

Toolbox supporting diversity auditor in the workplace



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About Tuned Up project

TUNED UP aims at increasing competences of SMEs and their employees in diversity management by developing innovative and comprehensive instruments such as e-tools and guidelines for employers and human resource managers. Diversity ambassadors could play a key role in a better management of a diverse workforce. Therefore the project aims at promoting the concept of diversity ambassadors and providing training materials to enhance their competences and skills.

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Introduction

“Toolbox for supporting diversity auditor in the workplace” is designed guidelines to help the “Diversity Ambassador” while conducting his auditing role, within the organisation. These guidelines include a set of 24 different tools grouped around the 8 different tasks, defined by “Tuned Up!” as being the main tasks of the “Diversity Ambassador”.

These tools have all been presented in a unified template in order to make their understanding and use easy and to incentive a quick implementation in particular professional situations (e.g. when implementing a diversity project in the organisation, ...)

These guidelines are presented is structured in 2 parts:

1. The first one refers to the profile of the “Diversity Ambassador” and the tasks that he/she should undertake on a daily basis.
2. The second one presents the specific tools that have been selected to support the “Diversity Ambassador” in his/her function. Each tool is presented in a table including the following items:
 - The tool (Name and related task)
 - Objective(s) of the tool
 - Benefits of the tool
 - How to use it
 - Example/Case study (organisation, description, results)
 - References
 - Further readings
 - Ownership of the tool

1. Profile of the diversity Ambassador

From organisational and Human Resources perspectives, any position within any organisation needs to be defined and the profile of the person who should be fulfilling it, must be clarified previously to opening a recruitment process. This is equally valid for the position of “Diversity Ambassador”.

We will base our statement for defining this profile on real practices by organisations that already have a “Diversity Ambassador”, “Diversity Manager” or “Diversity Officer”. Our research shows that for these organisations, the following three (3) elements form the basic part of position profile:

- Qualifications
- Skills
- Work experience

Qualifications

In all cases, it is important that the candidate to become “Diversity Ambassador” holds a university degree in one of the following subjects:

- Psychology
- Business Administration
- Human Resources Management (HRM)
- Law
- Public administration studies
- Sociology

Skills

Because a “Diversity Ambassador” is a quite sensitive role, many skills are required from the candidate and on top of them the following transversal ones are a must:

- Traceable knowledge related to the topic of diversity.
- Good communication skills.
- Multicultural acceptance and sensitivity.
- Capacity to build relationships.
- Negotiation skills.
- Team working ability.
- Conflict resolution skills.
- Proactivity.

Work experience

A relevant work experience where a commitment to diversity can be shown is definitely an added value for the candidate to fulfil the “Diversity Ambassador” position.

Previous professional experiences in the voluntary service, international cooperation, local or regional governments government, are very valued for the position.

2. Tasks of the diversity Ambassador

In order to identify and elaborate a list of suitable tools to be used by the “Diversity ambassador” and assist him/her in its role, we have taken the approach consisting in defining first the main tasks that he/she will be in charge of. The following is a non-exhaustive compendium of tasks:

Task 1

Company diversity audit related to diversity

Task 2

Designing diversity strategy and programs

Task 3

Implementing diversity strategy and programs

Task 4

Designing and implementing trainings and events in the field of diversity

Task 5

Evaluating the company’s diversity strategy and programs

Task 6

Designing and implementing the company’s communication tools (internal & external) in the field of diversity

Task 7

Solving conflicts derived from the diversity area

Task 8

Recruiting employees from more diverse candidate pool

3. Toolbox for supporting diversity Ambassador

3.1. Tools for supporting task 1 **Company diversity audit**

3.1.1. Tool: Diversity SWOT analysis

Tool	Name	Related task
	1 SWOT analysis	Task 1: Company diversity audit
Objective	The objective of the SWOT analysis is to present the current situation of the company in terms of diversity management.	
Benefits	By conducting a SWOT analysis, the company will be able to: <ul style="list-style-type: none"> - Determine where it stands in terms of diversity management on the basis of 4 key areas (Strengths, Weaknesses, Opportunities and Threats) - Define those changes that need to be implemented to achieve the company's diversity objectives. 	
How to us it	Step 1	Identify the strengths of the company in terms of diversity management.
	Step 2	Identify the company's weaknesses in terms of diversity management.
	Step 3	Identify the opportunities that are offered to the company to improve diversity management.
	Step 4	Identify the threats that company could face in the field of diversity management.
	Step 5	Summarise the situation on the basis of the output. This summary will then be used to define the objectives and actions to take to achieve them.
Example/ case study	Organisation	College of Business Administration (COBA) Abilene Christian University (Texas -USA)
	Description	In 1997, COBA has designed a Diversity Strategic Plan that has been reviewed in 2004. These are some of the identified goals: <ul style="list-style-type: none"> - Insure an environment exists where discrimination against students, staff, and faculty does not occur. - Increased representation of qualified minorities in undergraduate and graduate business programs. - Increased representation of qualified minorities in underrepresented groups in academic teaching and administrative positions. To review this plan, a task force belonging to the college has conducted a SWOT analysis in 2004.
	Results	The Diversity Task Force identified COBA strengths, weaknesses, opportunities and threats by evaluating information obtained from respondents to our 2004 faculty/staff survey. Strengths <ul style="list-style-type: none"> - Location in a large and diverse metropolitan area.

		<ul style="list-style-type: none"> - Hiring plans include strategies to attract a diverse population. - Substantial diversity in the COBA's Ph.D. program. - Provide an excellent environment for attracting and the retention of a diverse faculty. - Faculty maintain contact over 15 minority higher education institutions. <p>Weaknesses</p> <ul style="list-style-type: none"> - The recruiting environment for African American faculty applicants is highly competitive. - Retention of female faculty is difficult because they are in great demand nationally. - Not able to recruit well-qualified members who are female, Hispanic and Native American primarily because COBA is sometimes unable to offer competitive salaries. <p>Opportunities</p> <ul style="list-style-type: none"> - Create more dialogue at formal and informal departmental meetings on diversity. - To reach out to prospective students through participation in various organizations that encourages diversity in the local community. - Faculty members can mentor women and minorities. <p>Threats</p> <ul style="list-style-type: none"> - The inability to provide significant raises to women and minority faculty will make it difficult to retain them. - Lack of new positions will not allow COBA to recruit a more diversified faculty. - Lack of a sense of urgency in the college to make diversity a top priority. 	
References	<ul style="list-style-type: none"> - Mindtools: SWOT analysis - Bplans: What is a SWOT analysis? - NetMBA: SWOT analysis 		
Further readings	<ul style="list-style-type: none"> - Strategic diversity plan (College of Business Administration, Committee of diversity, 2004) 		
Ownership of the tool (Copyright)	Open		

3.1.2. Tool: Focus Group for auditing diversity

Tool	Name	Related task
2	Focus group for auditing diversity	Task 1: Company diversity audit
		
Objective	This tool will allow compiling a valuable and deep feedback about diversity, from key stakeholders in the company.	
Benefits	<p>It is important to mention that a “good focus group” requires an important preparation work in order to take a real advantage of all its benefits. It requires lots of planning before involving the target group. As a research technique, Focus groups have several benefits when used for auditing diversity in organisations. They can:</p> <ul style="list-style-type: none"> - Reveal lots of detailed information about different dimensions at a deeper level than a normal survey. - Create the positive environment that is needed to allow participants to be comfortable and thoughtfully answer questions by using their own language and showing their perceptions. This adds meaning to their answers. - Provide information through the participant’s non-verbal language. - Facilitate information more quickly than separate interviews. 	
How to us it	Step 1	<p>Defining the focus group</p> <ul style="list-style-type: none"> - Small and different groups of six to ten people to allow the discussion to be as reach as possible and to produce valid results. - The discussion needs to be managed by an expert facilitator who should try to generate as many ideas/opinions as possible from all participants, within the planed time (around 1 to 1.5 hours). - Although the discussion is open and free, it needs to be structured around clearly defined questions.
	Step 2	<p>Designing the focus group questions</p> <ul style="list-style-type: none"> - The number of questions should be kept around 10. - To make questions quicky understandable to participants, these should be short, formulated with clear words, focused on one only topic, open-ended or sentence completion types and Non-threatening/embarrassing. They also should avoid short answers (with a “yes” or “no”). - The mix of questions needs to include: <ul style="list-style-type: none"> . Engagement questions, that make participants comfortable. . Exploration questions, that go deep in the topic. . Exit question to see if everything has been covered.
	Step 3	<p>Selecting participants</p> <ul style="list-style-type: none"> - Define all criteria that participants need to comply with.

