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<center>EDHC Final Part One: Revised Tools</center>

Over the course of the semester, three tools were completed that addressed different topics that are deeply intertwined with the area of human capital.

The first tool explores the stigma women holding remote positions face due to gender stereotypes. Bhagyashree Barhat and Malar Hirudayaraj's article *Emerging Career Realities During the Pandemic: What Does it Mean for Women's Career Development?* largely attributes this to the fact that women generally take on more child care and domestic responsibilities than men (Barhat and Hirudayaraj, 2021). The underlying idea is that women are expected to fulfill two jobs while in the remote workforce: homemaker and an organization's employee. After the pandemic, there is a large increase in the number of women that possess remote positions. Initially, this was perceived as a largely positive shift. This was quickly disproven as there are increasing concerns that women with remote positions are perceived as less dedicated due to their familial obligations (Barhat and Hirudayaraj, 2021). This is where Women Networked, a career development tool aimed at aiding women in their remote careers, comes into play. Women Networked is designed with respect to the idea of a kaleidoscope career. A kaleidoscope career is defined by Lisa A. Mainiero and Sherry E. Sullivan as a career that upholds the want for authenticity, balance, and challenge (Mainiero and Sullivan, 2006). Women Networked begins by asking the user a series of questions regarding their career goals and personal goals as they pertain to a family. On the basis of her answers, she is provided with advice regarding available remote positions and training opportunities as well as career advising.

The second tool lays out the details surrounding a training program designed to combat data mismanagement. Data usage is an avenue in which companies can monitor trends, create customer profiles, and identify new business opportunities. As the world becomes increasingly more digitized, there are increasing reports of instances of grossly negligent or unethical usage of data. Forbes details an instance in which a tech company working with sensitive customer data an innumerable amount of people have access to the company's data and there is no guarantee that the data is being used ethically (Herzberg, 2023). The consequences of negligent or unethical organizational use of data are enormous and range in severity. The Data Access, Security, and Usage training program aids to combat this issue by using a three module system that incorporates the use of quizzes and modules. The goal is to instill a profound understanding of ethical data management and protocols within the organization as well as identifying ways to improve data management within the organization. The foundation of this tool lies in the idea of cognitivism learning theory. This learning theory is defined by Open University as one assigns importance to structure, the organization of knowledge into models, and the importance of retention and recall of information (The Open University, 2020). This is all reflected in the structured nature of the training program as well as the incorporation of quizzes and discussion questions.

The third and final tool looks to expand the usage of the Data Access, Security, and Usage training program into Uruguay. Uruguay is a very small country with a population of approximately 3.5 million with its capital city, Montevideo, located on the coast (National Geographic, 2023). The official language of Uruguay is Spanish; however, there are strong Italian influences on the Spanish spoken in Uruguay (Cortez, 2022). Thus, a baseline understanding or literal translations of Spanish are not sufficient in a professional context here.

Uruguay's professional culture is very personable where it is customary to have prolonged meetings, greet with a kiss on the cheek, and even share details about one's personal life (New Zealand Trade and Enterprise, 2023). Overall, the professional culture in Uruguay is much more open. All of these differences are taken into account in the adjustments that will be made to the Data Access, Security, and Usage training program. First and foremost, the training program must be translated in a way that is conducive to the individual dialect and vocabulary found in Uruguay. This is because of the strong Italian influence on the language. The second adjustment is the removal of discussion questions in the modules due to the existing open communication in professional contexts in Uruguay. Finally, the use of surveys as a means of evaluation could come across as cold and impersonal in Uruguay; therefore, they will be replaced with a pre planned meeting.

Tool	Feedback	Revisions
Tool #1	I did not receive feedback on this assignment as I received full points on the assignment.	Because I received full points and did not receive feedback, I left the assignment as is.
Tool #2	I did not receive feedback on this assignment as I received full points on the assignment.	Because I received full points and did not receive feedback, I left the assignment as is.
Tool #3	Details surrounding a smaller pilot program and its respective evaluation were not included in the original tool.	I elaborated on how I think a small pilot program could be administered and evaluated in a way that is conducive to the professional culture of Uruguay. This includes: ● The sole completion of the first module ● Use of certain data points to measure whether or not information is retained

		● Scheduled meeting that provides a space for employees to express their feelings about the program

