Finland - National Report

T2.6

AALTO & TIEKE

Contents

Executive Summary

This report presents the findings of the EDIFY_EDU project work package 2, aiming at creating new knowledge and understanding of the current situation and practices in EDI business management education across different European partner countries, through assessing the existing undergraduate training education courses as well as professional management courses with three European frameworks (EntreComp, LifeComp and DigComp), illustrating the realization and the needs of EDI competencies in practice and discussing the national labour market conditions in terms of EDI. This country report concerns observations in Finland.

The competence areas that the current training provision targets at were: Assessment of the significance of diversity and inclusion; Understanding multiculturalism; Knowledge of the causes and effects of inequality and income distribution and, Application of principles of human behavior and leadership. The management training education and professional education had slightly different emphasis in their training provision. The current training provision analysed for this report was mostly focusing on the competencies of LifeComp and EntreComp.

In the Finnish context, the term EDI is not used in practical language. Instead, the different concepts equality, diversity and inclusion appear as separate concepts, sometimes overlapping. Main barriers to embedding EDI in organizations include lack of time, lack of methods and work culture. The competencies that were considered relevant for tackling EDI challenges in practice were, for example emotional competence, conflict management, cultural competence, listening, proactivity and appreciating others. There is a need to involve and embed EDI principles and requirements in the organizational culture. Identified good practices for this were to promote the experience of psychological safety and a safe space. In addition to knowledge, the value of embodied and holistic knowing were identified.

In Finland, the identified discrepancies in the labour market concern the gendered labour markets and the persistent gender wage gap; care tasks' unequal division (e.g. parental leaves) and gender equality in corporate management.

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Section 1: Introduction

Business management education in Europe and the US share common ontological and epistemological assumptions based on classical management theory, referred to as scientific management. These early views, unconscious of gender and race discrimination, informed the foundations of modern business management. The work of Taylor, Fayol Weber, Mayo, McGregor, Maslow, Hertzberg and Schein, contributed to the evolution of business management thinking and schools of thought including: Scientific management, Bureaucracy, Human relations, Competitive advantage, and Shareholder value maximization. They have also shaped management practice conveying an image of who managers must be (Petriglieri, 2020).

Cummings (2016), noted the views of some scholars in relation to a decline in new ideas in business management studies, and points to the tendency to look to "best practice" instead of aiming for "next practice". Furthermore, there is a gap between business management studies and the realities of management practice (Smith and Lewis, 2011). According to Petriglieri (2020), the challenge facing management is not the lack of new theories; it is the strength of the old ones, he argues that it is impossible to build the future using the blueprints of the past. Attempts by Lillian Gilbreth and others interested in improving the working conditions of women in industry, attempted to expand Scientific Management theory to consider the position of women and include more humane and 'soft' approach to management. However, despite the early efforts to recognise women's position in the labour market, diplomatic circles and international labour ignored women's interests (Oldenziel, 2000). Scientific Management became associated chiefly with an accounting model of efficiency increasingly identified with Ford's assembly line, especially in Europe. The new emerging business management theory combined paternalist notions with ideas about profitability, engineering concepts of mechanical efficiency and a military conception of discipline (Oldenziel, 2000).

The post-World War II period witnessed the spread of business schools at universities, where the first serious histories of management were written that outlined the fields noble origins and helped legitimise them as "university worthy." The Ford and Carnegie reports outlined the legitimate form of a business school and its curricula, and with a further growth spurt in student numbers and advances in pedagogy and publishing, the first textbooks (as we know them) emerged en masse. Business management education based on a limited and flawed foundation continues to be taught throughout Europe and globally in leading business schools, and inadvertently perpetuating labour market segregation and discrimination in relation to gender and other intersectionalities. Little has changed in 200 years, there is still no critical mass of women at the higher positions of organizations, from which women can access important organizational dynamics.

The need arises for a new education model, one that takes into consideration equity, diversity and inclusion. It needs to be capable of transferring new knowledge in the workplace and contributing towards the alleviation of the existing gendered labour market and workplace EDI discriminatory practices.

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Section 2: Research Aims and Objectives

The national analysis aims to 1) demonstrate how multiple and intersecting social statuses shape business management education and labour market participation; 2) explore how business management in higher education acts as a conduit in the perpetuation and embedding inequalities in the structure of the labour market; 3) demonstrate how business management education inadvertently stratifies and eschews labour market participation resulting in unequal treatment and unequal opportunities, glass ceilings and inaccessible corridors, for a significant percentage of the labour market. These aims will be addressed by the following:

- Create new knowledge and understanding of the current situation and practices in EDI business management education across different European partner countries by:
  - Assessing the existing Higher Education management education courses and mapping of Learning Outcomes with EntreComp, DigComp and LifeComp
  - Assessing the VET management education courses and mapping of Learning Outcomes with EntreComp, DigComp and LifeComp
  - Comparing desk research on EDI European and national policies with private sector engagement on management education
  - Conducting qualitative research among business experts and representatives involved in focus groups/coaching circles and interviews for the collection of qualitative data

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Section 3: Business Management Education

The aim of this activity was to map the most relevant training provisions both in the field of undergraduate business management education and professional training.

3.1   Methodology

We searched for training offering of all universities and universities of applied sciences that provide undergraduate management training. In the field of business management, the majority of the courses/programs are called Bachelor of Business Administration. Therefore, at this level, no specific EDI-related programs were identified. We then used the keywords equality, diversity, inclusion, multicultural and intercultural, to identify EDI-related courses/modules in each organization's (offering business management education) web pages describing their course offering. For the organizations offering professional business management education, we searched the continuous education centers of the universities and universities of applied sciences. In addition, we identified established training providers who offer training courses for professionals.

3.2   Overview of Profile

Resulting from the search, we analyzed 29 courses. 18 of them were provided by institutes offering undergraduate business management education and 11 were provided by organizations offering professional business management education. The 18 undergraduate courses were offered by seven universities and three universities of applied sciences. The 11 professional courses were offered by organizations linked to universities, e.g. University of Eastern Finland, which provides educational services for companies, continuing professional education and open university studies, or established training providers, e.g. e-Oppiva, which provides professional web-based training mainly for government organizations' personnel.

The four main competence areas that the trainings focus were: 1) Assessment of the significance of diversity and inclusion, 2) Understanding multiculturalism, 3) Causes and effects of inequality, and 4) Principles of human behavior and leadership.