		<ul style="list-style-type: none"> - Consider the homogeneity of the group, to maximise disclosure through participants. Variables like age, gender and power relations must be considered. -Participants can be recruited through random selection, nomination, members of one same group (department, division,...) - Confirm participation. - Establish a planning for all focus groups (timing, location and coffee/food).
	Step 4	<p>Leading the focus group</p> <ul style="list-style-type: none"> - Ideally, the focus group should be led by two people: The facilitator who will play the main role for conducting the session, and an assistant who will be in charge of making notes, for their subsequent analysis. - Both members leading the focus group should be carefully selected for a number of characteristics: <ul style="list-style-type: none"> • The facilitator should have the following competences: Leadership, listening, empathy, paraphrasing skills, believe in all participants’ contributions, knowledge about the topic, avoid interference with personal views, remain neutral and deal with challenging participants. • The assistant should be able to make notes (Manually and eventually through a tape recorder), to read body language, to produce a synthesis of the collected information. - It is important to welcome participants at the beginning of the session, using a prepared “welcome message” which includes: <ul style="list-style-type: none"> • A short introduction • A presentation of both the facilitator and the assistant • The objective of the focus group • What is expected from the participants? • A presentation of the main rules that need to respect - Introduce an icebreaker activity before starting with the questions and finalise the focus group by thanking participants. - Just after ending the session, the facilitator and his/her assistant hold a meeting to exchange opinions and organise the generated information while everything is recent.
	Step 5	<p>Analysing the collected data</p> <ul style="list-style-type: none"> - Organise all the collected information from each of the focus groups, following a previously designed data collection system. - Spreadsheets can be used to collect and organise all data following categories to further analyse them and to draw up final conclusions.
Example/ case study	Organisation	Manchester Metropolitan University (MMU)
	Description	<p>After publishing its Equal Opportunities Policy and Action Plan in September 2001, MMU commissioned a Diversity Audit report. This has been conducted by an external consultancy organisation.</p> <p>The objective of the Audit was to take a baseline measure of where the University was standing in terms of Diversity and Equality, in order to identify areas of strength and weakness, and to undertake improvement strategies.</p> <p>In the design phase, it was decided that the audit should focus</p>

		<p>mainly on the issues related to the University's staff, which were covered by the areas: 'Showing Commitment' and 'Human Resources', from the MMU's Equal Opportunities Policy and Action Plan (which also was covering the following other 4 areas: Academic Experience, External and Community Relations, Service Provision and Customer Care and Monitoring).</p> <p>The desired outcomes of the mentioned 2 areas were:</p> <p>1. Showing commitment</p> <ul style="list-style-type: none"> - Awareness of the Policy and its aims - Setting equal opportunities in the mainstream - Celebrating diversity <p>2. Human Resources:</p> <ul style="list-style-type: none"> - Recruitment and selection - Work Life balance - Career Planning and Development - Building equal opportunity capability <p>Data was collected through three main techniques and one of them was Focus Groups.</p> <p>Thirteen (13) focus groups were conducted with randomly selected staff, in order to produce qualitative data and identify the main issues related to diversity at MMU. Nine (9) were 'generic' groups and three (3) 'specialist' groups.</p> <p>The generic groups were randomly selected from each of the three main divisions in the University - academic, APT&C and manual. It was decided to run separate focus groups for each of these areas because:</p> <ul style="list-style-type: none"> - It was felt the issues might be different between the groups, which would make facilitation of a mixed group very difficult. - Some staff might feel inhibited about speaking out in a group where there were people from other areas <p>The specialist groups covered the areas of disability, ethnic minorities and work life balance. A specialist disability group was held because otherwise it would be unlikely that people with disabilities would be represented in the generic focus groups simply by random selection, owing to the relatively small proportion of people with disabilities in the population as a whole and in the University population.</p> <p>It was felt to be important that specific questions about MMU's treatment of people with disabilities were also asked. It proved impossible to run a focus group for people with disabilities, so disabled staff were interviewed individually instead.</p> <p>A group specifically for people from ethnic minorities was included to ensure that ethnic minority staff had the opportunity to air their views - it was felt that some might feel inhibited about discussing ethnic minority issues in a group where they were still a minority.</p>
	<p>Results</p>	<p>Questions have been prepared taking into account the 'desired outcomes' of the 2 mentioned areas (of the University's Policy and Action Plan). The questions were designed to show strengths and weaknesses.</p>

		<p>The results were analysed using a card sort theming process, where each issue that emerged in the focus groups were grouped along with other similar ones in such a way that different themes were created. In a further step of the process, the themes have been grouped together under the 7 mentioned 'desired outcomes' (see above). The other themes that were not related to these "desired outcomes" have been separated.</p>
References	<ul style="list-style-type: none"> - MANCHESTER METROPOLITAN UNIVERSITY - Baseline Diversity Audit Report. Final Draft (Pearn Kandola, March 200 Available on the university's website) 	
Further readings	<ul style="list-style-type: none"> - Guidelines for conducting a focus group (Eliot & Associates, 2005) 	
Ownership of the tool (Copyright)	Open	