Tool #1: Rising Stigma Directed Towards Women Working Remote Positions

Bhagyashree Barhat and Malar Hirudayaraj's article *Emerging Career Realities During the Pandemic: What Does it Mean for Women's Career Development?* explores increasing stigma driven by outdated gender stereotypes directed towards women who possess remote positions. This is largely attributed to the fact that women generally take on more child care and domestic responsibilities than men. These additional responsibilities are at the forefront of the factors that often limit women's ability to pursue her desired career. Therefore, the convenience of working at home is quite obvious. With the COVID pandemic, women's family and professional domains became blended together in a way that was initially seen as helpful to the working woman (Barhat and Hirudayaraj, 2021). The lack of flexibility and gaps in work experience women often face are somewhat thwarted with the existence of remote work as it enables women to balance both the family and professional domain (Barhat and Hirudayaraj, 2021). The authors explain that women in remote positions are voicing rising concerns that they are frequently viewed as lazy or as inferior workers due to their familial responsibilities while working at home. This issue directly deals with gender based discrimination in the workplace as women are made to feel inferior as employees and intimidated within the organization.

With respect to the idea of a kaleidoscope career, one that an individual controls with respect to their individual circumstances or limiting factors, I propose the creation of a career development tool titled Women Networked. Women Networked is a career development tool centered around the idea of pursuing remote career opportunities in accordance to the other life circumstances in which women face. In the context of this career development tool, the aforementioned circumstances are a reference to the additional domestic responsibilities women take on, namely child rearing. Women will continue to face patriarchal workplace settings and societal pressures to assume domestic responsibility, so my tool is aimed at circumventing the challenges in the article from the start. Sherry E. Sullivan and Shawn M. Carraher describes the kaleidoscope career model as one that shifts as needed to best fit their life at that time (Sullivan

and Carraher, 2009). My career development tool draws on the ideas of career planning as well as personality quizzes. Women who use the tool will take a quiz that features a series of questions surrounding both her career and circumstances at home. These include but are not limited to the desired field of work, desired number of kids, whether or not she already has kids, and the timeline in which she wants to achieve both her familial and professional goals. From there, she will be directed to a large bank of information. This will allow her to access knowledge regarding what training opportunities are available to her, remote positions available to her, and career advising surrounding what decisions she should make professionally. For example, it could be established what career objectives are best to achieve before having kids as well as good positions within the field in terms of reentering the workforce as a woman. The implementation of a rank of companies on the basis of other women's experiences there as remote employees would also be beneficial. The article specifically states that women, regardless of whether or not their workplace is seemingly supportive, are frequently prevented from pursuing their career due to other familial obligations (Barhat and Hirudayaraj, 2021). Therefore, this issue transcends the workplace environment and the stigma that exists there. Because of this, I believe women should be given a career development tool that gives them an idea of where to start and where to go next in an effort to create a career that best suits them. Lisa A. Mainiero and Sherry E. Sullivan establishes that the kaleidoscope career model holds that people want authenticity, balance, and challenge (Mainiero and Sullivan, 2006). Women in remote positions cannot uphold any of the previously stated without being equipped with the knowledge and power to build their career in a way that avoids the challenges detailed in the article from the beginning.

The challenges described above are far reaching in scope. As the world continues to gravitate towards remote work, women will increasingly find themselves in positions where they may feel undervalued. Moreover, women all over the world may be left to feel as though they are seen as inferior to their male colleagues that do not face the expectation of being a homemaker as well. While the above negatively impacts women in remote positions everywhere, it is likely to disproportionately impact certain women. This includes but is not limited to single mothers, women who are the breadwinner and caretaker, women facing poverty, etc. This is an issue that certainly holds the capacity to impact me on a personal level as I may be put in a position where I am subject to discrimination or unfair treatment on the basis of my responsibilities in my

personal life. The implications of stigma surrounding women in remote positions is even farther reaching when considering the intersectionality of DEI issues. A uniform female experience does not exist as there are an innumerable amount of identities that compose the world population of women. For example, the challenges described within the article may look and feel different for a woman who is also black, an immigrant, or disabled. Thus, this is an important issue in an increasingly more remote workforce that holds the capacity to impact a massive and diverse range of women.