3.3   Key Findings & Discussion

3.3.1 Typical learning outcomes

The analyzed trainings aimed at the following learning outcomes:

- learn to evaluate the significance of diversity in terms of results and responsibility,
- act as a leader of a diverse team,
- resolve conflicts and provide feedback,
- utilize diversity as a success factor,
- act effectively as a front-line supervisor,
- apply responsible leadership,
- understand the impact of culture and people's backgrounds on the workplace,
- identify and analyze concepts related to multiculturalism,
- develop thinking and expression,
- know the concepts of equality and fairness, managing diversity,
- understand the effects of diversity on group performance, ways to increase a sense of unity,
- understand basic and human rights in the workplace, problems of inequality, economic inequality and income distribution,

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- know the significance of human behavior for the functioning of the workplace, as well as the analysis of attitudes, work motivation and interaction.

3.3.2 Main competence areas in focus

Based on the identified learning outcomes of the analyzed courses, four main competence areas that the trainings focus on can be summarized as follows:

- **Assessment of the significance of diversity and inclusion**: evaluating the importance of promoting diversity and inclusion in various settings and understanding the impact they have on individuals, organizations and societies.
- **Understanding multiculturalism**: comprehending the existence of multiple cultures and the value they bring, as well as recognizing and respecting cultural differences.
- Knowledge of the **causes and effects of inequality** and income distribution: understanding the reasons why inequalities exist in terms of income, opportunities and rights and the consequences they have on individuals and communities.

- Application of **principles of human behavior and leadership**: encompasses the use of principles related to human behavior and leadership in various situations and contexts. It involves understanding how to effectively lead and interact with others, taking into account their needs and perspectives.

3.3.3 Examples of Undergraduate Business Management Education courses

The table 1 presents examples of courses in undergraduate business management education that focused on the identified competence areas.

Competence area	Examples of courses
Assessment of the significance of diversity and inclusion	University of Jyväskylä, Diversity in work community, 3 credits. Learning objectives of the course include e.g. identify and describe concepts and characteristics of diversity.
Understanding multiculturalism	University of Vaasa, Cross-Cultural Management, EQF level 7, 5 credits. Learning objectives of the course include e.g.: more in-depth understanding of culture, more knowledge of cultural frameworks as well as practical experience of cultural encounters.
Knowledge of the causes and effects of inequality	Tampere University, Inequality and well-being, EQF level 6, 5 credits. Learning objectives of the course include: understand the issue of inequality in Finland and elsewhere, understand the causes and consequences of economic inequality
Application of principles of human behavior and leadership:	Laurea university of applied sciences, Diversity management, EQF level 6, 5 credits. Learning objectives of the course include e.g.: differentiate manifestations and characteristics of diversity, consider the impact of diversity on leadership and team dynamics.

Table 1: examples of courses in Undergraduate Business Management education

3.3.4 Examples of Business Management Education courses

The table 2 presents examples of courses provided by business management education, focused on the identified competence areas.

Competence area	Examples of courses
Assessment of the significance of diversity and inclusion	Code of Conduct Academy, Basics of Diversity and Inclusion. Topics include e.g. definitions of diversity and inclusion, advantages of promoting diversity in organizations.
Understanding multiculturalism	Savonia university of applied sciences, Multicultural work environment, 5 credits Topics include e.g. definitions related to multiculturalism, immigrants and Finland, cultural differences in communication and management.
Knowledge of the causes and effects of inequality	e-oppiva, Equality and diversity – Why and how?, a short introduction on the topic, with learning outcomes e.g. understand the causes and effects of (in)equality. DNV, Diversity and Inclusion – Awareness Training Course Application of ISO 30415 standard: The ISO 30415 - International Standard for "Human resource management - Diversity and inclusion" is a guideline, which helps to develop an inclusive workplace. It requires an ongoing commitment to diversity and inclusion (D&I), addressing inequalities in organizational systems, policies, processes and practices in a systematic manner.
Application of principles of human behavior and leadership:	Tampere Chamber of Commerce, Equality and GDPR at work. Topics include e.g. equality and employers' obligations

Table 2: examples of courses in Business Management education

3.3.5 Alignment with European Frameworks

Most often identified alignments were with EntreComp (22 alignments) and with LifeComp (11 aligments). We did not find any alignment with DigComp.

In EntreComp (see table 3), the main alignments were identified with Spotting opportunities, Ethical and sustainable thinking, Self-awareness ans self-efficiacy, Planning and management, and Working with others.

EntreComp	
Spotting opportunities	2
Creativity	
Vision	
Ethical and sustainable thinking	12
Self-awareness and self-efficacy	1
Motivation and persever ance	
Mobilising resources	
Financial and economic literacy	
Mobilising others	
Taking the initiative	1

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Planning and management	2
Coping with uncertainty, ambiguity and risk	
Working with others	4
Learning through experience	
Total	22

Table 3: Alignments with EntreComp framework

In LifeComp (see table 4), the main alignments were identified with Self-regulation/Awareness (P1), Collaboration/Engagement (S3) and Critical thinking/assessment (L2)