3.1.3. Tool: Standardised questionnaires

Tool	Name	Related task																																																															
	<p style="font-size: 24pt; font-weight: bold; margin: 0;">3</p> <p style="text-align: center; font-weight: bold; margin: 0;">Standardised questionnaires</p>	<p style="text-align: center; font-weight: bold; margin: 0;">Task 1: Company diversity audit</p>																																																															
	<p style="text-align: center; font-weight: bold; color: #800000; margin: 0;">Harassment, Discrimination and Professional Behaviour</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #800000; color: white;"> <th style="width: 50%;">In your unit</th> <th style="width: 20%;">Response</th> <th style="width: 30%;">Comments</th> </tr> </thead> <tbody> <tr> <td>Do policies and procedures on harassment and intimidation exist within your institution?</td> <td><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK</td> <td></td> </tr> <tr> <td>Are methods in place to assure awareness of the policies on harassment and discrimination among:</td> <td></td> <td></td> </tr> <tr> <td> ❖ Learners?</td> <td><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK</td> <td></td> </tr> <tr> <td> ❖ Staff?</td> <td><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK</td> <td></td> </tr> <tr> <td> ❖ Faculty?</td> <td><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK</td> <td></td> </tr> <tr> <td>What methods are used?</td> <td></td> <td></td> </tr> <tr> <td> ❖ Information Sessions</td> <td><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK</td> <td></td> </tr> <tr> <td> ❖ Website</td> <td><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK</td> <td></td> </tr> <tr> <td> ❖ Newsletters, incl. electronic</td> <td><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK</td> <td></td> </tr> <tr> <td> ❖ Brochures</td> <td><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK</td> <td></td> </tr> <tr> <td> ❖ Other, please specify:</td> <td><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK</td> <td></td> </tr> <tr> <td>Are new hires made aware of their rights and responsibilities related to:</td> <td></td> <td></td> </tr> <tr> <td> ❖ Discrimination?</td> <td><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK</td> <td></td> </tr> <tr> <td> ❖ Harassment?</td> <td><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK</td> <td></td> </tr> <tr> <td> ❖ Professionalism?</td> <td><input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> DK</td> <td></td> </tr> <tr> <td>How is this done?</td> <td></td> <td></td> </tr> <tr> <td>Have faculty and managers completed courses related to responding to discrimination and harassment and/or intimidation in the last two years? 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Objective	The objective is to compile information about attitudes against diversity within the company.																																																																
Benefits	Completion of this self-audit questionnaire tool will help: <ul style="list-style-type: none"> - Better understand strengths, needs and concerns. - Providing an opportunity for reflecting on what is being done well and how to make improvements. - Identifying needed systemic changes. 																																																																
How to us it	Step 1	Set SMART diversity objectives for designing, conducting and analysing the compiled information.																																																															
	Step 2	Clearly identify and define the targeted audience.																																																															
	Step 3	Design the questions. These need to be grouped under certain categories representing the diversity dimensions.																																																															
	Step 4	Collect process and analyse the answers from the target group.																																																															
	Step 5	Define an action plan and share it.																																																															
Example/ case study	Organisation	Equity, Diversity and Gender (EDG) committee - Association of Faculties of Medicine of Canada (AFMC)																																																															
	Description	The Equity, Diversity and Gender (EDG) committee, which is a resource group of the Association of Faculties of Medicine of Canada (AFMC), designed an audit tool based on a standardised questionnaire in order to assist medical schools and their departments to better understand working environments and to be in a position to better plan/adjust their needs. <p>The basic principle of this tool aims at achieving excellence in faculties of medicine. To do so, these institutions need to ensure a fair, respectful, equitable and inclusive working/learning environment. The objective is to achieve measurable success in equity and diversity.</p>																																																															
	Results	Two levels of results were expected: <ol style="list-style-type: none"> 1. Development of equity and diversity principles and processes 																																																															

		<p>to occur at individual, departmental and school levels,</p> <p>2. Assess specific dimensions of equity and diversity and when possible, create an organisational change in the areas of:</p> <ul style="list-style-type: none"> - Strategic Planning - Policies & Procedures - Committee Representation - Admission and Selection of Learners - Support Programs and Services for Learners - Curriculum Development, Assessment and Program Evaluation - Faculty Recruitment, Promotion, Career Development and Retention - Staff Recruitment, Promotion, Career Development - Communication and Community Relations
References	<ul style="list-style-type: none"> - Equity and diversity audit tool for Canadian Medical Schools (ADG committee –AFMC). 	
Further readings	<ul style="list-style-type: none"> - Constructing a questionnaire for assessment of awareness and acceptance of diversity in healthcare institutions (http://bmchealthservres.biomedcentral.com/) - Example of Diversity questionnaire (Government of Western Australia) 	
Ownership of the tool (Copyright)	Open	

3.2. Tools for supporting task 2

Designing diversity strategy and programs

3.2.1. Tool: Setting SMART goals in diversity

Tool	Name	Related task
	1 Setting S.M.A.R.T. Goals in diversity	Task 2: Design diversity strategy and programmes
Objective	 <p>A goal is a statement of a desired end state. It specifies where organisation wants to be at a given point in terms of diversity and provides means to evaluate progress. Effective goals should be written using the SMART goal method. SMART is an acronym that describes the five characteristics of a well-written goal: Specific - Measurable - Achievable - Relevant - Time-bound.</p>	
Benefits	<p>Using the SMART method provides two benefits:</p> <ul style="list-style-type: none"> - Ensures that the objectives of the diversity programme are well defined and unambiguous. This is especially important because the two factors that most determine whether goals are accomplished are the extent to which they are specific and reasonable and the extent to which individuals are supported in their pursuit of those goals (Locke et al., 1981; Robbins, 1993). - When goals are clear and concise, it is easy to determine whether they have been accomplished. Assessing progress, is then made on an on going basis. 	
How to us it	Step 1	<p>Specific: Goal objectives should address the five Ws... who, what, when, where, and why. Use action verbs... create, design, develop, implement, produce, etc..</p>
	Step 2	<p>Measurable: Goal objectives should include numeric or descriptive measures that define quantity, quality, cost, etc. How will the organization and staff member know when the goal has been successfully met? Focus on elements such as observable actions, quantity, quality, cycle time, efficiency, and/or flexibility to measure outcomes, not activities.</p>
	Step 3	<p>Achievable: Goal objectives should be within the staff member's control and influence; a goal may be a "stretch" but still feasible. Is the goal achievable with the available resources? Consider authority or control, influence, resources, and work environment support to meet the goal.</p>
	Step 4	<p>Relevant: Goals should be instrumental to the mission of the department (and ultimately, the institution). Why is the goal important? How will it help the department achieve its objectives? Develop goals that relate to staff member's key accountabilities or link with departmental goals that align with the institutional agenda. Example: develop and implement a diversity recruitment plan to increase the number of diversity candidates by 10%.</p>
	Step 5	<p>Time-bound: Goal objectives should identify a definite target date</p>

		<p>for completion and/or frequencies for specific action steps that are important for achieving the goal. How often should the staff member work on this assignment? By when should this goal be accomplished? Incorporate specific dates, calendar milestones, or timeframes that are relative to the achievement of another result (i.e., dependencies and linkages to other projects).</p>
<p>Example/ case study</p>	<p>Organisation</p>	<p>American Library Association</p>
	<p>Description</p>	<p>Creating a Diversity Plan is one of the most important actions they can take to ensure that diversity and inclusion become integral to the way their institutions function, both internally and externally. Creating a diversity plans involves several steps to ensure that the institution is prepared to create a diversity plan, recognizes its role within a diverse community, and addresses diversity in a meaningful and relevant way. For the purposes of this resource, they consider six elements essential for a successful diversity plan. Those elements include:</p> <ul style="list-style-type: none"> - A definition of diversity for the organization. - An assessment of need or justification for the diversity plan. - A mission or vision for the diversity of the organization. - A statement of priorities or goals. - A delegation of responsibilities towards achievement of the plan. - A statement of accountability. <p>An integral part of the diversity plan will be the establishment of priorities and goals. Derived from the definition of diversity, priorities should articulate those areas where the plan hopes to see change within the organization—awareness of diversity, recruitment of diverse candidates, and communication and sharing among staff—and the goals and strategies which will be utilized.</p> <p>Examples:</p> <p>Priority—Increase awareness of diversity within the organization. Goal #1—Upon completion of the diversity plan, the library director will announce the plan at all-staff meeting with three weeks of the plan’s completion. Goal #2—Human resources will include a copy of the diversity plan in all orientation packets for new hires.</p> <p>Priority—Improve recruitment of diverse candidates for available positions Goal #1—A taskforce will be formed to create a communications plan for promoting employment opportunities to diverse audiences. Goal #2—Human resources will be charged with using the communications plan for each new opening and provide applicants with the option of indicating how they learned about open positions.</p>
	<p>Results</p>	<p>Libraries play a crucial role in empowering diverse populations for full participation in a democratic society. In the library workforce, programmes of recruitment, training, development, advancement and promotion are set in order to increase and retain diverse library personnel who are reflective of the society we serve. Within the Association and in the services and operations of libraries,</p>

