

SOFT SKILLS DEVELOPMENT at WORK CURRICULUM



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Generation 2.0
For Rights Equality & Diversity

CREATION OF THE TRAINING MATERIAL FOR ORGANISATIONS

Soft skills (personal skills in other words) development, namely the essential ones for a work environment, has been an integral part of Job Readiness programmes offered by **Generation 2.0 RED** to people of migrant background with no prior work experience in Greece.

Throughout the Pilot phase of the **Worldplaces** project, the soft skills seminars addressed exclusively to women of migrant background focused on **Time management** and **Communication skills**, which appear to be among the crucial ones for employee retention and success at the workplace.





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SOFT SKILLS = KEY FOR LABOUR MARKET INCLUSION



A ManpowerGroup survey in 2023, in which 510 Greek employers participated, 77% of them were having **difficulties in finding a suitable candidate**. The most sought skills by employers are: **Team spirit, responsibility and reliability, critical thinking and analytical skills, problem solving and familiarity with technology**. Those skills are called **soft skills** in the sense that can always be developed through practice. They are, also, called **personal skills** because they are personality traits.

Another characteristic of them is that they can be applied and sought in various professions and workplaces, making a candidate fit for more than one career path.

Thus, could soft skills be the key to job finding and success at the workplace? Soft skills are said to be the foundation of effective interaction, including good time management and clear communication.

Communication skills

It is a skill of utmost importance, when interacting with customers, colleagues, a business partner, etc., in writing or verbally. But it concerns, also, listening, since in a communication there are at least two parts, who alternately listen and speak.



Time management

Prioritisation, goal setting and managing distractions are considered crucial skills and can be categorised under the Time Management skills.

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MULTICULTURAL WORKPLACES & SOFT SKILLS

Why invest on communication and time management skills trainings when building a diverse workplace? **Across cultures there are various communication styles.** This acknowledgement, first of all, can help us be aware of misunderstandings that can occur while communicating with different cultures. Secondly, by becoming familiar with different communication styles, that can **improve the way we communicate with representatives of other cultures** and, thus, collaborate with them efficiently.

The communication style affects the **tone, volume and speed of speech, the eye contact, the use of pauses/silence, facial expressiveness, emotional expressiveness, self-disclosure, formality, directness, context, orientation to self/others** (*Think Cultural Health, US Department of Health and Human Services Office of Minority Health*).

An example of various communication styles involving eye contact: **Direct eye contact is highly appreciated** in western cultures when discussing (USA, Europe), but is considered **rude among Asian cultures**. Another difference could concern emotional expressiveness among western and East Asian cultures, where **the expression of a strong emotion could be inappropriate** for the latter, or could concern orientation to others/self: **Western cultures, considered more individualistic, can feel more at ease with the use of “I” statements**, whereas people coming from more collectivistic cultures may feel embarrassed speaking about their own's achievements. **Another example of cultural difference is when remaining silent at a meeting at work**, which in the case of Japanese is a sign of not feeling at ease with an idea, whereas people in Western societies feel uncomfortable with silence.

MULTICULTURAL WORKPLACES & SOFT SKILLS

On the other hand, **time can be perceived differently across cultures**. A social psychologist named Robert Levine, who devoted his studies on the concept of time throughout cultures and published “A Geography of Time”, found out that **the most economically developed countries** such as USA, Germany and Japan **are operating in fast pace**, valuing a lot the saying “time is money” and influencing their behaviour concerning time at work. For eastern cultures, time concept, says Levine, is “**event or personality-related**”, meaning that they don’t allow time to manage their judgment or their schedule. This can be interpreted as prologing a meeting if there is a good ambiance, or transferring a meeting when it is not suitable because of family obligations. There is a range of understandings concerning the use of time when communicating, e.g. the **polychronic** and the **monochronic time**.

Event or personality-related cultures make use of the **polychronic time**, and “**by-the-clock cultures**” use the **monochronic one**. This means that people who follow polychronic time are emotion-driven, focusing more on people, family and social life. People and cultures with this attitude do various things instantly and they do not follow rigidly a set schedule.

More specifically, at work, people tend to be more flexible with regards to schedule, do multi-tasking, value strong relationships, change or procrastinate their tasks and prioritise them according to their needs.