LifeComp		
P1 Self-regulation_ Awareness and management of emotions, thoughts and behaviour	P1.1 Awareness and expression of personal emotions, thoughts, values, and behaviour	1
	P1.2 Understanding and regulating personal emotions, thoughts, and behaviour, including stress responses	
	P1.3 Nurturing optimism, hope, resilience, self-efficacy and a sense of purpose to support learning and action	1
P2 Flexibility_Ability to manage transitions and uncertainty, and to face challenges	P2.1 Readiness to review opinions and courses of action in the face of new evidence	
	P2.2 Understanding and adopting new ideas, approaches, tools, and actions in response to changing context	
	P2.3 Managing transitions in personal life, social participation, work and learning pathways, while making conscious choices and setting goals	
P3 Wellbeing_Pursuit of life satisfaction, care of physical, mental and social health; and adoption of a sustainable lifestyle	P3.1 Awareness that individual behaviour, personal characteristics and social and environmental factors influence health and wellbeing	
	P3.2 Understanding potential risks for wellbeing, and using reliable information and services for health and social protection	
	P3.3 Adoption of a sustainable lifestyle that respects the environment, and the physical and mental wellbeing of self and others, while seeking and offering social support	
S1 Empathy_The understanding of another person's emotions, experiences and values, and the provision of appropriate responses	S1.1 Awareness of another person's emotions, experiences and values	
	S1.2 Understanding another person's emotions and experiences, and the ability to proactively take their perspective	
	S1.3 Responsiveness to another person's emotions and experiences, being conscious that group belonging influences one's attitude	
S2 Communication_Use of relevant communication strategies, domain-specific codes and tools, depending on the context and content	S2.1 Awareness of the need for a variety of communication strategies, language registers, and tools that are adapted to context and content	
	2.1 Awareness of the need for a variety of communication strategies, language registers, and tools that are adapted to context and content	
	S2.3 Listening to others and engaging in conversations with confidence, assertiveness, clarity and reciprocity, both in personal and social contexts	
S3 Collaboration_Engagement in group activity and teamwork acknowledging and respecting others	S3.1 Intention to contribute to the common good and awareness that others may have different cultural affiliations, backgrounds, beliefs, values, opinions or personal circumstances	3
	S3.2 Understanding the importance of trust, respect for human dignity and equality, coping with conflicts and negotiating disagreements to build and sustain fair and respectful relationships	1
	S3.3 Fair sharing of tasks, resources and responsibility within a group taking into account its specific aim; eliciting the expression of different views and adopting a systemic approach	2
L1 Growth mindset_Belief in one's and others' potential to continuously learn and progress	L1.1 Awareness of and confidence in one's own and others' abilities to learn, improve and achieve with work and dedication	
	L1.2 Understanding that learning is a lifelong process that requires openness, curiosity and determination	
	L1.3 Reflecting on other people's feedback as well as on successful and unsuccessful experiences to continue developing one's potential	
L2 Critical thinking_Assessment of information and arguments to support reasoned conclusions and develop innovative solutions	L2.1 Awareness of potential biases in the data and one's personal limitations, while collecting valid and reliable information and ideas from diverse and reputable sources	1
	L2.2 Comparing, analysing, assessing, and synthesising data, information, ideas, and media messages in order to draw logical conclusions	
	L2.3 Developing creative ideas, synthesising and combining concepts and information from different sources in view of solving problems	2
L3.3 Reflecting on and assessing purposes, processes and outcomes of learning and knowledge construction, establishing relationships across domains	L3.1 Awareness of one's own learning interests, processes and preferred strategies, including learning needs and required support	
	L3.2 Planning and implementing learning goals, strategies, resources and processes	
	L3 Managing learning_The planning, organising, monitoring and reviewing of one's own learning	
TOTAL		11

Table 4: Alignments with LifeComp framework

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Alignment with EntreComp and LifeComp were noticed to some extent. Most often the observations we made regarding these four: Ethical and sustainable thinking (EntreComp), Working with others (EntreComp), Collaboration Engagement (LifeComp) and, Critical thinking_Assessment (LifeComp). No observations related to DigComp were made.

Competence area	Examples of courses	Learning objectives
Ethical and sustainable thinking (EntreComp)	University of Oulu, Managing Multinationals, 5 credits	"identifies the ethical issues and the corporate responsibility in MNE"
Working with others (EntreComp)	HaagaHelia, Managing a diverse work community, 5 credits,	" is able to act as leader in a diverse team" and "is able to solve conflicts and give feedback in diverse work communities"
Collaboration_Engagement (LifeComp)	Metropolia, Work community diversity, 5 credits	"Understands how culture and diverse backgrounds of people effect work and work community"
Critical thinking_Assessment (LifeComp)	Jyväskylä University, Business and Leadership Ethics, 5 credits	On successful co completion of the course, student will (…) acquire meta-skills such as critical and analytical thinking, self-reflection and critical evaluation

Table 5: Most often identified competencies and course examples

Most often identified alignments were among the undergraduate courses. From the 22 EntreComp alignments 16 was from the undergraduate courses and 6 from the professional courses. As from the 11 LifeComp alignments 10 was from the undergraduate courses and only 1 from the professional courses.

3.4 Gaps identified

EntreComp: 6 of the 15 EntreComp competencies were identified among the courses. Competencies without any alignments were: creativity, vision, valuing ideas, motivation and perserverance, mobilising resources, financial and economic literacy, mobilising others, coping with uncertainty, ambiguity and risk, and learning through experience.

DigComp Any of the courses weren't relevant to the DigComp framework.

LifeComp: 7 of the 27 LifeComp competencies were identified among the courses. All these 7 courses belong to 3 main categories: P1, S3 and L2. All the other main categories didn't have any aligments. Categories without any aligments were:

- P2 Flexibility_ Ability to manage transitions and uncertainty, and to face challenges
- P3 Wellbeing_ Pursuit of life satisfaction, care of physical, mental and social health; and adoption of a sustainable lifestyle

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- S1 Empathy_ The understanding of another person's emotions, experiences and values, and the provision of appropriate responses
- S2 Communication_ Use of relevant communication strategies, domain-specific codes and tools, depending on the context and content
- L1 Growth mindset_ Belief in one's and others' potential to continuously learn and progress
- L3 Reflecting on and assessing purposes, processes and outcomes of learning and knowledge construction, establishing relationships across domains

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Section 4: Qualitative Research

4.1   Focus Groups / Coaching circles

4.1.1   Methodology

To conduct qualitative research, we applied U-theory workshops that were called „Blind spots of EDI-competencies in management „.

"To really change the outer world we first need to shift the inner place that we operate from. This is done by activating deeper sources of knowing." – Otto Scharmer

One of the cornerstones of learning and developing EDI skills and competencies is to become aware of the challenges involved, and to make invisible thought or operating models visible. Often these so-called blind spots can be difficult to identify or examine in hectic everyday life, both in one's own activities and in interaction with others, as well as in the work culture more broadly. The idea of the workshops was to study these blind spots together in a safe environment, and to use the exercises to bring into a common discussion the possible leadership challenges and shortcomings behind the blind spots. Since working on EDI themes is strongly linked to both personal and collective, as well as internal and external change, the exercises in the workshop applied a transformation framework called Theory U (Scharmer 2009, 2018). Theory U was developed in the fields of leadership and management studies and organisational change, to develop new leadership skills and competencies to meet ever-changing societal and global challenges.

4.1.1.1 Participants

Four workshop sessions were organized in February -March 2023. Three of them were held in Finnish and one in English. By offering one alternative in English, we aimed to include also non-Finnish-speaking participants, primarily students.

Eighteen individuals participated in the four workshops. 72% of them were female, 22% male and 6% other (13 females, 4 males and 1 other). The age range was between 18-53 years old, with the average age of 35. 50% of the participants were students. 78% of the participants had a job, either full time or part-time. 14 % of the participants acted as supervisors in their jobs. 61% of the participants had an EQF level 7 education.