		<p>efforts to include diversity in programmes, activities, services, professional literature, products and continuing education must be ongoing and encouraged.</p> <p>Diversity Counts is a comprehensive study of gender, race and age in the library profession, originally conducted in 2006 and released in 2007. The study was updated in 2012 using 2009-2010 American Community Survey analyses. The new data reveals a small gain – from 11 percent in 2000 to 12 percent in 2009-2010 – in the percentage of racial and ethnic minorities working as credentialed librarians in the nation’s public, academic and school libraries. While credentialed librarians remain predominantly female and white, this new data provides a fuller picture of diversity within the profession today.</p>
<p>References</p>	<ul style="list-style-type: none"> - Setting SMART goals - How to connect diversity performance - American Library Association – diversity - American Library Association – Strategic planning for diversity 	
<p>Further readings</p>		
<p>Ownership of the tool (Copyright)</p>	<p>Open</p>	

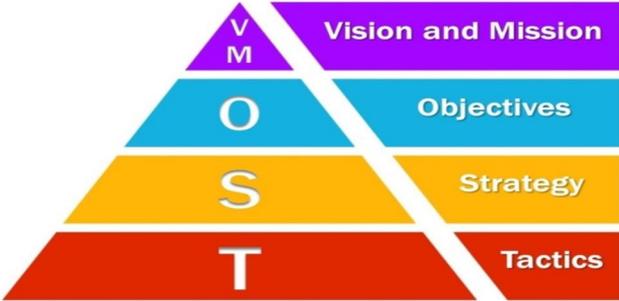
3.2.2. Tool: Action plan

Tool	Name	Related task
	<div style="background-color: black; color: white; padding: 5px; display: inline-block; font-weight: bold; font-size: 24px;">2</div> Action Plan	Task 2: Design diversity strategy and programmes
Objective	<p>An action plan allows to make sure that the vision and the work achieved by the company's team is concrete. It consists of some action steps that lead to the changes. Creating a powerful action plan always begins with having a clear purpose, vision or goal in mind. It is designed to take the organization from wherever is right now directly to the accomplishment of stated goal. With a well-designed plan, the organization can achieve virtually any goal which set out to accomplish.</p>	
Benefits	<p>There is an inspirational adage that says, "People don't plan to fail. Instead they fail to plan." Because the organization certainly doesn't want to fail, it makes sense to take all of the steps necessary to ensure success, including developing an action plan. There are lots of good reasons to work out the details of organization's work in an action plan, including:</p> <ul style="list-style-type: none"> - To lend credibility to organization. An action plan shows members of the community that organization is well ordered and dedicated to getting things done. - To be sure that anybody don't overlook any of the details. - To understand what is and isn't possible for organization to do. - For efficiency: to save time, energy, and resources in the long run. - For accountability: To increase the chances that people will do what needs to be done. 	
How to us it	Step 1	What action or change will occur /i.e. begin with diversity – whole diversity strategy, or just raising awareness about diversity, etc./ ?
	Step 2	Who will carry it out /i.e. new hired person or somebody from the team who identifies with the diverstiy idea/?
	Step 3	When it will take place, and for how long /i.e. if we organize some semiars, do we have some place where it take place?/?
	Step 4	What resources /i.e., money, staff/ are needed to carry out the change?
	Step 5	Communication /who should know what, which communication channels can we use, etc. /?
Example/ case study	Organisation	Brown University
	Description	Pathways to Diversity and Inclusion: An Action Plan for Brown University (DIAP) details a set of concrete, achievable actions that makes Brown more fully diverse and inclusive. Focus attention was on a relatively small number of areas that that can produce the biggest and immediate impact on the community. It is expected that as time goes by and learning from experience grows , more

	<p>actions will be added to address current and emerging needs. The strengths of this plan are its concrete actions, inclusive nature, commitment to accountability, and its recognition of the challenges and opportunities of previous efforts toward diversity-efforts that now offer us this moment to effect lasting change. The plan prioritises actions in six areas that further Brown’s mission:</p> <ol style="list-style-type: none"> 1. People: Actions in the DIAP focus on strategies to identify, recruit, and retain faculty, students, and staff who have been historically underrepresented in higher education. This includes doubling the number of underrepresented tenure-track faculty through “early identification” programs, cluster hiring and other targeted strategies. It also calls for a doubling of graduate students from historically underrepresented groups, improvements in outreach and recruiting for undergraduates from underrepresented groups, and investments in mentoring and professional development for both faculty and staff. 2. Academic Excellence: The DIAP calls for increased scholarly resources to support education and leading-edge research on issues of race, ethnicity, inequality, and justice around the globe. Much of this investment will support existing centers, such as the Center for the Study of Race and Ethnicity in America and the Center for the Study of Slavery and Justice, or build on existing strengths, such as expertise on Native and Indigenous studies in the Haffenreffer Museum, the John Carter Brown Library, and several Brown departments. 3. Curriculum: The plan focuses on ensuring that students can thrive in their chosen fields of study, while providing opportunities to learn about diverse perspectives. This includes expanding programs for students of color in the sciences, support for lower-income students to engage in summer research experiences, and increased course offerings on issues of race, ethnicity, inequality and social justice, among other initiatives. 4. Community: Our actions in this area are driven by the principle that Brown must be a place where individuals can learn, live, and thrive to be successful in life beyond Brown. We outline a new center for first-generation college students, mentoring programs that connect students to alumni, educational and professional development programming, and resources for support services contributing to inclusive living and learning environments. The health and wellbeing of Brown students is a priority, and the DIAP includes plans to expand and increase cultural competence within Counseling and Psychological Services. 5. Knowledge: We must know more about our diverse communities at Brown to establish benchmarks we can use to measure progress in diversity and inclusion efforts. We’ll conduct a campus climate study and improve data collection. 6. Accountability: The plan includes provisions for accountability, which establish a clear and transparent process for oversight of our progress and allows for continuous community input. Accountability starts with departments, which will each develop their own plans for diversity and inclusion, and extends to the
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		<p>senior leadership of the university and the Brown Corporation. The emphasis on transparency and accountability are core strengths of the plan.</p>
	<p>Results</p>	<p>This plan recognises that success in creating a diverse and inclusive Brown calls on the entire campus community to contribute to creating a successful academic community that embodies the social and intellectual diversity of the world. This is central to the University’s aspirations for achieving the highest level of academic excellence.</p> <p>The actions in this plan will help Brown fulfill its promise. However, the actions above represent only the latest efforts in Brown’s commitment to fostering an inclusive and safe environment for all members of our community. Brown already has in place a set of policies and processes to investigate and address incidents of harassment and intimidation. Hostile actions toward any members of our community, irrespective of their race, ethnicity, sexual orientation, socio-economic background, and gender identity, will not be tolerated. Brown is committed to the thorough, fair, and transparent enforcement of these policies and processes.</p>
<p>References</p>	<ul style="list-style-type: none"> - Mindtools - Action Plan - Community Tool Box – Developing an Action Plan - Brown University <ul style="list-style-type: none"> • Institutional Diversity and Inclusion • Pathways to Diversity and Inclusion 	
<p>Further readings</p>		
<p>Ownership of the tool (Copyright)</p>	<p>Open</p>	

3.2.3. Tool: VMOST analysis

Tool	Name	Related task
	3 VMOST Analysis	Task 2: Design diversity strategy and programmes
		
