

# INCREASING EQUITY AT THE WORKPLACE

TRAINING AND CAREER DEVELOPMENT  
SYSTEM TOOLKIT



**STEP 3:**  
**CONSIDER VARIATIONS  
IN EQUITY**



**BOSTON COLLEGE**

School of Social Work

WORK EQUITY

## Directors

Marcie Pitt-Catsoupes, PhD

Samuel L. Bradley, Jr., DSW

Kathleen Christensen, PhD

**Work Equity** is an initiative of the Center for Social Innovation at the Boston College School of Social Work.

[www.bc.edu/workequity](http://www.bc.edu/workequity)

Questions?

Please contact us at [workequity@bc.edu](mailto:workequity@bc.edu)

**Work Equity** is grateful for funding received from WorkRise for the National Study of Workplace Equity. We are also appreciative of our partnership with SHRM and its support of this study. To read more about this study, go to: <https://www.bc.edu/content/bc-web/schools/ssw/sites/center-for-social-innovation/projects/the-national-study-of-workplace-equity.html>



### 3.0 Introduction

This section of the Training and Career Development System Toolkit helps your organization to address possible variations in the equity of your Training and Career Development System.

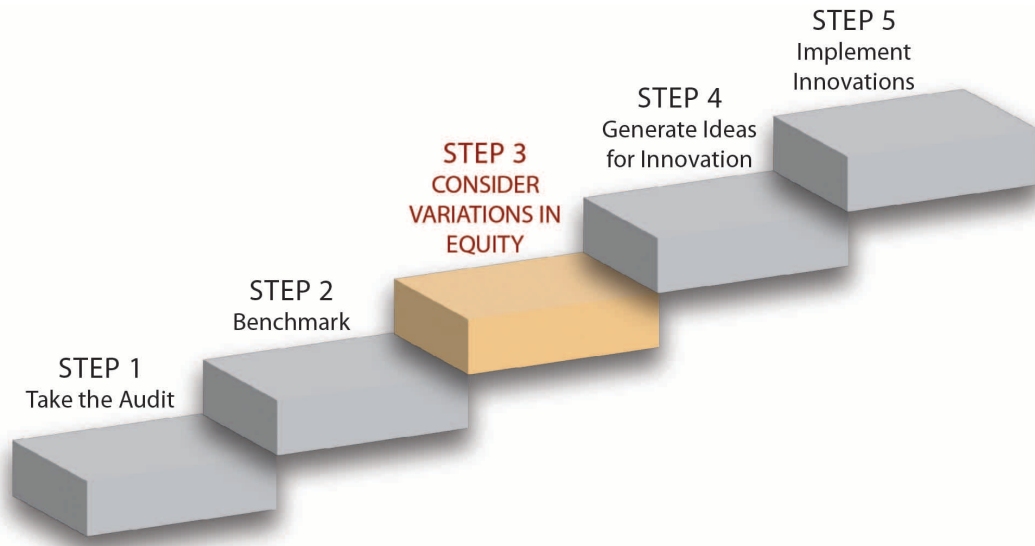


Figure 8: Step 3 of the Training and Career Development System Toolkit

### 3.1 Roles and Responsibilities

In consultation with the members of the Equity Initiative Committee, the Leader(s) of the Equity Initiative will decide who could be invited to conversations about employees' experiences with the Training and Career Development System and how those experiences might vary by employees' affiliations with demographic and social identity groups.

**Option 1:** You could use the questions in Worksheet #6 below to guide a discussion with the members of your Equity Initiative Committee.

**Option 2:** The Equity Initiative Committee could convene discussion groups (for example, brown bag lunches, focus groups, etc.) with employees who are affiliated with specific demographic and social identity groups.

### 3.2 Step 3 Task

The responses to the Audit questions about your organization's Training and Career Development System provide you with some insight about the equity of training and career development for employees, overall.

But is this enough for you to understand the equity experiences of your employees?

Your organization might want to consider whether its Training and Career Development System is “equally fair” to people with different social and demographic identities, including people affiliated with different:

- races/ethnicities,
- gender identities,
- sexual orientations,
- ages,
- religious affiliations,
- national backgrounds,
- abilities/disabilities, and
- job classifications (for example, part-time vs. full-time, exempt vs. non-exempt, contractors vs. employees).



Worksheet #6 (following pages) focuses on the seven Levers for Change in your organization’s Training and Career Development System.

1. Policies
2. Practices
3. Planning, Data Collection, and Evaluation
4. Roles and Accountabilities
5. Culture
6. Climate
7. Communications

(Please see the Overview Booklet of the Training and Career Development System Toolkit for the discussion of the Levers for Change.)

### *Task 1: Consider Variations in Employees’ Equity Experiences*

Directions:

Worksheet #6 (following pages) asks people in your organization to think about the extent to which the Levers for Change in your Training and Career Development System seem to result in either privileges or disadvantages for people in different groups.

For each of the following questions, think about the different demographic and social identity groups in your workforce. Insert comments if your committee members/other employee groups think that there could be variation that results in a lack of equity.

