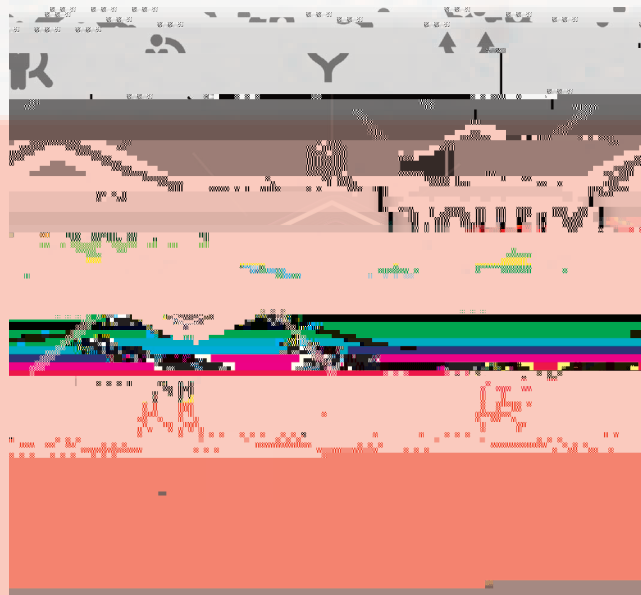


# INCREASING EQUITY AT THE WORKPLACE

TRAINING AND CAREER DEVELOPMENT  
SYSTEM TOOLKIT



STEP 1:  
CONSIDER VARIATIONS  
IN EQUITY

FOR COLLEGE STUDENTS

December

12/15/2023  
12/16/2023  
12/17/2023  
12/18/2023

Work Equity | a | a | e | f | e | C | e | f | S | c | a | l | a | a | a | e | d | C | e | e | S | c | a | W | .  
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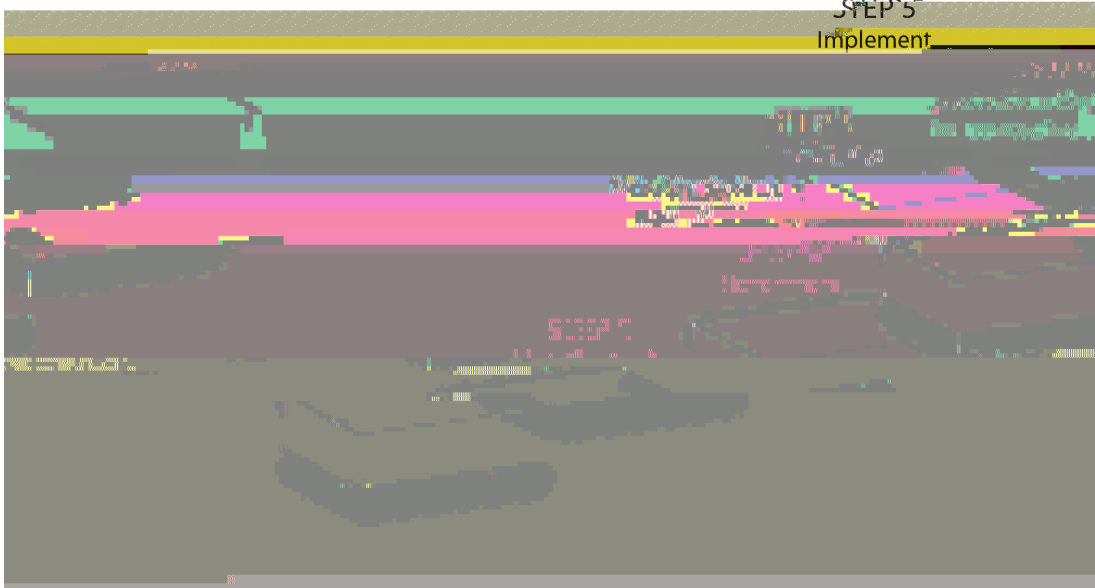
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a | b | . | : | // | .bc.ed./c | e | /bc-eb/c | / | er/c | e | f | r | c | a | -  
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.0. **Implement**

The first step in the implementation process is to identify the current state of the organization and the desired future state. This involves a thorough analysis of the organization's strengths, weaknesses, and opportunities. The next step is to develop a strategic plan that outlines the organization's vision, mission, and goals. This plan should be based on a clear understanding of the organization's current state and the desired future state. The final step is to implement the plan, which involves putting the plan into action and monitoring progress.



.1. **Implement**

The second step in the implementation process is to develop a strategic plan. This plan should be based on a clear understanding of the organization's current state and the desired future state. The plan should outline the organization's vision, mission, and goals. It should also identify the key areas of focus and the resources needed to achieve the organization's goals. The plan should be developed in a way that is consistent with the organization's values and culture. The final step is to implement the plan, which involves putting the plan into action and monitoring progress.