Those who follow the monochronic approach or cultures that embrace it more **do one thing at a time**, they stay loyal to schedules and plans. Task-orientation is key, and, in that way, they focus on their daily goals without allowing changes. This tendency has been observed significantly among western cultures and Asian such as Japanese, Taiwanese and South Korean.

MULTICULTURAL WORKPLACES & SOFT SKILLS

At work, **monochronic-time people tend to plan in detail** and schedule activities and avoid missing deadlines and delays caused by small talk.

When monochronic and polychronic work cultures interact

Misunderstandings can take place when employees or collaborators of different cultural backgrounds **interact and work together, like in meetings**, where polychrons will remain at the meeting until they reach their goals and they **build social relationships when working with external collaborators**, whereas monochrons wish to stick to a predefined time frame.

Familiarity with other perspectives

Getting to know the concepts of monochronic and polychronic-time cultures and how those affect work behaviours can help us **avoid misunderstandings and surprises** and **come to terms with different cultures** while setting specific guidelines when collaborating with each other at the workplace.



TIME MANAGEMENT SKILLS DEVELOPMENT

Time management elements

Deadline

It can be set by us or by others. It has to be realistic to achieve and well thought and it must be followed.

Schedule

Technique to achieve goals, be on time and develop time management skills.

Interruption

They always exist and there is a limit to how many someone can accept.

To-Do List

One of the techniques that someone can use to be on time with their most urgent tasks.

Priority

Time constraints, the profitability or the benefit of the task someone is facing, or the pressure someone feels are notions that affect this element.

Extension

There is always a chance to ask for the extension of a deadline but in rare occasions and not last minute.

Distraction

They can be external or internal and they can steal our valuable time.

Multitasking

This is one soft skill which can be developed and can facilitate meeting deadlines and utilizing time available.

“Time Thieves”

The goal of this activity is to recognise **in what ways time can be spent**.

Participants will:

- Learn about “time thieves” and identify them in their own work lives
- Learn about a time management technique
- Practise using time management techniques on a case study.

Time management is a concern for many, making us complain about it frequently. **“Time thieves”** are a significant cause of weak time management: they distract us from being organised and completing tasks on time. There are two types: **Thieves from outside** and **Thieves from within**.

“Thieves from outside” are distractions **generated by other people or objects**, like telephone calls, visitors or noise.

“Thieves from within” are **things that we do ourselves**, like putting things off or like not being able to say “no”.

Let’s break into small groups and brainstorm some of the different kinds of thieves which can “steal our time”.

- Break into groups of 4-5 people, and share “Time Thieves Worksheet” from next page – one for each group.

“Time Thieves Worksheet”

Identify your time thieves, what are their roots and possible solutions

Thief	Cause	Solution	Effective?

“Time Thieves”

- Have them work on the worksheet’s column “Thief” for some minutes, and then come back together and share about some of the time thieves talked about.
- Write them down on a flip chart somewhere in the room. If they are not covered (and are culturally relevant) make sure to include:

Time Thieves – Internal

- Poor planning
- Poor communicating with colleagues/supervisor
- Postponing things
- Not saying “no”
- Not saving your files appropriately
- Performing unrelated tasks or not urgent ones
- Seeking perfection
- Disorganised office
- Start talking or thinking about a completely new subject

Time Thieves – External

- Facebook, Twitter, or social media or chats
- Texting
- Receiving/making calls
- Checking Emails
- Too many visitors
- Office gossip
- Personal concerns/ responsibilities

- Ask participants which “time thieves” affect them most.
- Then initiate a brainstorming session on management ways for some of the most common problems.

Eliminating “Time Thieves”

Phone calls

1. Try to determine a time for when you will talk with your friends or family. Establish this time so that they know when to try calling you
2. If you have something that is urgent, politely tell the caller you're on deadline and arrange to call them back.
3. Be practical on the phone. Use phrases such as "what can I do for you?" or "is there something you need?" to encourage people to come to the point.
4. Use an answering machine when needed, so you don't miss important calls.
5. Switch phone to mute and return calls when you are able to.

Visitors

1. If you are asked an information or for help and, at the moment, you cannot focus on that, you can inform you are in the middle of something, but you will get back to them when you finish that.
2. If someone starts talking to you, you have the right to be assertive enough to interrupt them and politely say that you will be free at a certain time.
3. If you are working at home, you can always inform friends and family know that you cannot be interrupted without being asked.
4. Find another space to do the work you need to focus on.