4.1.1.2 Materials & Procedure

The workshops followed the guidelines for inclusive interaction from Aalto University's EDI principles. This meant, among other things, that participants only shared with others what felt good to them, they were free to leave the workshop at any time, for any reason, and the workshops were based on mutual learning. The two-and-a-half-hour workshop included

1. a check-in round to give space to everyone to share and express freely their current thoughts, mood or state of being,
2. a short introduction to EDI topics through various educational, training and news material,
3. an active and empathic listening exercise,
4. independent reflection through guided journaling questions, and
5. exercises to view and sense EDI situations using the Social Presencing Theatre method and Stuck-practice (Hayashi 2021).

This approach allowed participants to explore their chosen, personal EDI themes and lived experiences through multiple ways of knowing, drawing not only on cognitive, rational thinking (head), but also emotional and embodied ways of

knowing (heart, body). The workshop concluded with a joint reflection session with space for free discussion, sharing and semi-structured questions (e.g. what kind of competencies played a role/appeared important in participants' EDI situations, what kind of managerial role could be identified, what kind of competencies would be needed in practice to solve EDI-related situations, what is the role of management education). The workshop ended with a free-form check-out round.

The workshops were audio recorded for research purposes. We transcribed the joint reflection part, which provided data for our study. Using Miro visual collaboration tool, we analyzed the themes that emerged important in the discussions. Following thematic analysis, we synthesized the information and identifed overarching themes.

4.2 Interviews

4.2.1 Methodology
The objective of conducting interviews was to increase understanding on the practical challenges on EDI in managers' work, on the needed EDI competencies in practice and on the competence gap on EDI.

Semi-structured interviews were conducted. The themes covered were: 1. EDI principle interpretations, 2. EDI implementation challenges, 3. Competencies used or needed.

The interviews were recorded with the permission of the interviewee and transcribed verbally. The anonymized transcriptions were analyzed using Atlas-ti software for qualitative analysis.

4.2.2 Participants
The five interviewees were all in supervisor positions in SMEs, acting for example as team leaders. Three of them were female and two male. Their average ages was 43 years, range from 27 to 56. On average, they had 13 years of work experience in the current company. The majority had an EQF level 7 education.

On average, the semi-structured interviews were 50 minutes long and were conducted online. Consent forms and backroad information were collected according to Aalto university guidelines in alignment with the project templates.

4.2.1.2 Materials & Procedure
The below questions were asked from the interviewees:

1. EDI principle interpretations

    • How do you understand the concept EDI/Equality/Diversity/ Inclusion?

    • How do you see the current status of EDI in your company?

2. implementation challenges

    • How do you see EDI-themes affecting your daily work as a manager?

    • What are the most challenging aspects of managing EDI?

    • Can you give an example of a challenging situation to managing EDI in your daily work? How did you handle the situation?

3. competencies used or needed

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- What do you see as most valuable skills, knowledge and competence linked to managing EDI?

- Where did you yourself get such skills, knowledge and competence?

- Reflecting your own experiences on the EDI-related challenging situations, what skills, knowledge and competence were the most important?

- What would you suggest including in an EDI-related curriculum?

4.3 Key Findings & Discussion

4.3.1 Focus Groups/Coaching Circles

Three different main themes emerged from the workshops, related to the questions of 1) what are the requirements, prerequisites, and principles, but also obstacles to embedding EDI competencies and themes in the organizational culture, 2) what kind of EDI skills and competencies are needed in future management education, and 3) suggestions for training methods and best practices for the above.

1) Requirements and principles for EDI to be part of the roots of the organisational culture

Barriers:

- *A Western work culture that emphasizes efficiency and rational mindset that excludes emotions from the workplace.*
  The main barriers to embedding EDI perspectives and competency in organizations seem to be lack of time, the efficiency ethos and the Western, especially Northern European, work culture. People are busy, their working days are full, and they do not have the time or inclination to raise EDI issues. EDI issues, such as the promotion and implementation of diverse teams, require effort in practice. In a work culture that values efficiency, it is often easier to go through familiar and safe procedures to save time. When we are too busy during the working day, people's personalities are not conveyed in our encounters and ways of working together.
  For the same reason, there is also a theme of "avoidance", where people prefer to avoid situations because they are time-consuming, unpleasant, or even frightening to face. EDI situations are strongly linked to emotions and emotionality. In Western society, however, there is an emphasis on a work culture where it is professional to be able to shut out one's emotions. Many people can have difficulty naming their feelings - recognizing emotions requires being in touch with your body, being present in your own body, intuition, and the embodied intelligence. Many people have lost that connection and it is not nurtured in workplaces, in universities or in society at large. Rather, it is being pruned away. For these reasons, there is a danger that EDI themes and competency are seen as a *glued-on* layer, rather than as themes and practices embedded in organizational culture.

Enabling Factors:

- *The experience of psychological safety*
- *Promoting EDI is everyone's business, with management setting the example and leading the way.*

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When EDI themes are rooted in a culture, people with diverse background, personality and mindset can draw from it in ways that suit their own. People often have the motivation to act, but they don't know how to proceed, hence the need for radical guidelines. Commitment to EDI themes belongs to management too - they set an example to the rest of the community in how their own actions contribute to a safe environment for all, regardless of position, which allows everyone to pause together and see how all objectives can be achieved when staff are feeling seen, heard, and valued. There is also an understanding of the conditions for continuity and sustainability: inclusion requires continuous team building, and team building is a continuous effort. When staff change, the process always starts again.

The experience of psychological safety and a safe space was mentioned in several contexts and is linked to all the above. In what kind of atmosphere would everyone have the courage to address the grievances/ shortcomings, so that it's not just a minority's job to do the work of equality and address the problems? And that the leader also has the safe space and courage to say I don't have the skills, or I don't know how?

2) Skills and Competencies Needed

All the skills and competencies that emerged highlighted the social dimension of the nature and theme of EDI. EDI situations always emerge in interaction and encounters with others, i.e., it is not enough to focus on the individual level when working on and examining the related competencies.

Self-awareness - as an awareness of how I am with myself and others, and how I relate to myself and others.

- Awareness and ability to question learned ways of thinking and (re)acting. Awareness of, for example, which minority you belong to (in different contexts), and where your own blind spots lie.
- Recognizing your own agency in situations. Recognizing what you can influence, what you can do at any given moment, and when you are trying to control the situation or support the emotional experiences of others.
- Recognizing one's own limits and boundaries - recognizing when it's just time to let go.
- There is a risk of running out of one's own resources in pursuing EDI issues.