Continue to next page 

## Training and Career Development System Toolkit Worksheet #6

### Equity of Training and Career Development System – Levers for Change



#### Lever for Change in the Training and Career Development System: Policies

**Are your organization's policies related to training and career development fair for...**

Employees of different races/ethnicities:

Employees with different gender identities:

Employees with different sexual orientations:

Employees of different ages:

Employees with different religious affiliations:

Employees with different national backgrounds:

Employees with different abilities/disabilities:

Employees in jobs with different classifications (e.g., part-time vs. full-time, exempt vs. non-exempt, contractors vs. employees):

## Training and Career Development System Toolkit Worksheet #6 (continued)



### Lever for Change in the Training and Career Development System: Practices

**Are training and career development practices fair for...**

Employees of different races/ethnicities:

Employees with different gender identities:

Employees with different sexual orientations:

Employees of different ages:

Employees with different religious affiliations:

Employees with different national backgrounds:

Employees with different abilities/disabilities:

Employees in jobs with different classifications (e.g., part-time vs. full-time, exempt vs. non-exempt, contractors vs. employees):



## Training and Career Development System Toolkit Worksheet #6 (continued)



### Lever for Change in the Training and Career Development System: Planning and Evaluation

**Is the planning and evaluation of training and career development fair for...**

Employees of different races/ethnicities:

Employees with different gender identities:

Employees with different sexual orientations:

Employees of different ages:

Employees with different religious affiliations:

Employees with different national backgrounds:

Employees with different abilities/disabilities:

Employees in jobs with different classifications (e.g., part-time vs. full-time, exempt vs. non-exempt, contractors vs. employees):

## Training and Career Development System Toolkit Worksheet #6 (continued)



Lever for Change in the Training and Career Development System: Assignment of Roles and Accountabilities

**Is the assignment of roles and accountabilities for the Training and Career Development System fair for...**

Employees of different races/ethnicities:

Employees with different gender identities:

Employees with different sexual orientations:

Employees of different ages:

Employees with different religious affiliations:

Employees with different national backgrounds:

Employees with different abilities/disabilities:

Employees in jobs with different classifications (e.g., part-time vs. full-time, exempt vs. non-exempt, contractors vs. employees):





## Training and Career Development System Toolkit Worksheet #6 (continued)



### Lever for Change in the Training and Career Development System: Workplace Culture

**Are your organization's values and principles related to training and career development fair for...**

Employees of different races/ethnicities:

Employees with different gender identities:

Employees with different sexual orientations:

Employees of different ages:

Employees with different religious affiliations:

Employees with different national backgrounds:

Employees with different abilities/disabilities:

Employees in jobs with different classifications (e.g., part-time vs. full-time, exempt vs. non-exempt, contractors vs. employees):

## Training and Career Development System Toolkit Worksheet #6 (continued)



### Lever for Change in the Training and Career Development System: Workplace Climate

**Is the workplace climate pertaining to training and career development fair for...**

Employees of different races/ethnicities:

Employees with different gender identities:

Employees with different sexual orientations:

Employees of different ages:

Employees with different religious affiliations:

Employees with different national backgrounds:

Employees with different abilities/disabilities:

Employees in jobs with different classifications (e.g., part-time vs. full-time, exempt vs. non-exempt, contractors vs. employees):



## Training and Career Development System Toolkit Worksheet #6 (continued)



### Lever for Change in the Training and Career Development System: Communication

**Are communications regarding training and career development fair for...**

Employees of different races/ethnicities:

Employees with different gender identities:

Employees with different sexual orientations:

Employees of different ages:

Employees with different religious affiliations:

Employees with different national backgrounds:

Employees with different abilities/disabilities:

Employees in jobs with different classifications (e.g., part-time vs. full-time, exempt vs. non-exempt, contractors vs. employees):

 **Go to Step 4 of the Training and Career Development System Toolkit: Generate Ideas for Innovation**

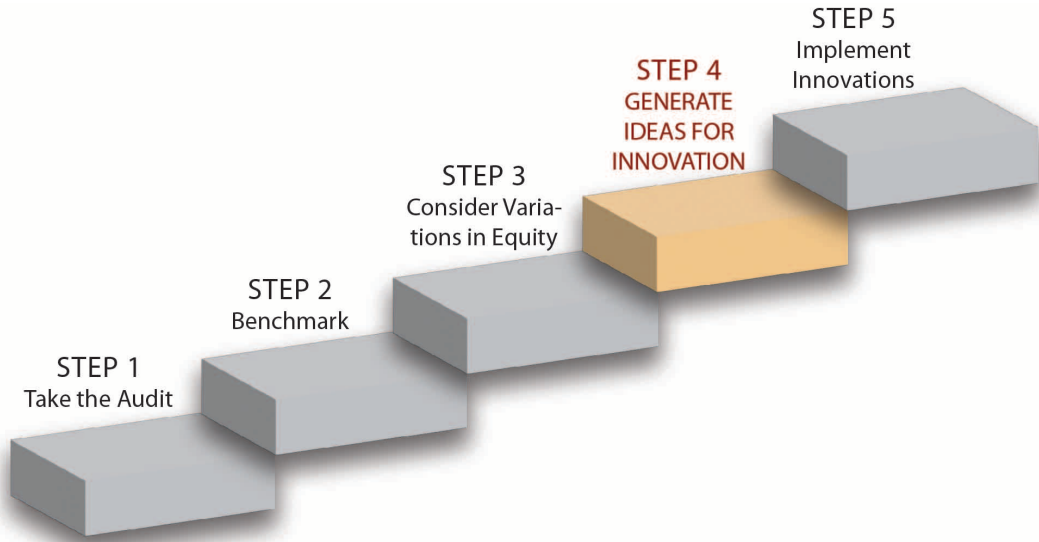


Figure 9: Step 4 of the Training and Career Development System Toolkit