Eliminate talking or thinking about a completely new subject

1. Make a note to do less important tasks later when you are over with the one you are focusing at the moment and schedule some time to do that.
2. Set a deadline to finish the most urgent task and motivate yourself to meet that with the most enjoyable task set for later.

Eliminating “Time Thieves”

Forgetfulness and poor planning

1. Make a list every day of the tasks you have to complete that day.
2. A running list is a list where you keep constantly updated, by adding new tasks and deleting tasks you are completing.

Being messy

1. Invest time on getting organised by writing down things and archiving your documents
2. Organise contact details of current or future collaborators, colleagues, providers, etc.
3. Keep the documents you use daily tidy on your desk

Prioritisation activity

Prioritisation is key skill, under the umbrella of Time management skills, which can be of great help when someone is amidst multiple tasks with similar deadlines. Prioritisation can be done while categorising our tasks under **4 types** with this **Urgency/Importance Matrix (Eisenhower Box)**:

	URGENT	NOT URGENT
IMPORTANT	1 DO Do it now.	2 DECIDE Schedule a time to do it.
NOT IMPORTANT	3 DELEGATE Delegate it or reschedule it.	4 DELETE Eliminate it.

1. Important and Urgent

Those tasks should be done first.

Urgent tasks may not have been predicted, and others that we might have been left until the deadline, but they have immediate consequences if not dealt.

We can reduce urgent tasks by scheduling, but we can never predict unexpected, so allow some time for the unexpected ones.

Important tasks take us closer to our goals.

2. Important but Not Urgent

Important tasks help us achieve goals. We can always organise them by setting “personal” deadlines.

3. Not Important but Urgent

Those tasks can prevent us from achieving goals but are significant for the organisation where we work, so if we are not available, someone else could undertake those or we can re-schedule them for later.

4. Not important and not Urgent

These tasks can be considered just as distractions and unimportant to everyone. We can leave them for later by scheduling or refusing to do them.



COMMUNICATION SKILLS DEVELOPMENT

Communication is considered as language and non-verbal communication, and, based on the use of those two components, we are either able to transmit or receive a message efficiently or less efficiently to one or more people.

At the workplace, **in terms of the language** we choose to use, we can achieve specific results and, also, build a specific professional image. For example, **if we use technical language with a newcomer**, without providing explanatory information, this could confuse and probably have a negative effect in performance and work results. On the other hand, **when using technical language with a possible collaborator**, this element could display high expertise and help us receive proper attention.

Another example of having the skill to use appropriate language in a specific context is to know **when to use formal or informal language at the workplace**. Adapting the language according to context is one distinctive characteristic for very good communicators.

When we speak of non-verbal communication, we refer to **body language, eye contact, voice tone and face expressions**. All those convey an **emotional message at some degree**, which could be consistent with the words we use or contradictory. A good contradiction example would be saying something in a sarcastic way (so words would transmit a specific message, but the voice tone would express an opposite meaning). Non-verbal communication can also exist without the use of language, with a roll of the eyes, a raised eyebrow, etc.

COMMUNICATION STYLES

The way we communicate with others concerns most probably all of our relationships. Those styles are: the passive, the assertive and the aggressive.

When communicating in a passive way, we value more the needs and desires of other, even when this means for us a loss. When communicating passively, the person does not express opinions or desires neither fight for them directly. This style is expressed usually with certain behaviours such as low voice tone, less direct eye contact, less talking about self.

Being able to communicate assertively is having the skill to emphasise both parts' needs and desires. A person communicating in this style stands up for their own's rights and desires, while acknowledging the other side's. This style is usually interpreted in terms of non-verbal language with direct eye contact, listening without interruptions and expressing clearly needs with a steady voice tone or a posture that shows confidence.

When a person communicates aggressively, they focus on their own's needs and desires, while not showing any empathy for the other part. The words used can be criticising, dominating and even humiliating, while the person often interrupts and seems not to be listening, whereas the body language is usually expressive, speaking in loud voice, making gestures.

To those, **a fourth one could be added and that is the passive-aggressive communication style,** which is a seemingly passive communication but with an underlying anger. This can be expressed with passive verbal and body language, which is, however, followed by sabotaging what is agreed or said.