Emotional competence

- To access EDI themes requires presence, whole person, and "sensitivity" to emotions - emotional intelligence, not just cognitive skills.
- It is important to listen to what others are saying. Maybe not just directly what is being said, but also to sense the situation.
- What becomes visible through words and behavior is perhaps not the core of the problem. It just brings into the shared reality something that exists in other layers of the social field and interaction, or in the culture at large.

Listening & encountering

- A genuine encounter, focused listening and giving presence to the other person will signal to them that their issue is important.
- In challenging situations, the ability not to be provoked and the ability to listen without immediately becoming defensive - for example, listening while simultaneously planning in your mind how to undo the other person's point.

"In everyday situations, it can take time to orient yourself to become present in the moment. Personally, I go into situations with an agenda - genuine listening is then reduced. It's not easy. Often one's intention might be good, but practices vary. It requires ability to tolerate discomfort." - Participant, workshop 2.

Self-compassion & mutual learning

- Self-compassion and mercy towards one's own shortcomings as a collective characteristic of the work community. Accepting that people are allowed to make mistakes, that everyone can be corrected, and if you are corrected it is not the end of the world.
- No need to expect perfection from yourself. It's okay to feel uncomfortable sometimes. It's only human nature to stick to the things that are easy to solve. Emotional issues are hard.
- Making a mistake can also be a success when it becomes a learning process.
- How to feed the culture of mutual learning? Such a culture emerges emergently from people themselves; it will not stay breathing and alive if instructions are just dictated from above - EDI competencies need to be embodied.

Embodied & holistic knowing

- The body's messages are honest, which is why it is important to incorporate embodiment when working on EDI issues. It is "more pure communication" - words can be shaped in so many ways, as well as hiding behind facades.

"When we focused on the statues (stuck exercise) without the words, maybe we got to the real issues. It didn't become a case of talking past things, or about things that don't touch it. The experience of working life is that even if you talk, you don't talk about what you should talk about. Because it is difficult or uncomfortable. You need to be able to tolerate discomfort in order to deal with the right issues - extremely important but challenging." - Participant, workshop 4.

- We should not only focus on the cognitive, rational side when dealing with challenging situations in the workplace, but we should get the physical movement involved.

"If it involves physical movement rather than sitting still somewhere doing it - being more there in the body than in the feeling releases all sorts of tensions and makes it easier to focus on the issue." - Participant, Workshop 4.

3) Best Practices

- Emphasis on Experiential learning
- Reactivity and decision-making training through guided mental and imaginative exercises, role-playing and simulation (such as experience prototyping, drama).

- Peer support groups, such as All-male-discussion-groups, "boys' clubs", for unskilled men, where real-life experiences and cases can be discussed.

Further issues to be developed

The main issues identified relevant for promoting EDI were the creation of a psychological safe space and the ability to expose oneself, to be open, courageous, and vulnerable in front of and with others. Therefore, future developments should be promoted thorugh keeping the following guiding questions in mind:

- Enabling the safe space experience - How to create a safe space experience?
- What does it take to be vulnerable with others?
- How can I be encouraged to be vulnerable in interaction with others?

4.3.2 Interviews

EDI interpretations

In the Finnish context, the term EDI is not used, which was shown in the interviews. Some companies use the abbreviation DEI (diversity-equality-inclusion) but that is not very commonly used, either. Equality, diversity and inclusion more commonly exist in talk separately. In everyday talk in organizational/workplace contexts, the interpretations of the three concepts may also overlap, which was identified also concerning the interviews.

For the different elements, equality, diversity and inclusion, various interpretations appeared among the interviewees. Below examples of these interpretations:

- equality – "well, the starting point is, our legislation sets the guidelines, we have to treat people equally" (p1)
- diversity – "like, we all have our own history and background where we come from, but in our team, we all have the same start" (p3)
- inclusion – "it is about, not if we tolerate, but do we celebrate differences" (p4)

Participants expressed different elements, depeding on their own team's and organization's situations. For one person, EDI may appear in the form of recruitment process wheras for another, it may appear in daily practices managing team members' performance.

Implementation challenges

The challenges perceived by the interviewees also reflected their own situations and contexts. The following implementation challenges were identified:

- Different viewpoints -the challenge of seeing others' perspective.
- The need to adapt the organizational practice or policy, reacting to changes in Europe.
- Language barriers.
- Mismatch between employees' expectations and organization's activities.
- Time, e.g. need to make quickly decisions and take actions. If not succeeded, these sometimes create experiences of unfairness.
- History sets an unequal setting, e.g. gender balance.

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Competencies used or needed

Many participants were able to identify what competencies are relevant or would be needed to tackle the EDI challenges in practice. These include:

- Capability to take immediate actions
- Self-management (e.g. not to laugh to bad jokes;
- Emotional competence, e.g. courage to intervene, tranquility
- Learning to learn
- Conflict management
- Cultural competence (language and cultural differences)
- Listening
- Proactivity
- Creating fairness
- Appreciating others
- Learning by doing
- Communication skills (e.g. ability to put into words the situations where EDI challenges appear, ability to use right terminology)
- Reflection

4.3.3 Gaps identified

This section integrates the findings from the both qualitative inquiries and compares them with the European competence frameworks.

Competencies used/needed	EntreComp	LifeComp	DigComp
Requirements and principles for EDI to be part of the roots of the organisational culture			
Self-awareness	Self-awareness and self-efficacy	P1 Self-regulation_ Awareness and management of emotions, thoughts and behaviour	
Emotional competence		S1 Empathy_ The understanding of another person's emotions, experiences and values, and the provision of appropriate responses	
Listening & encountering & reflecting, respecting others		S3 Collaboration_ Engagement in group activity and teamwork acknowledging and respecting others	
Self-compassion & mutual learning		P1 Self-regulation_ Awareness and management of emotions, thoughts and behaviour	
Embodied & holistic knowing			

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Taking actions, reacting quickly and being proactive	Taking the inititiative		
Self-management and communication skills		S2 Communication_ Use of relevant communication strategies, domain-specific codes and tools, depending on the context and content	
Learning to learn	Learning through experience	L3 Awareness of one's own learning interests, processes and preferred strategies, including learning needs and required support	
Conflict management		S3 Collaboration_ Engagement in group activity and teamwork acknowledging and respecting others	
Cultural competence		S3 Collaboration_ Engagement in group activity and teamwork acknowledging and respecting others	
Creating fairness		S3 Collaboration_ Engagement in group activity and teamwork acknowledging and respecting others	

Table 6: Competences used/needed compared to the European frameworks

Section 5: Social Impact Assessment

The Social Impact Assessment follows the European Commission Guidelines (2009) to provide insights on the social impact of existing and emerging labour market laws and policies.