Objective	VMOST is an analysis framework that helps company avoid this trap by checking whether the five VMOST elements – Vision, Mission, Objectives, Strategies, and Tactics – are in alignment.	
Benefits	The tool serves two purposes. First, it helps company re-connect to business vision and highlights any problem areas that company need to address. Second, it helps company create and evaluate plans for the future, so that company can make sure that they're aligned with company vision of that future.	
How to us it	Step 1	Vision – This is your organization's purpose, in terms of its values or how it goes about doing business. It should inspire staff, and help customers understand why they would want to use the company's products or services.
	Step 2	Mission – This is also your organization's purpose, but expressed in terms of key measures that must be reached to achieve your vision.
	Step 3	Objectives – These are specific goals that you must meet to achieve the mission.
	Step 4	Strategy – This is the overall plan you'll follow to meet your objectives.
	Step 5	Tactics – These are specific sets of actions needed to execute your strategy.
Example/ case study	Organisation	British Broadcasting Corporation –BBC
	Description	<p>The BBC is committed to promoting equal opportunities for all, both in our working environment and in our output. They regularly review their employment policies and practices. They expect everyone who works for and with the BBC to act in accordance with statements, and work with them to further their strategic equality and diversity objectives:</p> <ul style="list-style-type: none"> - Advance equal opportunities to diversify and develop their workforce at all levels to better reflect our audiences. - Deliver high quality programming which reflects modern Britain accurately and authentically. - Connect with their audiences, including our underserved audiences, to inform the quality and direction of our content. - Achieve systematic and consistent consideration of equality and diversity within BBC planning and review processes and meet their public purposes and duties.

		<p>Their vision on diversity requires all staff and – crucially – all senior managers to understand their role and responsibility in helping the BBC achieve its goals.</p> <p>Their mission to deliver quality – efforts to provide quality and value for all audiences ensures diversity stays at the heart of our work.</p>
	<p>Results</p>	<p>Although the new strategy gives a clear focus for the BBC, they have historically had some clear successes in identifying issues and driving change for the better, including:</p> <ul style="list-style-type: none"> - Their work placement scheme for disabled people, extend, offers short-term paid work placements. - Work schemes across the BBC target people from a wide range of backgrounds – for example, BBC 2012 Apprenticeships offer opportunities to people from the six Olympic boroughs, and BBC North recently announced its new entry level apprenticeships programme for up to 100 young people from the Greater Manchester area. - They run the Journalism Trainee Scheme and the Journalism Talent Pool (for already trained journalists) to increase diversity among our journalists. - They took an in-depth look at the portrayal and inclusion of lesbian, gay and bisexual (LGB) audiences. Unprecedented audience research and a public consultation were commissioned, and the recommendations are being implemented.
<p>References</p>	<ul style="list-style-type: none"> - VMOST Analysis - BBC Diversity Strategy 	
<p>Further readings</p>		
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3.3. Tools for supporting task 3

Implementing diversity strategy and programs

3.3.1. Tool: Action steps

Tool	Name	Related task
	1 Action Steps	Task 3: Implement diversity strategy and programmes
		
Objective	<p>An action step refers to the specific efforts to reach organisation’s goals. Action steps are the exact details of the action plan. They should be concrete and comprehensive. Each action step should explain:</p> <ul style="list-style-type: none"> - What will occur? - How much, or to what extent, these actions will occur? - Who will carry out these actions? - When these actions will take place, and for how long? - What resources (financial and staff) are needed? 	
Benefits	<p>Anticipating future makes us feel in control, right? That’s the major reason for which identifying action steps is important. The organisation can be prepared for the next step. Other reasons are:</p> <ul style="list-style-type: none"> - To concentrate on the details that must occur to succeed in the mission. - To decide on workable ways to reach goals. - To allow a large number of people to think in a structured way. - To save time and resources in the long run: a well-structured, thought -out action plan will make things much easier for the organisation. 	
How to us it	Step 1	Determine what the group, as a whole and individually, is really good at. Is there anybody who can take this issue as owns?
	Step 2	Brainstorm different, specific ways that strengths can be used to carry out the changes that the organization has decided upon.
	Step 3	Consider the possible barriers to implementing your proposed changes, and possible ways to remove these barriers. Some questions might include: <ul style="list-style-type: none"> - Do we have enough money to carry out your proposed action steps? (Are there any grants we can apply for?) - Do we have enough manpower? (Can we recruit more volunteers?) - Do we have enough time to carry out these changes? - Are these action steps things people can get excited about? - What kind of opposition can we expect if we put our plan into effect? Are there ways to get around it?
	Step 4	Brainstorm different ways (your action steps) to go about implementing the proposed changes in each sector that you have chosen. Be sure to have someone take good notes! Again, make sure each action step includes:

		<ul style="list-style-type: none"> - What will occur? - How much, or to what extent, these actions will occur? - Who will carry out these changes? - When these changes will take place, and for how long? - What resources (such as money and staff) are needed to carry out these changes?
	Step 5	Determine a final list of action steps for each community sector from the ideas that came from your brainstorming.
Example/ case study	Organisation	Samuel Merritt University
	Description	<p>Area of focus: Developing a committed and informed leadership</p> <ul style="list-style-type: none"> - Develop an outreach programme and implement with at least two local churches that serve underrepresented minority communities <p>Area of focus: Assessing and improving campus climate</p> <ul style="list-style-type: none"> - Implement a quarterly workshop series focused on cultural competency, equitable practices, inclusive behaviors and diversity engagement. - Implementation of an art showcase specific to cultural/diversity themes in partnership with student coursework where fitting. - Develop online webinar to guide students/staff/faculty existing policies, procedures, and reporting of issues around equity, nondiscrimination, and anti-harassment <p>Area of focus: Recruiting, retaining and graduating a diverse student population</p> <ul style="list-style-type: none"> - Track and report applicant numbers through the admission process for target populations as compared to national data per academic programme. - Track and report enrolled student for target populations as compared to national data per academic programme. - Track and report applicants from these community agencies and partnerships. - Track and report presence at regional and national events designed for our targeted populations. - Track and report recruitment activities and communications with local schools and community colleges that have a higher ratio of our targeted populations. - Align diversity and recruitment goals with that of academic programme and regional accreditation agencies, National Institutes of Health and Health Resources and Services Administration, SMU strategic goals, and state and federal regulations. - Assess, evaluate, and implement admission policy/programming/processes that will support and sustain targeted populations including NCV's in partnership with academic programmes. - Implement admission website pages and multimedia communications to support and sustain interest from targeted applicant groups that correlates with SMU marketing strategy

		<p>Area of focus: Improving Diversity in the Curriculum</p> <ul style="list-style-type: none"> - Development of a Social Justice Training regarding equitable conduct and communication. - Develop and distribute a list of 10- 20 key terms used in diversity ad inclusion work. - Develop and implement a series of Social Justice Based “TED Talks” offered through a variety of media or provide invitation to Social Justice Training/Informational Webinar
	<p>Results</p>	<p>Desired outcomes include:</p> <ul style="list-style-type: none"> - Significant increases in the number of African-American, Hispanic, and Latino faculty and students. - Executive and management levels that reflect the diversity of regional and local talent pools; and leadership that is culturally competent. - Local, regional, and national recognition for reducing health care disparities by educating diverse and culturally competent healthcare professionals and for developing institutional capacity for innovation by leveraging differences and exploring intersections of professions, perspectives, and cultures.
<p>References</p>	<ul style="list-style-type: none"> - Identifying Action Steps - Samuel Merrit University 	
<p>Further readings</p>	<p>URL </p>	
<p>Ownership of the tool (Copyright)</p>	<p>Open</p>	