Tool #2: Addressing Data Mismanagement

Introduction: Data management is at the forefront of an increasingly digitized world; however, as the practice becomes increasingly popular, organizations face the problem of data mismanagement. This can present itself in a number of different ways ranging from inefficient business operations to cybersecurity threats. To combat inefficient data management, I propose the use of a training program titled Data Access, Security, and Usage. This training program aims to address inefficient data management within organizations by promoting the personal mastery of a streamlined way of managing the use of customer data. The aforementioned is achieved through an online, go at your own pace training program that employees can complete when it is most convenient for them. The program itself will walk employees through the platform in which they will request access to data, provide information regarding who can grant them said access, and other likewise pertinent information. Thus, this training program adheres best to a cognitivist approach to learning. This is due to the structured approach to this training program as it will be administered in a series of three stages where each is accompanied by a quiz or discussion group. The primary resource required is access to a computer or laptop that can support the training program and data management platform. This should not be difficult as a large corporation or organization will likely be able to provide these resources. After completing the program, employees will have a better understanding of the data access process within their institution as

well as understand cybersecurity and its centrality to one's job. This should not be a costly

process as it mirrors asynchronous work administered in academic institutions on a regular basis.

Training Title: Data Access, Security, and Usage

The Problem: As mentioned prior, data usage holds growing importance in the context of

companies and organizations. Companies such as TikTok, Twitter, Spotify, and Apple are all

examples of companies that are reliant on the use of customer data to effectively operate. This is

because it permits the analysis of trends, the creation of customer profiles, or creation of new

revenue by selling data to other companies (Freedman, 2023). All of the aforementioned aid

businesses in developing a better understanding of their customers and frequent changes in the

market. However, ethical concerns surrounding the use of customer data, especially the sale of

customer data, are at the center of heated debates surrounding technology use. These concerns

are heightened with an increasing number of reports of inefficient and negligent data

management within organizations. A report by Forbes states that a tech company working with

sensitive customer data has left employees and engineers feeling overwhelmed and unable to

effectively control who can access the data that they use (Herzberg, 2023). This is due to an

overly complicated system of requesting access to data and a lack of understanding as to who has

authority over granting access in general. This has led to a lot of confusion and a massive threat

to the privacy of their customers. A lot of times, access is granted for an indefinite amount of

time where it cannot be guaranteed that only the person who requested access to the data is using

it. A cloud data engineer within the tech company explains that an innumerable amount of people

have access to the company's data and there is no guarantee that the data is being used ethically

(Herzberg, 2023). The potential consequences of this are enormous for both the company and the

customers. A data breach resulting in access to sensitive information can result in the customer

becoming a victim to cybercrime. The company will suffer from a tarnished reputation and even experience far reaching consequences such as stolen intellectual property. While inefficient management of data can certainly result in extreme scenarios such as data breaches, it can also simply hinder business operations. LinkedIn states that poor data management can result in businesses failing to identify opportunities and making business decisions on the basis of inaccurate figures or predictions (LinkedIn, 2022). At its core, the issue of inefficient data management is partially due to a lack of organization and understanding of the way in which data access works within a given organization. For example, the lack of understanding of who even has authority over granting access to customer data discussed in the Forbes article. This is where a learning solution can facilitate a more streamlined process of accessing data and bridge existing gaps in knowledge surrounding the process within the organization.

Learning Theory: The Data Access, Security, and Usage training program aligns best with cognitivism. This is largely due to the format of the training program. Open University defines cognitivism as a learning theory that assigns importance to structure, the organization of knowledge into models, and the importance of retention and recall of information (The Open University, 2020). The training program grants the employee, the learner in this case, the ability to interact with a set bank of information in a very structured manner. This adheres closely to the principle of cognitivism surrounding the importance of structured learning and the organization of knowledge. The program itself is structured in such a way that the employee must complete it in three interactive stages. Each stage deals with a certain set of information pertaining to the subject at hand. The different stages reflect the organization of information into models. This makes it so that the learner interacts with the information in a way that flows and builds upon itself. After each stage of learning, there will be a means of testing the learner's retention of the

information by activities that require the recall of the information. These activities can take the form of short quizzes or discussion posts. This very obviously aligns with cognitivism as retention and recall are central to cognitivism as stated prior.

The Solution: I propose a training program that aims to combat data mismanagement by bridging the gaps in understanding of the process of accessing data within the organization and who oversees the access of data. Additionally, the program aims to instill a profound grasp of the importance of cybersecurity and the potential consequences of data mismanagement. This includes highlighting the personal consequences employees would face should they put the company at risk through negligent data management. All of this is important in establishing effective data management as a central part of people's jobs. This training program is intended for those who will access and interact with the data the organization possesses. This includes both employees that must request access to the data and employees with authority over who has access to the data. The program is intended to be completed online at the desired pace of the employee in order to accommodate for an existing work schedule. That being said, the training is designed in a way that it could be completed within a couple of days. To incentivize completion of the program, the employee must complete the training program before having the ability to make any additional requests to access data. The organization will be in charge of ensuring that every employee has access to the program as needed through their work related devices. For example, the organization must ensure that an employee could complete the program on their work provided laptop.