5.1   Methodology

The European Commission Impact Assessment Guidelines (SEC, 2009: 92), point out that an impact assessment has to answer a number of questions, including:

1. What is the nature and scale of the problem, how is it evolving, and who is most affected by it?
2. What are the views of the stakeholders concerned?
3. Should the European Union be involved?
    a. If so, what objectives should it set to address the problem?
    b. What are the main policy options for reaching these objectives? What are the likely economic, social and environmental impacts of those options?
    c. How do the main options compare in terms of effectiveness, efficiency and coherence in solving the problems?
    d. How could future monitoring and evaluation be organised?

These 8 questions (European Commission Guidelines, 2009) informed the SIA framework by exposing the gaps in relation to workplace equality diversity and inclusion resulting from national partner labour market profiles when compared

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with their EDI labour market laws and policies. To complete the SIA, we conducted the following:

1. **Collated Labour Market Information** such as National Legislation, transposing EU Directives; and National Labour Market Policies, implementing EU and national laws to develop a comprehensive profile of each national partner's labour market laws and policies in relation to workplace Equality, Diversity and Inclusion (EDI).
2. **Developed a Labour Market Profile,** using the headings:
   - Population by gender, ethnicity, disability, age
   - Employment and unemployment by age, gender, disability
   - Self employed by age, gender and disability
   - Employment by occupation and age/gender/disability/
   - Education Level by age/gender and disability
   - Labour market demographic and sectoral overview
3. **Addressed the 8 questions** (European Commission, 2009) using the Irish labour market profile. The responses will identified gaps in relation to workplace EDI policies and practice (labour market profiles) and suggest a call to action on behalf of the European Commission.

5.2   Key Findings & Discussion

Finnish institute for health and welfare (THL) provides information of population health and welfare, effectiveness of health and welfare policies and services, environmental health as well as social problems. Their Centre for gender equality information provides updated information on relevant gender equality aspects in Finland. Next chapters (5.2.1-5.2.4) are based on the information from the THL website (THL, 2023).

Gendered labour markets & gender wage gap persist

According to THL's website (Work and income, 2023) in Finland, employment rates for women and men have been quite similar for a long time. In 2021, the employment rate was 72.8 percent for men and 71.7 percent for women.

Women are employed in part-time and fixed-term jobs more often than men. Men have longer working weeks than women, and men's jobs involve more uncertainty than women's jobs. Women account for approximately one-third and men for two-thirds of Finland's entrepreneurs. Men start their careers in more demanding positions than women, and women are still less likely to hold managerial positions than men. Women who work as managers are often employed in various support tasks, such as human resources and communications.

The labour market in Finland is strongly segregated according to gender. Women are more often employed in the municipal sector and men in the private sector. As entrepreneurs, men and women also work in sectors that are segregated by gender.

The most female-dominated sectors in 2021 were

- health and social services, women 85%
- other services including third sector organizations, women 70%
- education, women 68%.

The most male-dominated sectors in 2021 were

- construction, men 90%
- transportation and storage, men 81%

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- industry as well as electricity, gas, heat, water, sewage and waste water management, men 75%.

Equal occupations are professions in which both men and women hold at least 40 percent of the jobs. In 2020, only ten percent of wage earners worked in equal professions.

The pay gap between women and men has decreased slowly in Finland. In 2021, the average earnings of women were 84 percent of the amount earned by men throughout the labour market.

The pay gap is based on several factors. Women and men work in different fields and jobs. In many female-dominated sectors, pay is lower than in male-dominated sectors. Income development is stronger for men than for women, and on average men achieve their peak earnings at a younger age than women. Pay development among women is slowed by, for example, longer family leaves than men.

It should be noted that in Finland, education cannot be used as a reason to justify higher salaries for men. Women are more educated than men, but women have lower average earnings than men at all levels of education.

The pay gap also affects pensions. Women's average pension in Finland is only 79 percent of their male counterparts' pension.

Care tasks in families

Family leave use and expenses are not equally divided. According to Kela's statistics on benefits for families with children, men accounted for 42 percent of all parental allowances paid in 2020, but they only took 11 percent of parental allowance days. One-fifth of fathers do not take family leave at all. After parental leave, 82 percent of families use child home care allowance for at least some period of time. The child is almost always cared for by one of their own parents, who is nearly always the mother (92 %). The risks that family leave pose to career development, pay development and pensions mainly affect women. Women also still take care of majority of care responsibilities. (Families and parenthood, 2023)

Education

According to THL's website (Education, 2023) many educational fields in Finland are differentiated, in other words, segregated according to gender. This segregation continues throughout the levels of education all the way to the labour market. There are also gender-based differences in learning outcomes and students' experiences. For example, a significant proportion of young trans persons have experienced inappropriate treatment and harassment at school.

In university of applied science education in 2018, women accounted for the largest share of graduates in the health and welfare field (87%), and men for the largest share of graduates in the technology field (81%).

In 2019, the proportion of women in university education was highest among graduates in education (84%) while the highest proportion of men was found among information and communication technologies (ICT) graduates (77%).

On average, women in Finland are more educated than men. The proportion of women of working age who completed a higher education degree began to increase significantly faster than men in the early 1990s.

According to Statistics Finland's 2018 educational structure statistics for the population aged 15 or over:

- 74% of women and 72% of men had completed a qualification after basic education
- 38% of women and 44% of men had completed an upper secondary qualification
- 36% of women and 28% of men had completed a higher education degree.

Women were more likely to complete a bachelor's degree and both bachelor's and master's degrees than men. About one percent of men and women had completed a doctoral degree, and this was slightly more common among men than women.

Gender equality in corporate management

THL's website (Power and decision making, 2023) establish that on average, women held 30 percent of the positions on boards of directors of Finnish public limited companies in 2020. Women accounted for seven percent of the chairpersons of boards of directors while eight percent of CEOs were women. Equal gender distribution on the boards of Finnish public limited companies has not been promoted by means of legislation.

In Finland, an exceptionally large number of people with a technology degree hold managerial positions in public limited companies. This may contribute to preventing women from advancing to corporate management, because women in Finland have less technology degrees than men.