3.3.2. Tool: Guiding principles

Tool	Name	Related task
	2 Guiding Principles	Task 3: Implement diversity strategy and programmes
Objective	Implementing diversity in the form of ten Guiding principles can be applied in organisations that want to build a more diverse workforce. It is intended to act as a practical guide for managers and diversity practitioners in different kind of businesses.	
Benefits	As these Guiding Principles show, effective change in organisations requires a systematic approach, one where policies and practices are derived / changed from reliable baseline data: without appropriate data, policies will be meaningless or at worst pointless as they will not provide evidence of the desired outcome.	
How to us it	Step 1	Vision and leadership: Senior leaders demonstrate an on-going commitment to mainstreaming diversity by ensuring that the relevant policies, practices, metrics and action plans are in place. Ongoing commitment is also demonstrated through frequent and consistent communication, internally and externally, about the organisation’s achievements against its published action plans.
	Step 2	Well defined business case: The diversity agenda forms an integral part of the strategic business planning agenda - not something that is a ‘nice to have’, perhaps especially for private sector firms that are bidding for contracts within the public sector. In the public sector the ‘effectiveness argument’ i.e. ensuring the diversity of the workforce matches the diversity of service users, is perhaps more of a key driver.
	Step 3	Company wide policies to mainstream diversity: Overall diversity policy is supported by changes to other organisational policies e.g. recruitment, reward, flexible working and work-life-balance, performance management, career management and retention policies.
	Step 4	Education, training and knowledge building: On-going commitment to education and training for all employees in order to change behaviours and develop organisational practices.
	Step 5	Supportive work practices and organisational culture: A workplace that is open and welcoming of people from diverse backgrounds and which can demonstrate good examples of implementing different forms of flexible work arrangements.

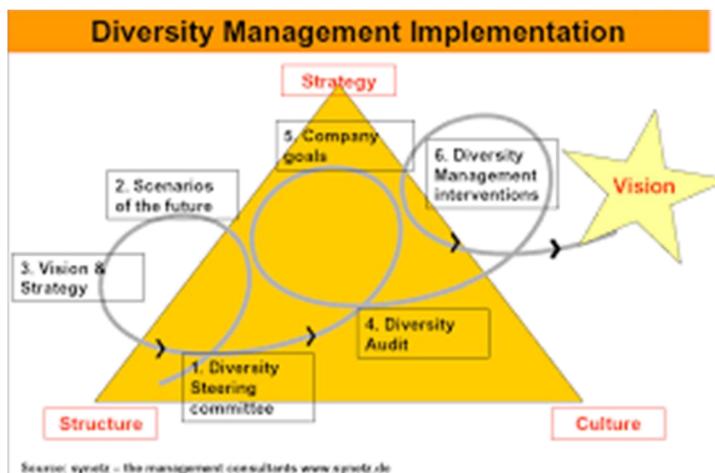
	Step 6	Transparent recruitment and career development practices: Commitment to changing the recruitment and promotion practices so that women and others from diverse backgrounds are able to develop satisfying careers.
	Step 7	Partnering with external bodies: Relationships are developed with a range of partnering institutions to advance the diversity agenda, using this as a way of further developing internal knowledge and capabilities.
	Step 8	Targeted outreach and widening the recruitment net: Resources (time, energy and money) are invested in developing awareness of the changing nature and opportunities within the ITEC sector and encouraging young girls and women of all ages to develop a career in ITEC.
	Step 9	Management of suppliers: Current and future suppliers understand the organisation's diversity agenda and the organisation ensures that suppliers adapt their practices appropriately.
	Step 10	Monitor, improve and share success: Demonstrates a commitment to gathering quantitative and qualitative data to monitor progress on the diversity journey, using this as a way of further refining policies and procedures.
Example/ case study	Organisation	Siemens
	<p>They operate in countries with a variety of social structures, some are quite homogeneous, others very diverse.</p> <p>Regardless of this variety they promote Diversity in all their locations worldwide. The cultural differences of employees with diverse backgrounds and nationalities will enrich our organization, including their central corporate headquarters and the headquarters of their groups and subsidiaries. Qualification and performance for the respective tasks are the only prerequisites for successful employment.</p> <p>In countries or metropolitan areas with different races, cultural, religious and ethnic groups, they recruit individuals who represent all dimensions of Diversity. They motivate them to perform to their fullest potential by ensuring equal opportunities for personal development and professional growth.</p> <p>The top management of the groups and regional units worldwide will publicly identify with and champion Diversity.</p> <p>Promoting and managing Diversity will be integrated in management and leadership systems and in management training. Managers will be identified and developed who successfully achieve and manage Diversity</p>	

	<p>Promoting and managing Diversity is not a once off initiative. It is a process of continuous improvement, which must be responsive to feedback from employees and other stakeholders.</p> <p>Working environment is open and inclusive. They foster awareness of and sensitivity for Diversity. The organization is responsive to the diverse expectations of employees, including work-life balance.</p> <p>Also they are not tolerating discrimination or harassment of any kind. If there is discrimination of individuals or groups in society, it must not be perpetuated in their facilities.</p>
<p>References</p>	<ul style="list-style-type: none"> - Implementing Diversity Policies – Guiding Principles / http://www.raeng.org.uk/publications/other/implementing-diversity-policies-guiding-principles/ - Siemens Diversity Policy Guidelines / http://www.siemens.com/about/sustainability/pool/cr-framework/diversity_guidelines_e.pdf/
<p>Further readings</p>	
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3.3.3. Tool: Implementation checklist for diversity management

Tool	Name	Related task
	3 Implementation checklist for diversity management	Task 3: Implement diversity strategy and programmes
Objective	<p>The checklist aims at serving as a support tool for the voluntary implementation of Diversity & Inclusion in companies. Public entities may find most of the content useful as well. It aspires to be an impetus to verify, broaden, deepen or optimise existing approaches to Diversity & Inclusion. Therefore, the checklist provides a framework for the implementation of Diversity Management along different timelines and for a variety of corporate functions. It also presents ideas for the sustained integration and steering/monitoring of Diversity Management as an ongoing task.</p>	
Benefits	<p>The European Commission encourages employers to put diversity management more firmly on their strategic business agenda and has supported various activities in order to achieve this aim across the EU over the last few years. One result of the project is this European Diversity Management Checklist which aims to guide experts in companies through the process of (re-)assessing their Diversity programmes, so that they can build a fuller picture and design a more holistic strategy that supports inclusion. The checklist is based on a questionnaire that was originally designed as the core element of a benchmarking tool to encourage companies to compare their activities and progress with each other.</p>	
How to us it	Step 1	Review the short introductions at the beginning of each section to decide if the section will be relevant at the time or later.
	Step 2	Consider each item as a stand-alone element and not the additional levels of details which can be used in a first or at a later stage.
	Step 3	Remember that the checklist suggests to implement most activities according to all the dimensions of diversity while organization may choose to plan this over a longer period of time.
	Step 4	Understand that based on EU policy gender is embedded in each element of the checklist suggesting that all of organizational activities cover the needs and perspectives of women and men.