COMMUNICATION STYLES

Comparison of Passive, Assertive and Aggressive Behavior

	Passive	Assertive	Aggressive
Style	<ul style="list-style-type: none"> • Not expressing needs • Self-devaluing • Waiting to be led 	<ul style="list-style-type: none"> • Honest, open, direct • Recognizes own rights • Listens to others' needs 	<ul style="list-style-type: none"> • Domineering, insisting • Win/Lose • Not listening
Non-verbal behaviour	<ul style="list-style-type: none"> • Small posture • Quiet, hesitant voice • Little eye contact 	<ul style="list-style-type: none"> • Upright, balanced pose • Firm, clear voice • Steady eye contact 	<ul style="list-style-type: none"> • Interrupting • Loud • Staring, pointing
Language	<ul style="list-style-type: none"> • <i>Sorry to bother you ...</i> • <i>I can't seem to ...</i> • <i>It's only my opinion</i> 	<ul style="list-style-type: none"> • <i>I believe/need/I'd like</i> • <i>No</i> (when appropriate) • Open questions 	<ul style="list-style-type: none"> • <i>That won't work</i> • <i>You can't be serious</i> • <i>Your problem/fault</i>

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In general, the **assertive communication style** is considered to be an effective way to **build trusting and long-lasting collaborations and relationships**, however in some circumstances a passive or aggressive communication could bring desired results, such as in a situation where someone needs to close an agreement with a client or when an aggressive behaviour would prevent a situation get out of hand.

INTERCULTURAL COMMUNICATION SKILLS

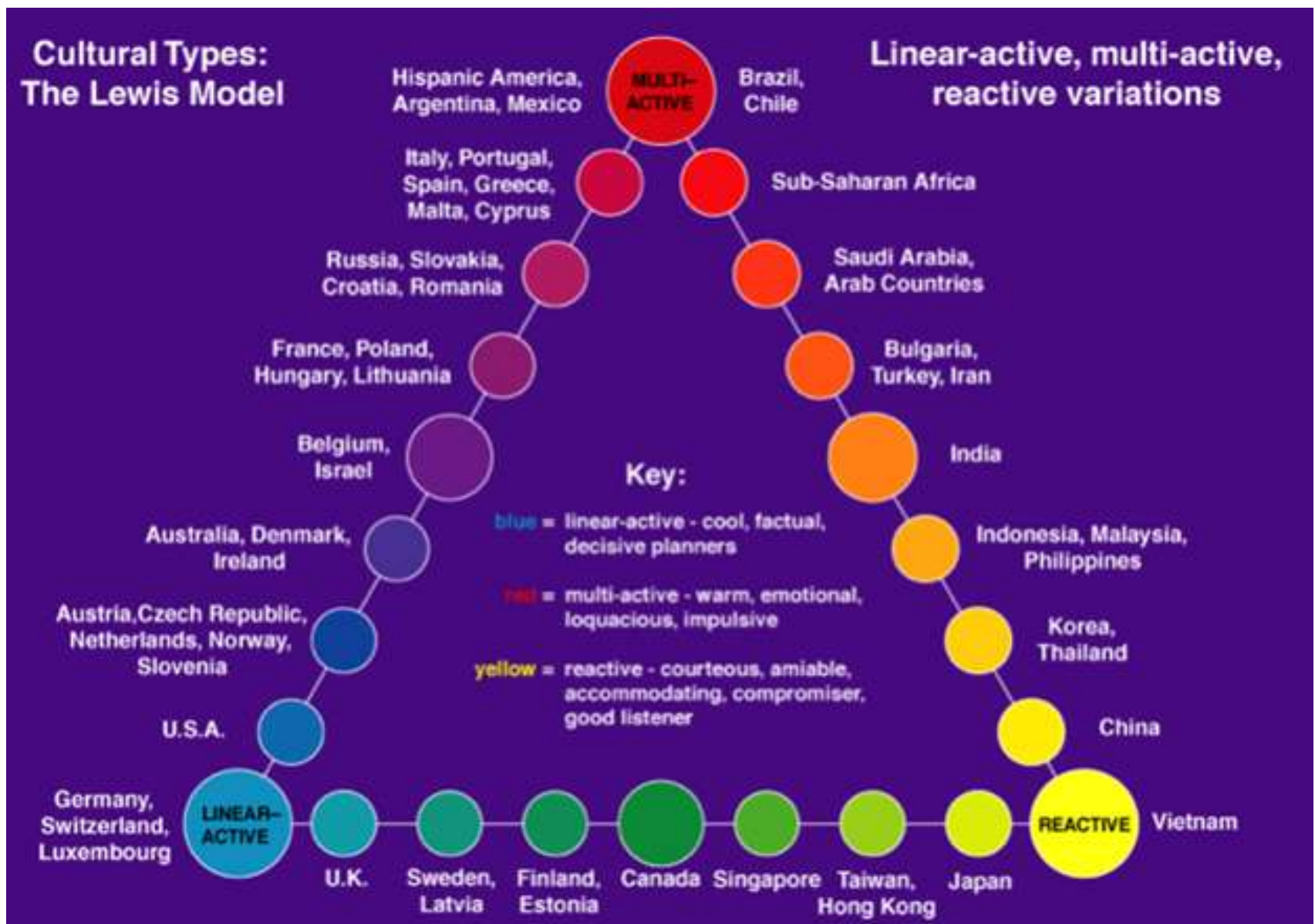
Communication skills when collaborating with different cultures essentially means intercultural communication skills, in the sense that everyone needs to respect and adapt to the communication styles of all cultures involved but also comply with a commonly accepted way, resulting in effective communication.