In the senior management of **state owned companies**, women held 41 percent of the positions in boards of directors, 20 percent of chairperson positions and 16 percent of CEO positions in 2018. Since 2004, the Government of Finland has set numerical targets for women's and men's representation on the boards of directors of state-owned companies.
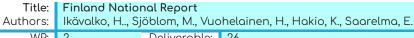
The Covid-19 crisis impact on gender equality in Finland

The recent report that studied the impact of Covid-19 on gender equality in Finland showed that "the Covid-19 crisis treated genders and groups of people differently. The crisis also highlighted the unequal and gender-based structures in society, such as segregation in the labour market and the unequal division of care responsibilities. Most of the negative impacts of the crisis on the different areas of gender equality were relatively short-term. Long-term impacts were identified in relation to wellbeing and mental health and equality in the workplace, especially concerning the workload in the social welfare and health care sector. According to the report, equality perspectives and objectives were not included in the decision-making concerning the restriction and support measures related to the crisis. (Mesiäislehto et al., 2022)

5.2.1 Involvement of the European Union

As described above, the gender wag gape still remains of the biggest challenges in Finland. As an EU member state, Finland has its responsibility to ensure the implementation of equality, diversity, and inclusion in its legislation and policies. The EU's role is to provide support, resources, and coordination to complement national efforts and facilitate a collective approach to EDI goals.

In decreasing the gender wage gap, several Equal Pay Programs have been implemented. A recent (Kostiainen, 2023) assessment of the Equal Pay Programme implementation in Finland recommended eleven recommendations for future actions. These include e.g., making a long-term economic impact analysis to examine the effects of the Equal Pay Programmes, legislative amendments,

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economic cycles, as well as, structural changes in the labour market and labour market measures on changes concerning the difference in average earnings between women and men.

In addition, two of the recommendations concern structural reforms of future Equal Pay Programmes. The rapporteur recommends that, due to changes in collective bargaining in the labour market, efforts be made to encourage parties to collective agreements to participate actively in the Equal Pay Programme. In addition, the rapporteur recommends that the system for assessing the Equal Pay Programme be developed so that a measure-specific ex-ante assessment will be made along with an external assessment when agreeing on measures.

(Source: Kostiainen, L. (2023 Overall assessment of the Equal Pay Programme and the Government's equal pay measures 2020–2023. Reports and Memorandums of the Ministry of Social Affairs and Health 2023:1 http://urn.fi/URN:ISBN:978-952-00-5595-0)

Further, a recent report on dismantling segregation suggests that political decision-makers and leaders of key ministries must commit themselves persistently and purposefully to dismantling segregation. Adequate resources must be ensured for the sustainable dismantling of segregation structures. Collaboration should be purposeful, and the key actors in the labor market and education sectors should be committed to the persistent dismantling of segregation in employment and education.

(Source: Teräsaho, M., et al., 2023. Dismantling segregation – tools for a more equal working life Final project report. Reports and Memorandums of the Ministry of Social Affairs and Health 2023:29 http://urn.fi/URN:ISBN:978-952-00-8485-1)

These developments in the Finnish labour market provide also EU inputs for next steps and further legislative and policy activities.

Section 6: Overall Discussion & Conclusion

This section includes main findings from research activities, learning outcomes and competencies, and labor market policies.

6.1 Main findings from research activities

6.1.1 Focus group/coaching circle findings

- Main barriers to embedding EDI in organizations are lack of time, lack of methods and work culture.
- There is a danger that EDI themes and are seen as a glued-on layer, rather than as practices embedded in organizational culture.
- Emerged competencies were self-awareness, emotional competence, listening & encountering, Self-compassion & mutual learning, and Embodied & holistic knowing.
- The main issues identified relevant for promoting EDI were the creation of a psychological safe space and the ability to expose oneself, to be open, courageous, and vulnerable in front of and with others.
- The best practices suggested for future management education were experiential learning, reactivity and decision-making training, and peer support groups.

6.1.2 Interviews findings

- In the Finnish context the term EDI is not used.

- Equality, diversity and inclusion are more commonly considered as separate concepts, which may sometimes overlap.
- EDI appearance varied, being present in more formal processes such as recruitment or in more informal daily practices in the workplace.
- Challenges perceived by the interviewees were for example different viewpoints, language barriers, lack of time, and unequal setting set by history.
- Identified competencies needed to tackle the EDI were for example emotional competence, conflict management, cultural competence, listening, proactivity and appreciating others.

6.1.3 Social impact assessment findings

- Finland ranks high in reports such as Gender Equality Index, Global Gender Report or, World Happiness Report and Finland has a strong commitment gender equality at the espoused level.
- Finland has made progress towards promoting EDI in its labor market, but there are still challenges and areas for improvement.
- The pay gap between women and men has decreased slowly.
- Equal gender distribution on the boards of Finnish public limited companies has not been promoted by means of legislation.
- The biggest challenges are integrating immigrants into the labor market and ensuring that people with disabilities have equal opportunities to participate in the labor market.
- Improvements require cooperation between the government and employers.

6.2. Learning Outcomes and Competencies

6.2.1 The already existing Learning Outcomes

The identified four main competence areas that the current training provision targets at were:

- **Assessment of the significance of diversity and inclusion**: evaluating the importance of promoting diversity and inclusion in various settings and understanding the impact they have on individuals, organizations and societies.
- **Understanding multiculturalism**: comprehending the existence of multiple cultures and the value they bring, as well as recognizing and respecting cultural differences.
- Knowledge of the **causes and effects of inequality** and income distribution: understanding the reasons why inequalities exist in terms of income, opportunities and rights and the consequences they have on individuals and communities.
- Application of **principles of human behavior and leadership**: encompasses the use of principles related to human behavior and leadership in various situations and contexts. It involves understanding how to effectively lead and interact with others, taking into account their needs and perspectives.

The management training education and professional education had slightly different emphasis in their training provision. Whereas the training provided by universities and universities of applied sciences had a stronger focus on understanding the bigger picture behind equality, diversity and inclusion, the training provided by business management education was more often focused on practical side and applying the EDI principles in practices.

The comparison with the European Frameworks LifeComp, EntreComp and DigComp showed that the current training provision was clearly focusing on the

competencies of LifeComp and EntreComp. From these frameworks, the most often identified competencies were Ethical and sustainable thinking (EntreComp), Working with others, (EntreComp), Collaboration_Engagement (LifeComp) and Critical thinking_Assessment (LifeComp). All the identified competencies are in the table below.