	Step 5	Apply the checklist once a year or every two year, e.g. in organizational annual planning or review process, aiming at a progressively broader and/or deeper approach to Diversity & Inclusion.
Example/ case study	Organisation	Food company - Czech Republic (employing about 70 people)
	Description	The concept of diversity encompasses any sort of difference between individuals and the company is applying that in the workplace. The management of diversity involves in the company developing and implementing inclusive strategies through which a network of varied individuals are integrated into a dynamic workforce. At the beginning we focused on an approach of managers in the organisation and convince them of the advantages of active diversity management. This is the key point.
	Results	The Checklist of diversity management gave the company the general idea how the diversity can be implemented. In the company they choosed some parts of diversity which are important and significant within the company. After when they choose areas they focused on them and developed programmes for them. After one year they assessed the programmes using the Checklist and published the results internally in the company. The most important results are: raising awareness about the topic – about the diversity itself, set up the programmes, involved management.
References	<ul style="list-style-type: none"> - Implementation Checklist for Diversity management - Overview of Diversity Management - Managing Diversity at Work 	
Further readings		
Ownership of the tool (Copyright)	European Commission	



3.4. Tools for supporting task 4
Designing and implementing
trainings and events in the
field of diversity

3.4.1. Tool: Diversity training planning checklist

Tool	Name	Related task
	1 Diversity training planning – Guidelines	Task 4: Designing and implementing trainings & events in the field of diversity (within the company)
		
Objective	<p>Diversity training is positioned to impact workplaces in a positive way. Diversity training is a catchall term that encompasses many types of activities, from lectures to movies to role plays.</p> <p>Instructional methods of diversity training supply information and raise awareness of the problems associated with misunderstanding or mishandling diversity, or the other way around, the benefits of ‘diversity friendly’ behaviours and policies.</p> <p>Any diversity training should have a clear theoretical rationale for predictions about the implementation and outcomes: for whom, when for how long, with which methods, and to what ends.</p> <p>Diversity-competent coaches should select contents and materials that do not depict or convey any cultural stereotypes, or whose stereotyped images can be used for a critical reflection with the participants.</p> <p>Furthermore, contents and topics should be selected in a way that they offer reference points and points of contact for all participants (references to their everyday life) as well as extended possibilities for identification. The materials should also contain starting points for a discussion of role models and discriminatory structures.</p> <p>This guideline supports the planning and effective evaluation of diversity trainings.</p>	
Benefits	<p>The diversity training guideline will help the training facilitator(s) to prepare successful diversity training workshops. But please note: the most important tool in any diversity training is the coach herself/himself.</p>	
How to us it	Step 1	<p>Success principles of any diversity training (Schwarz-Woelzl 2005):</p> <ul style="list-style-type: none"> - Training by itself, even if it is implemented in an excellent way, cannot induce a changing process. - It is important to identify the relevant training-needs – training should be customized. - Regarding attitudes, values and manners, there is never a ‘right and false’, rather a ‘as well as’. - Trainings merely for the dominant group create the impression that misbehaviour just exists in this group, whereas all other groups show a positive behaviour. - The team of coaches should also be as diverse as possible. - The coaching team should consist of persons from within and without the company: The company-associated coach knows the situation in the company, whereas an external person is less blinded by routine and able to assess issues in a more objective way.

		<ul style="list-style-type: none"> - Diversity coaches need to be highly skilled in anti-discriminatory working methods and conflict management, and need a profound knowledge of organizational development and group dynamics. They have to be able to align their methods to the different aspiration level of the participants and the needs of groups that are (potentially or in reality) disadvantaged. - Learning experiences should be recorded systematically and published in journals or daybooks. - Competitions could be an instrument for motivating employees to record their experiences during the learning process in essays, songs or videos.
	Step 2	<p>Check the organization (adapted from Gardenswartz & Rowe, 1994)</p> <ul style="list-style-type: none"> - Is diversity seen and understood as a business imperative? - Is there a top-level understanding about how diversity connects to the organization's strategic objectives? - Is there a commitment from the executive level to change the necessary systems and policies? - Is there a comprehensive diversity plan in the organization where diversity training is one part of a larger diversity effort?
	Step 3	<p>Check the pre-planning (adapted from Gardenswartz & Rowe, 1994)</p> <ul style="list-style-type: none"> - Do the promotion materials for the training emphasize the benefits for all attendees? - From the point of view of time, is training carried out in such a way that no interruptions are to be expected? - Can part-time staff also take part in it? - Is the location of training beneficial for learning? - Do data exist on training requirements? Has the necessity of training been clearly defined? - Is the composition of the participants diverse in nature?
	Step 4	<p>Important considerations in the process of defining the training content (Mosberger, R. et. al 2009)</p> <ul style="list-style-type: none"> - Which various dimensions of diversity are present in the training? - Which disparities and similarities exist between the representatives of the different diversity dimensions? - Do these disparities and similarities influence the training? - What has to be done to encourage good relations? - Which conflicts might arise and how could they be handled? - Which legal and social issues are present among the participants? - Are there different approaches or different attitudes about the topics of work, family and education? - Do participants from all cultures alike have the feeling that their full potential is challenged and supported? - Are teams with higher levels of heterogeneity more productive than culturally homogenous ones, or the other way round? - Do certain groups have better chances of being integrated into the (national) labour market?
	Step 5	<p>The Training Session Agenda (adopted from Gardenswartz & Rowe, 1994)</p>

		<ul style="list-style-type: none"> - Are the purpose and objectives of the session clearly communicated to participants at the beginning? - Are the objectives of the training relevant to participants' needs and issues? - Is a quick, purposeful, and focusing warmup planned for the beginning of the session? - Is there variety of activities and groupings? - Are any methods for working in pairs or groups used in order to increase comfort, safety, and cooperation among colleagues? - Is ample time allotted for participants to process information and share reactions? - Is there an emphasis on the training's application to real on-the-job situations?
	Step 6	<p>Evaluation and Closure (adopted from Gardenswartz & Rowe, 1994)</p> <ul style="list-style-type: none"> - Is there an opportunity for participants to share their insights, learning, and "so-what's"? - Is feedback about the session solicited from participants?
Example/ case study	Organisation	Project "Managing Diversity - Empowerment durch Vielfalt"
	Description	<p>The project "Managing Diversity - Empowerment durch Vielfalt" is founded by the EQUAL programme and has been implemented between September 2002 and August 2005. Within the project a handbook regarding the implementation of Diversity Management was developed.</p> <p>The checklist described in these tasks were developed or adapted within the project "Managing Diversity: Empowerment durch Vielfalt". All parts of this checklist were successfully pilot tested in five organisations within the above mentioned project.</p>
	Results	<p>The diversity trainers within the project proofed the checklists as useful.</p> <p>Anyhow, it must be kept in mind that trainings which have the objective to change attitudes and behaviours need to be embedded in a comprehensive process. Single training activities will not produce the desired results.</p>
Reference I	<ul style="list-style-type: none"> - Schwarz-Woelzl, M. (2005): Der Vielfalt eine Chance geben. Wegweiser für Managing Diversity im Betrieb. - Mosberger, B.; Steiner, K; Denkmayr, E.-M.; Haas, Ch.; Haydn, F.; Leuprecht, E. (2009): Praxishandbuch. Methoden in der Berufs- und Arbeitsmarktorientierung im multikulturellen Kontext. 	
Further readings	<ul style="list-style-type: none"> - Gardenswartz, L. & Rowe, A. (1994): The Managing Diversity Survival Guide. A complete collection of checklists, activities, and tips. Mc Graw Hill. 	
Ownership of the tool (Copyright)	The checklist from the authors of reference I & III are open source. The checklists from the authors of reference II were adapted for this toolbox.	

