise that I was looking but not seeing’.



Is it my job as learning professional?



I am just teaching
people how to ...



Whose realities?

What you train



What some of your participants may experience





“If the design of the workshop is “genderblind” it does not do a great favour to both genders. It is not inclusive by design. It is just blind/ ignorant.”

Man – training participant – research interview

What can we do – three core questions



In design & delivery, ask yourself the following questions:



A close-up photograph of a person's hand, wearing a blue and white striped shirt, pointing their index finger at a laptop screen. The background is blurred, showing what appears to be an office setting with other people and equipment.

**Questions to measure ANY training
on its ability to support
DIVERSITY, EQUITY, INCLUSION,
& ACCESSIBILITY**

**Developed by Ingeborg Kroese
and Will Thalheimer**

ACCESSIBILITY

How well did the design and organization of the learning program enable you to fully participate?

LANGUAGE

How well did the words and phrases used in the learning support a sense of belonging for you?

REPRESENTATION

How well did the images used in the learning support a sense of belonging for all of us?

BELONGING

How much did you feel a VALUED and RESPECTED member of the group during the learning?

BARRIERS

How well did the learning experience prepare you to deal with the BARRIERS that you may face as you use what you learned in your work?



Thank you!



Dr Ingeborg Kroese (2024) | Open University UK
i.kroese@enhance-facilitation.eu