Cultural differences affect our communication, either in a personal or professional context, and must be acknowledged and respected. **Cultural communication differences concern how people express themselves, how they react and how much they are involved in a debate.**

Richard Lewis developed in 1990 the **Lewis Model**, which is a tool for intercultural communication and is categorising cultural behaviors into 3 types: **a) Linear-active, b) Multi-active, c) Reactive**. He developed this theory based on data from 50,000 executives and 150,000 replies from online questionnaires among 68 nationalities.



INTERCULTURAL COMMUNICATION SKILLS



Among some of the behavioural patterns for **Linear-active** are: **Being polite but direct, partly concealing truth**, rarely interrupting and limited body language.

Under the Reactive communicational style, some typical behaviours are **listening most of the time, being polite and indirect**, never confronting, using diplomacy over truth, displaying subtle body language, whereas someone with a **Multi-active style shows feelings, often interrupts**, talks most of the time has strong body language.

Lewis said that, despite the fact that those 3 types are distinctive, each of them displays, also, behaviours from the other 2 types and, on an individual basis, it is highly influenced by profession.

HOW TO ESTABLISH AN INTERCULTURAL COMMUNICATION STYLE

According to LaRay Barna (1997), there are **6 primary sources of intercultural miscommunication:**

- a. Assumption of similarities
- b. Language differences.
- c. Nonverbal misinterpretations.
- d. Preconceptions and stereotypes
- e. Tendency to evaluate.
- f. High anxiety

To prevent miscommunication and help establish effective communication at a multicultural workplace, it is of significant importance to be able to **gather knowledge and information on cultural patterns** and expectations of the people involved in the workplace or in a collaboration. One way to do that is **by engaging in an open dialogue** with people of other cultural backgrounds. This information will help recognise differences and explain behaviours, while avoiding misunderstandings and gaps in communication.

On the other hand, **self-observation and self-awareness** are, also, significant in order to understand our communication patterns.

Other key elements to build an effectively communicating workplace style is **openness, respect and active listening.**

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ACTIVITIES FOR COMMUNICATION SKILLS DEVELOPMENT



Time Required: 30–45 minutes:

15–20 minutes activity &

15–25 minutes for debrief

Objectives:

To help participants:

1. Discover the cultural randomness of gestures.
2. Experience the impact of using arbitrary gestures.
3. Explore dissonance when expectations are contradicted.
4. Understand the difficulty of learning new codes.
5. Illustrate the nature of “meaning” (producing action).

Materials:

Create a **Gesture Handout worksheet** for each group that includes four different gestures. Gestures should use heads or hands and should represent greeting, invitation, approval, and rejection. Gestures should not be culturally recognisable to the group, and the same gesture should be given different meanings on different sheets.

Process:

1. **Divide the group into subgroups of 4–6 participants.**
2. **Give each group a Gesture Handout.**
3. **Give participants 5 minutes to memorise the meaning of their four gestures:** greeting, invitation, approval, rejection. (The gestures are the same for all groups but the attributed meanings will be different on handouts.)
4. **Allow groups 5 minutes to practise appropriate standard reactions to each gesture as follows:**

Greeting = repeating the same gesture

Invitation = coming to the side of the person inviting

Approval = smiling and expressing joy

Rejection = turning away and leaving

Source: Donna M. Stringer and Patricia A. Cassidy, (2009)

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THE LANGUAGE OF GESTURES

5. Create pairs from different groups and give the following instructions: “Without talking, use the four gestures to interact with the aim of agreeing to do something together.” They must only use the four gestures and the standard reactions. This should produce total confusion.