Learner Objectives/Outcomes: This training program consists of three primary learning objectives or outcomes consistent with addressing the mismanagement or misuse of data within an organization. These objectives are:

- Develop a respect and comprehensive understanding of the importance of data security and the seriousness of the consequences associated with poor data management (i.e cybercrime)

- Master the process in which the organization requests access to data as well as know the identities/roles of those in charge of granting access to company data

- Recognize the centrality of proper data management to one's job and identify ways in which one can contribute to improving data management within the organization

Training Framework:

Learner Objective	*Knowledge or Skills Addressed*	*Activities*
● Develop a respect and comprehensive understanding of the importance of data security and the seriousness of the consequences associated with poor data management (i.e cybercrime)	● Knowledge of cybersecurity ● Knowledge of ethical data management	● Completion of Stage One:a comprehensive overview of cybersecurity, its impact, and organizational expectations surrounding data management ● A short quiz is to be administered on this information where one must score at least a 95% in order to proceed to the next stage
● Master the process in which the organization requests access to data as well as know the identities/roles of those in charge of	● Software proficiency as it pertains to accessing data ● Knowledge regarding the internal processes of the organization	● Completion of Stage Two: the employee is provided with in depth tutorials and explanations surrounding how to request access to data, who is in charge of granting

granting access to company data		access, and how this access should be documented ● A short quiz is administered concerning the above that the employee must score at least a 95% on
● Recognize the centrality of proper data management to one's job and identify ways in which one can contribute to improving data management within the organization	● Knowledge regarding one's role within the company ● Ability to identify instances of data mismanagement/misuse	● A discussion board where employees can identify and discuss where they have noticed data mismanagement within the company and propose ways of addressing them ● A place where employees can voice any concerns they have regarding the subject to the company if they feel so inclined

Estimated Cost: The cost of this training program should be similar to any likewise online training program should the company try to outsource for this program. If using their own human resources department, the company should be able to easily administer the program for a lower cost. This is evident in that universities and educational institutions frequently administer asynchronous work accompanied with quizzes and discussion boards on a very routine basis.

Training Transferability: This training program deals with knowledge that is very intertwined with the work of the employees that would be participating. The employee would develop a much better understanding of the way in which the organization goes about granting access to data. This holds the ability to streamline the process in a way that is efficient and requires less

asking around for assistance or access. Additionally, it ensures a unified understanding of the importance of data security to the company. A respect for data security and acknowledgement of the consequences of a lack thereof can aid in preventing an employee from accidentally putting an organization at risk. Finally, the training program offers an opportunity for employees to report any concerns or identify practices of concern to the company. This aids an organization in making any necessary changes.

Evaluation: The evaluation of this training will take on several different forms. In terms of gauging reaction, a survey will be administered to all employees that participated in the training program. This survey will ask a series of questions aimed at understanding the employees' experiences and opinions regarding the program. As for the evaluation of learning, the aforementioned survey should also include questions regarding whether or not employees feel as though the training gave them a better understanding of data management within their organization. With respect to behavior, the organization should monitor instances of data mismanagement and routinely check in with employees to see if instances of data mismanagement are continuously occurring. This goes hand in hand with results as the desired outcome is improvement in data management and decrease in instances of mismanagement.

Tool #3: Expanding Into Uruguay

In addition to the United States, the Data Access, Security, and Usage training program will be implemented in Uruguay. Uruguay is a small country located in South America bordering Argentina and Brazil. Uruguay has a population of slightly under 3.5 million people and its capital city, Montevideo, is located centrally on its coast (National Geographic, 2023). Uruguay's official language is Spanish. However, a large amount of Portuguese is spoken in Uruguay due to