EntreComp	LifeComp	DigComp
Spotting opportunies	P1.1 Awareness and expression of personal emotions, thoughts, values, and behaviour	
Ethical and sustainable thinking	P1.3 Nurturing optimism, hope, resilience, self-efficacy and a sense of purpose to support learning and action	
Self awareness and self-efficacy	**S3 (S3.1-S3.3)** Collaboration_Engagement in group activity and teamwork acknowledging and respecting others	
Taking the initiative	**S3 (S3.1-S3.3)** Collaboration_Engagement in group activity and teamwork acknowledging and respecting others	No identified competencies
Planning and management	L2.1 Awareness of potential biases in the data and one's personal limitations, while collecting valid and reliable information and ideas from diverse and reputable sources	
Working with others	L2.3 Developing creative ideas, synthesising and combining concepts and information from different sources in view of solving problems	

Table 7: Identified competencies from the European frameworks

6.2.2 The missing competencies

There were two competencies that were identified relevant but not mentioned in any of the selected European Frameworks. First one was **valuing and involving EDI principles and requirements to the organizational culture**. This concept was in several context linked to the experience of psychological safety and a safe space. Another missing competence was **Embodied & holistic knowing**.

Several missing competencied were identified from the European frameworks. Some of the main categories of LifeComp were completely missing, for example categories P2 and P3. Any of the DigComp competencies were not identified. Missing competencies from the European frameworks are listed below.

EntreComp	LifeComp	DigComp
Creativity	P1.2 Understanding and regulating personal emotions, thoughts, and behaviour, including stress responses	All the competencies were missing
Vision	**P2 (P2.1-P2.3)** Flexibility_Ability to manage transitions and uncertainty, and to face challenges	

Valuing ideas	**P3 (P3.1-P3.3)** Wellbeing_Pursuit of life satisfaction, care of physical, mental and social health; and adoption of a sustainable lifestyle
Motivation and perseverance	**S1 (S1.1-S1.3)** Empathy_The understanding of another person's emotions, experiences and values, and the provision of appropriate responses
Mobilising resources	**S2 (S2.1-S2.3)** Communication_Use of relevant communication strategies, domain-specific codes and tools, depending on the context and content
Financial and economic literacy	**L1 (L1.1-L1.3)** Growth mindset_Belief in one's and others' potential to continuously learn and progress
Mobilising others	**L2.2** Comparing, analysing, assessing, and synthesising data, information, ideas, and media messages in order to draw logical conclusions
Coping with uncertainty, ambiguity and risk	**L3 (L3.1-3.3)** Reflecting on and assessing purposes, processes and outcomes of learning and knowledge construction, establishing relationships across domains
Learning through experience	

Table 8: Missing competencies from the European frameworks

6.2.3 Identified competencies from the in -depth interviews and focus groups

In focus groups and interviews the participants identified competencies needed to tackle the EDI challenges in practice. Some same competencies were identified, for example the emotional competence. In a table below are listed the identified competencies from the focus groups and interviews.

Focus groups	Interviews
Self-awareness	Capability to take immediate actions
	Self-management
Listening & Encountering	Emotional competence
	Learning to learn
Emotional competence	Conflict management
	Cultural competence
Self-compassion & Mutual learning	Listening
	Proactivity
Embodied & holistic knowing	Creating fairness
	Appreciating others
	Learning by doing
	Communication skills

	Reflection

6.3 Updated version of the labour market policies

6.3.1 Focus on impact

In Finland, the identified discrepancies in the labour market concern the following:

- Gendered labour markets & gender wage gap
- Care tasks divided unequally
- Gender equality in corporate management

Finland ranks high in reports such as Gender Equality Index, Global Gender Report or, World Happiness Report. However, at the same time, the gender pay gap is higher than the European average and it persists. Finland has a strong commitment gender equality at the espoused level (Finnish Goverment, 2022).

Finland is becoming more diverse in terms of immigrants and people of different ethnic backgrounds. However, there are still challenges in terms of integrating these groups into the labor market. The unemployment rate for immigrants is higher than the national average, and there are concerns about discrimination in hiring and workplace practices. Finland has made efforts to promote inclusion in the labor market, particularly for people with disabilities. However, there is still work to be done to address employment and barriers to ensure that people with disabilities have equal opportunities to participate in the labor market.

Table 9: Identified competencied from the focus groups and interviews

Overall, Finland has made progress towards promoting EDI in its labor market, but there are still challenges and areas for improvement. The government and employers will need to continue to work together to ensure that all individuals have equal opportunities to participate and succeed in the labor market, regardless of their background or identity.

6.3.2 Videos of Best Practice

The video interviews describe some well-working practices in a small selection of Finnish companies. The following table summarizes the solutions identified in the five interviewed companies in regard to the three main discrepancies (Gendered labour markets & gender wage gap; Care tasks divided unequally; Gender equality in corporate management) introduced in the previous chapter. Within the discrepancy related to gendered labour markets and the gender wage gap, especially the latter was emphasized in the several of the case examples.

Identified general discrepancy in the Finnish labour market	Identified solutions and best practices in videos
Gendered labour markets & gender wage gap	Case Wunder Case Futurice Case Netlight Consulting Case Centre for Occupational Safety Case Trade Union Pro
Care tasks (e.g. parental leave) divided unequally	Case Netlight Consulting

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Gender equality in corporate management	Case Futurice Case Netlight Consulting

Table 10: Solutions identified in the interviwed companies

The five video interviews showcase some examples of practices in organizations of how to promote equality, diversity and inclusion in the Finnish labour market.

In **Wunder** case can be identified solutions to gendered labour markets. They introduce two practices: psychological safety group and safe space principles. The initiative for the psychological safety group originally came from employees themselves, so the employees in Wunder understand the importance of psychological safety and know how they can be involved. Safe space principles on the other hand are not yet implemented as well as psychological safety. Changing the culture with the safe space principles still requires more change management.

Identified solutions in **Futurice** case are related to gendered labour markets and gender equality in corporate management. As a solution to the gender equality in corporate management they have a mentoring program for inclusive management. Mentoring program educates managers about inclusivity and creates leadership paths for more diverse groups. Futurice also created an inclusion canvas which is a new tool for product and service development team centered especially on inclusivity, thus promoting inclusive product and service development.

In **Netlight Consulting** case all three identified discrepancies in labour markets are considered. Netlight Consulting considers gender equality for example in recruitment, wages and career development. Their current structure also pays parents equally during their parental leave. In addition to the financial support, their culture is supportive for equal parenthood.

Centre for Occupational Safety responses to discrepancies in gendered labour markets and gender equality by large-scale educational activities and publications. For example, their yearly occupational safety and health course shares basic information of diversity. Some of their publications related to these themes are Working Together handbook and Manager's check list.

In **Trade Union Pro** case the focus is mainly on gendered labour markets and gender wage gap. Trade Union Pro represents managers and specialists both from private and public sector industries and that way influences and increases equality in the working life.

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