6. After approximately 5 minutes, stop the activity and debrief the experience.

Debriefing Questions:

1. How did you feel trying to learn and practice the new gesture codes and the assigned reactions?
2. What did you think when your gesture met with an unexpected reaction?
3. What issues can arise from using common gestures from your own culture in another cultural setting?
4. What experiences have you had with unexpected reactions to a gesture? Allow people to share their information with the group.
5. What strategies or communication techniques could be used to reduce the potential for misunderstanding?

Debriefing Conclusions:

1. Gestures have arbitrary cultural meaning; the same gesture can have different meanings in different cultures and different gestures can have the same meaning.
2. Dissonance in codes lead to misperception, misunderstanding, and confusion.
3. Unexpected reaction produces surprise and sense of discomfort.
4. Learning new codes is difficult.
5. Ask about gestures within the cultural context to avoid miscommunication.

Source: Donna M. Stringer and Patricia A. Cassidy, (2009)

Time Required: 60 minutes:
5 minutes to set up, 20 minutes
in small groups, 20–25 minutes
(5 minutes per group) to demonstrate
role-play and for large group
to discuss strategies to bridge the gap,
10 minutes final debrief



Objectives:

To help participants:

1. Uncover possible perspectives underlying a misunderstanding.
2. Explore different and equally valid ways of looking at the same situation.
3. Practice paradigm shifting to “see” and “hear” different perspectives through the thought bubbles.

Materials: Case studies (see samples in the following pages), Flip chart, markers

Process:

1. Set up the activity with an example, such as this one below. First, read the dialogue only.

A: Welcome to Canada, Alain. I’m looking forward to being your graduate supervisor.

B: I’m very excited to be here, Dr. Johnston.

A: I thought we’d start with looking at some of the recent findings in your specific area of interest. Take a look through this peer review journal and come back to me on Monday with your critiques.

B: Yes, Dr. Johnston.

On Monday

A: So, how did it go? Let’s look at some of your critiques.

B: I didn’t actually do any critiques—I wanted to discuss the articles with you and hear your opinion first.

A: Really?!

Source: Donna M. Stringer and Patricia A. Cassidy, (2009)

**2. Read the dialogue again
—and this time insert the thought
bubbles in italics.**

(It can be effective to have a co-facilitator or one of the participants read the thought bubbles and another person read the narrative.)

**THOUGHT
BUBBLE
ROLE-PLAYS**

Oh good. Here is my new graduate student. He certainly comes highly recommended.

A: Welcome to Canada, Alain. I'm looking forward to being your graduate supervisor.

B: I'm very excited to be here, Dr. Johnston.

I'm so pleased to have been accepted to work with Dr Johnston. She's the best in our field.

A: I thought we'd start by looking at some of the recent findings in your specific area of interest. Look through this peer review journal and come back to me on Monday with your critiques.

These articles are a great way to dive right in and find out what his thinking is on this new research.

B: Yes, Dr. Johnston.

Ah . . . okay . . . I'm not sure what she's asking me to do. Who am I, a brand new graduate student, to be critiquing these research articles. They were written by tenured professors and have already been peer reviewed. What could I possibly say to critique them? I don't understand.

On Monday

A: So, how did it go? Let's look at some of your critiques.

I'm looking forward to hearing his thoughts. This should be interesting.

B: I didn't actually do any critiques—I wanted to discuss the articles with you and hear your opinion first. *The articles were excellent and clearly well researched. I hope I will be able to contribute to the field as these researchers have. I don't want to overstep my status as a graduate student, however, and feel I should ask her opinion before giving my own.*

Source: Donna M. Stringer and Patricia A. Cassidy, (2009)



**THOUGHT
BUBBLE
ROLE-PLAYS**

A: Really?!

Oh no! I thought this fellow was supposed to be one of the best and brightest in our department!? Did he not understand my instructions? Or perhaps he was too busy getting settled into his new apartment to really think about studying, which would not be a good sign.

3. Have participants brainstorm the potential reasons, including both personal and cultural differences, that might have led to this misunderstanding.