its proximity to Brazil while the Spanish spoken in Uruguay is heavily intertwined with Italian (Cortez, 2022). Therefore, it is extremely important that an understanding of the unique vocabulary and dialect of Uruguay is thoroughly established when conducting business there. This is because a baseline understanding of Spanish is not sufficient in a professional context in Uruguay. Like many Central and South American countries, Uruguay's professional culture is very relationship oriented where building trust through fostering a personal connection is imperative. It is very common to be greeted with a kiss on the cheek and beginning a business meeting with a conversation about details of your personal life (New Zealand Trade and Enterprise, 2023). A notable difference between the professional culture in the United States and the professional culture in Uruguay is that Uruguay operates at a much slower pace. For example, it is not a professional custom to respond to an email with urgency. It is customary to schedule meetings at least two weeks in advance where meetings will typically last between two and three hours (New Zealand Trade and Enterprise, 2023). These are usually conducted over lunch or dinner. The typical work week in Uruguay is the same as that in the United States. The business culture is generally very formal and conservative in attire and etiquette with the exception of punctuality (eDiplomat, 2023). Uruguay has access to modern technology and strong engineering talent as well; therefore, access to technology and the Internet is not a concern in Uruguay. All of the previously established information is extremely important to account for when conducting training in Uruguay. This is because respecting cultural differences is extremely important in building meaningful professional relationships. Additionally, an understanding of cultural differences should be well established before expanding business internationally. This means understanding what different issues look like in different cultures. In the case of the Data Access, Security, and Usage program, this means knowing what data

mismanagement and ethical data use looks like in Uruguay and beyond. Laws surrounding data usage and data security on an international scale are very different from that on a domestic level in the United States.

In regards to the implementation of the Data Access, Security, and Usage training program, the program is actually pretty conducive to Uruguay's professional culture. This is because, first and foremost, it is self directed. This compliments Uruguay's lack of importance assigned to punctuality within the work day. This allows an employee in Uruguay to complete the program at the pace most comfortable for them with respect to what that means in their professional culture. The limitations associated with neglecting to complete the course, the inability to access data until it is completed, will aid in combating a lack of completion of the program. The learning theory of cognitivism translates to its implementation in Uruguay due to the fact that the program will retain its structure. The textbook identifies structure and memory recall as central to cognitivism (Mcquire, 22). The program will remain highly structured in its use of different modules to present information pertaining to data management. This still includes knowledge of cybersecurity, proficiency in data management softwares, and the ability to identify instances of data mismanagement. After the completion of each module, there will be a series of quizzes regarding the information covered as established in Tool #2. The use of discussion questions will be removed from the program as Uruguay already has a sociable professional culture where discussion is very normal. The skills and knowledge sets addressed by this program include software proficiency, the ability to identify instances of data management, and general knowledge regarding data management. These skills are adapted and applied through the presentation of the information with the asynchronously completed modules and the quizzes that follow. Because Uruguay has ample access to the Internet and technological appliances such

as laptops, there should not be any issue with administering the training program online. While the central structure will remain the same, certain changes will need to be made to the program to account for the cultural differences that exist between Uruguay and the United States. First and foremost, the program will need to be adapted to Spanish. More specifically, the program will need to be translated with respect to the dialect used in Uruguay. As mentioned prior, there is heavy Italian influence on the Spanish spoken in Uruguay. This means that very literal translations of information will not suffice. This requires the expertise of those that are familiar with the Spanish spoken in Uruguay. Another necessary adjustment will be to the way in which the results of the program will be assessed. The program proposed includes the use of surveys administered to the participants of the program. Because of Uruguay's personable business culture, I believe it is best that a meeting is scheduled ahead of time that invites an open conversation between employees. I think it is a reasonable concern that a survey administered via email or WhatsApp, a popular messaging app in South America, could come across as cold and subsequently damage business relations. After these small adjustments are made, a smaller pilot program should be administered in order to determine its effectiveness in Uruguay. I believe this can be effectively done by administering the first module of the program centered around data management in general first. The employees located in Uruguay can complete the first module under the same conditions they would if they were completing the whole thing. This means that they can work at their own pace until completing the module and then take the quiz questions administered at the end. The first attempt scores on the quizzes should be noted in order to try to gauge how much information was retained immediately after completing the module. Next, the average amount of times it takes to achieve the required score of 95% should also be recorded. This data would be valuable in determining whether or not the module is actually promoting the

learning and retention of information as opposed to an employee trying to complete the training as fast as possible. Finally, a meeting should be arranged in advance that provides a space for employees to voice their opinions about the training program as a whole. Due to the more personable and open professional atmosphere found in Uruguay, this would provide employees a space to express their sentiments about the program in a context that is comfortable and familiar.

Conclusively, I believe the Data Access, Security, and Usage training program, at its core, compliments the professional culture of Uruguay well. Thus, with small adjustments to the details of the program, it would be easy to administer in Uruguay.

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