**Option 1:** You could use the existing workforce as a starting point. This would involve identifying the current skills and knowledge of the workforce and determining what additional training and development is needed to meet the organization's needs.

**Option 2:** The existing workforce could be used as a starting point, but it would be necessary to identify the specific skills and knowledge needed for the organization's future success. This would involve a thorough analysis of the organization's current state and the desired future state. The next step would be to develop a strategic plan that outlines the organization's vision, mission, and goals. This plan should be based on a clear understanding of the organization's current state and the desired future state. The final step is to implement the plan, which involves putting the plan into action and monitoring progress.

.2. **Implement**

The third step in the implementation process is to implement the plan. This involves putting the plan into action and monitoring progress. It is important to have a clear understanding of the organization's current state and the desired future state. The plan should be developed in a way that is consistent with the organization's values and culture. The final step is to implement the plan, which involves putting the plan into action and monitoring progress.

But how do we know if we are on track? We need to have a way to measure progress and to identify any areas where we are falling short. This involves setting up a system of monitoring and evaluation that allows us to track our progress against the goals and objectives of the plan. We need to have a clear understanding of the organization's current state and the desired future state. The plan should be developed in a way that is consistent with the organization's values and culture. The final step is to implement the plan, which involves putting the plan into action and monitoring progress.

Y... a... a... a... c... de... e... e... Ta... a... d... Ca... ee... De... e... S... e...  
e... a... fa... e... e... d... e... e... r... c... a... d... de... a... c... de... er... e... d... e... e... a... a... ed  
d... e... e... :

- 1. acer /e... c... er,
- 2. e... de... de... er,
- 3. er... a... e... a... ,
- 4. a... er,
- 5. e... a... a... a... ,
- 6. a... a... bac... d... r,
- 7. ab... er /d... r... ab... er, a... d
- 8. b... arr... ca... r... (f... er... a... e... a... -... e... r... f... -... e... e... e... e... -... e... e... ,
- 9. c... ac... r... e... e... e... er).



W... ee #6 (f... a... er) f... c... er... e... e... e... Le... e... r... f... C... a... e... a... a... ,  
Ta... a... d... Ca... ee... De... e... S... e... .

1. P... c... er
2. P... ac... c... er
3. R... a... , Da... a... C... ec... , a... d... E... a... a... ,
4. R... er... a... d... Acc... ab... er
5. C... e... e
6. C... a... e
7. C... ca... r...

(P... e... e... e... O... e... e... B... e... f... e... Ta... a... d... Ca... ee... De... e... S... e... T... f... e...  
d... c... r... f... e... Le... e... r... f... C... a... e... .)

### Task 1: Consider Variations in Employees' Equity Experiences

D... ec... r... :

W... ee #6 (f... a... er) a... r... e... e... e... a... a... a... ab... e... e... e... c...  
e... Le... e... r... f... C... a... e... Ta... a... d... Ca... ee... De... e... S... e... e... e... e... e... e... e...  
e... e... r... d... r... a... a... e... r... f... e... e... d... e... e... .

F... e... ac... f... e... f... e... r... e... ab... e... d... e... e... de... a... c... a... d... r... c... a... de...  
f... ce... l... e... c... e... r... f... c... e... e... e... be... /... e... e... e... e... a...  
e... ec... d... be... a... a... a... e... r... a... ac... fe... .

C... e... e... er... a... e



# A

#



A: *[Faint, illegible text]*

Eer fde e acer/ e, c er:

Eer d e e e de de er:

Eer d e e res a e a r:

Eer fde e a er:

Eer d e e a a a r:

Eer d e e a a bac r:

Eer d e e ab er/dr ab er:

Eer b d e e arr ca (e. a - e . f - e, e e - e e , c ac . e er):



... # ( )

A

Eer fde e acer/e, c er:

Eer d e e e de de er:

Eer d e e r e a e a , r:

Eer fde e a er:

Eer d e e a a a , r:

Eer d e e a a bac , dr:

Eer d e e ab er/dr ab er:

Eer br d e e a r r ca , (e . , a - , e . f - , e , e e - , - e e , , c , ac , . e er):



# Letter A

Letter A sound: /eɪ/ (eigh) # ( )



Letter A sound: /eɪ/ (eigh) # ( )

Eigher feedee acer/eigher:

Eigher dedeede der:

Eigher dedeere e a:

Eigher feedee a er:

Eigher dedee e a a:

Eigher dedee a a bac dr:

Eigher dedee ab er/dr ab er:

Eigher br dedee carr ca (eigher eigher):







# A

... # ( )



A. ...

Eer fde e acer/e, c er:

Eer d e e e de de er:

Eer d e e r e a e a r:

Eer fde e a er:

Eer d e e a a a r:

Eer d e e a a bac r dr:

Eer d e e ab er/dr ab er:

Eer br d e e a r ca (e. a - e . f - e, e e - e e , c ac . e er):







# Workforce Development Strategy