- Person A values equality and is treating Person B as a colleague; Person B values hierarchy/status and does not feel it is appropriate to express an opinion before Person A does so.
- Person A believes in getting right down to business and wants to start Person B on his academic journey immediately; Person B values relationship and doesn't feel comfortable expressing an academic opinion before he has a relationship and some understanding of Person A.
- Person B is insecure and needs to be told how valuable his opinion is and encouraged to see himself as capable.

4. Have the group quickly create a new dialogue that has Person A and Person B getting to know each other a bit, has Person A explaining how pleased she is to have Person B as a colleague, telling Person B how she likes to work and asking Person B to describe his preferred work style.

5. Explain that they will be building Thought Bubble Dialogues like this in small groups.

6. Divide the participants into groups of four. Give each group one short incident with an intercultural miscommunication (see samples on the following page).

Source: Donna M. Stringer and Patricia A. Cassidy, (2009)

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**THOUGHT
BUBBLE
ROLE-PLAYS**

7. Give groups 15–20 minutes to read their scenario and prepare a role-play to present to the entire group, including:

- Create a dialogue of approximately 4–5 exchanges between the individuals, including the thought bubbles that the two people might be thinking during the dialogue. (Remind the groups to suspend judgment, be curious, and seek to uncover both perspectives in a neutral way.)
- Identify the potential reasons for the misunderstanding.
- Return to the dialogue, creating a new communication that might help avoid the initial misunderstanding.

8. Ask groups to report back to present their interaction, including the thought bubbles; share the sources of miscommunication they have identified; and deliver a second dialogue that might avoid, or reduce, the miscommunication that occurred in the first dialogue.

9. After each role-play, leave time for comments from the large group on the possible root of the misunderstanding or miscommunication and possible strategies for bridging the communication gap. Collect the strategies on flip chart paper for the group to have at the end of the debrief.

Debriefing Questions:


1. What was the most challenging about this exercise?
2. How can you use this experience in your day-to-day life?

Sample Scenarios

1. A new employee is told that success requires being a good team player. She believes that means agreeing with group consensus. The team leader believes it means challenging one another's ideas to create the greatest innovation.

2. A new employee does not understand the many acronyms used in the opening meeting his first day at work. The manager believes that if someone doesn't understand it is important that they ask.

Source: Donna M. Stringer and Patricia A. Cassidy, (2009)



**THOUGHT
BUBBLE
ROLE-PLAYS**

3. *A new employee is working in a language that is not her first language. She is struggling to learn her second language but is consistently interrupted by a coworker who, with the best of intentions, finishes her sentences for her.*

4. *A new manager enters the workplace to introduce himself. Immediately his assistant, a young, energetic female, introduces herself. During the introduction, she touches him and stands very close. He believes her physical contact is inappropriate.*

Source: Donna M. Stringer and Patricia A. Cassidy, (2009)

RESOURCES

Donna M.Stringer and Patricia A.Cassiday, (2009),
52 Activities for Improving Cross-Cultural Communication, Intercultural Press

US Department of Health and Human Services Office of Minority Health, *Think Cultural Health*,
<https://minorityhealth.hhs.gov/think-cultural-health>

www.leadershipsuccess.co/time-management/planning-and-prioritising

clockify.me/blog/managing-time/time-perception/

www.crossculture.com/the-lewis-model-dimensions-of-behaviour/

umatter.princeton.edu/respect/tools/communication-styles

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A FEW WORDS FOR THE



PROJECT

Since December 2021, **Diversity in the Workplace**, with the project “**Worldplaces-Workplaces Working with Migrant Women**”, co-funded by the Asylum, Migration and Integration Fund of the European Union, introduces **best inclusion practices** at the **workplace**, by supporting **women of migrant background**, while focusing on the **Work-Life Balance Policy**, with other European partners.

Generation 2.0 for Rights, Equality & Diversity is building the **Greek Worldplaces Network**, where **companies and non-profit organisations** have the opportunity, apart from **network** with other members in Greece and Europe, to **access tools and resources** for best inclusion practices, **from the gender and origin perspectives**, and as well **participate in trainings** on the following topics:

- "Non-discriminative Recruitment policies & Best Corporate practices on Childcare"
- "Non discriminative and Inclusive Policies at the Workplace"



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WE ARE WORLDPLACES



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Generation 2.0
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