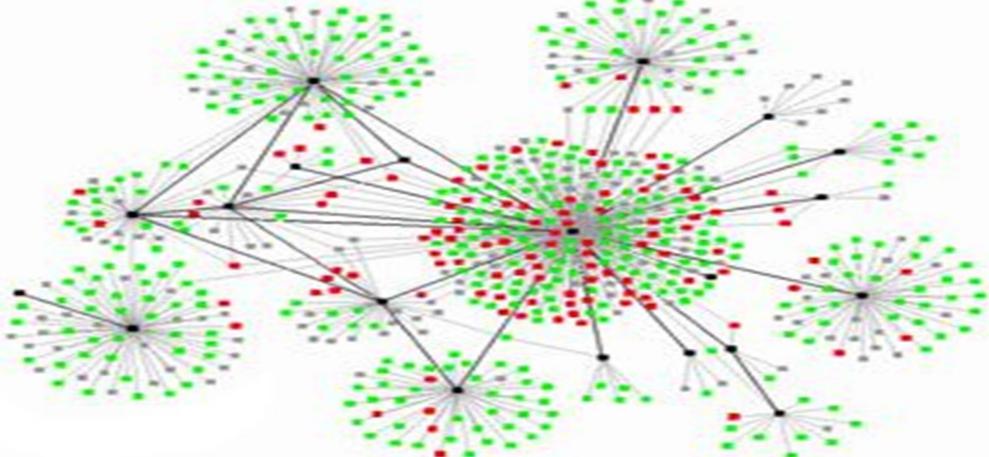
3.4.2. Tool: Euro Rail à la carte

Tool	Name	Related task
<p style="font-size: 2em; text-align: center;">2</p>	<p style="text-align: center;">Euro Rail á la carte</p>	<p style="text-align: center;">Task 4: Designing and implementing trainings and events in the field of diversity (in the company)</p>
<p>Objective</p>	<p>In a complex world, dividing people into categories makes orientation easier. Stereotypes also simplify, generalise and definitely provide meaning by classifying people into “file cabinet locations”. However, they also influence our perception and our actions because they are associated with the belief that certain characteristics, abilities, and types of behaviour are typical and “natural” for a group of people. Deriving unequal hierarchical assessments due to attributing certain features and characteristics to people is problematic. In addition, individual differences between members of a group are no longer perceived; judgments of people become distorted and inequalities are reproduced.</p> <p>A reflection of one’s own stereotypes and ideas is an important step to be taken within the scope of any diversity project.</p> <p>“Euro Rail à la carte” is an exercise which serves to analyse one’s own stereotypes and prejudices.</p>	
<p>Benefits</p>	<p>According the motto ‘Diversity is not about the others – it’s about you,’ this exercise can contribute to establishing appreciative and respectful workplace environments. This exercise provides us with extensive material for discussing our prejudices in everyday life. Due to its flexibility, this exercise is very well suited for adapting to various situations and the experiences of the target groups (nationality, conflicts dealt with, existing issues, etc.).</p>	
<p>How to us it</p>	<p style="text-align: center;">Step 1</p>	<p>Procedure:</p> <p>Imagine you take a train trip and receive descriptions of potential travel companions. Now, you have to decide whom you would prefer to travel with and which travel companions you would rather do without.</p>
	<p style="text-align: center;">Step 2</p>	<p>The following scenario is distributed to the participants. The participants select three people of their choice from the 17 personalities indicated. Afterward, they can form small groups for example and devise a team solution.</p> <p>The scenario: You go to a one-week trip from Lisbon to Moscow with the “Deer Valley Express”. You travel in a sleeping car which you have to share with three strangers. Which three of the persons</p>

		<p>listed below would you most likely select as travelling companions?</p> <ul style="list-style-type: none"> - A Serbian soldier from Bosnia. - An overweight Swiss banker. - An Italian DJ who seems to be rather rich. - An African woman who sells leather goods. - A young male artist who is HIV-positive. - A Roma (gypsy) from Hungary who has just been released from prison. - A Basque nationalist who regularly travels to Moscow. - A German rapper who leads an extremely alternative lifestyle. - A blind male accordionist from Austria. - A male student from Ukraine who does not want to go home. - An older Romanian woman who is not in possession of a visa and has a one-year-old child with her. - A radical Dutch feminist. - A drunken skinhead from Sweden. - A wrestler from Belfast who is on his way to a football match. - A Polish prostitute from Berlin. - A French farmer who only knows his mother tongue and who has a basket full of very strong smelling cheese. - A male Kurdish refugee who lives in Germany and has just returned from Libya. <p>The participants have to decide whom they would prefer to travel with and which travel companions they would rather do without. This exercise provides comprehensive material for debating prejudices that occur day in and day out.</p>
	Step 3	<p>Debriefing:</p> <ul style="list-style-type: none"> - Has anybody already experienced a similar situation? - Was the decision difficult? - Which facts caused you take the decision? - Which prejudices did this exercise arouse in you? - Where do these pictures/prejudices come from? - How would it feel if nobody wanted to share a compartment with you?
	Tips	<p>There are similar exercises where one lives in a house with various neighbours, gets shipwrecked with various people on an island or has to pick up a hitchhiker for example.</p>
Example/ case study	Organisation	<p>ÖGB (Umbrella organisation of trade unions in Austria)</p>
	Description	<p>In seminars provided by the ÖGB trainers made the experience that often stereotypes and prejudice are articulated and trainers don't have the necessary skills to act appropriately in such situations. Therefore the ÖGB and the Austrian Chamber of Labour developed the project 'antiracism suitcase' to provide trainers with knowledge, methods and training materials related to anti-discrimination.</p>

		<p>The 'antiracism suitcase' (German: "Antirassismuskoffer") is a set of exercises developed for trade union trainers. The development of the exercises was supported by civil society organisations working in the field of human rights and anti-racism.</p> <p>Topics of the exercises include: Stereotypes, Prejudice, Inequality, Multiculturalism, Values and Diversity.</p>
	Results	<p>This exercise was developed, tested and verified by a number of trainers who are part of the vocational training framework provided by unions. The exercise is recommended to foster the reflection on own stereotypes and prejudice.</p>
References	<ul style="list-style-type: none"> - Antirassismuskoffer (antiracism suitcase) (available in German) 	
Further readings	<p>This exercise can also be found in:</p> <ul style="list-style-type: none"> - Mosberger, B.; Steiner, K; Denkmayr, E.-M.; Haas, Ch.; Haydn, F.; Leuprecht, E. (2009): Praxishandbuch. Methoden in der Berufs- und Arbeitsmarktorientierung im multikulturellen Kontext. 	
Ownership of the tool (Copyright)	Open	

3.4.3. Tool: Stereotypes –Sociometry, differences and scales

Tool	Name		Related task
	3	Sociometry - Differences, commonalities and scales	Task 4: Designing and implementing trainings and events in the field of diversity (in the company)
			
Objective	<p>Sociometry is a quantitative method for measuring differences, commonalities and scales within a particular group. Participants are asked specific questions and they scale themselves according to their “answers” and correspondingly place themselves on different sides or in different corners of the room.</p> <p>Types of scaling include:</p> <ul style="list-style-type: none"> - Agreement / refusal (yes/no) - Rating (barometer) related to such as: satisfaction, information, needs, interests, etc. <p>Typical questions (especially when starting this exercise and before going to the core questions) concern age, geographical origin, professional groups, family situation, etc.</p> <p><u>Required Resources</u></p> <ul style="list-style-type: none"> - A moderator with a set of well-prepared questions. - The venue should provide enough space for physical movement and group building processes. 		
Benefits	<p>This showcases that everybody has differences AND commonalities with others – she/he is different AND similar to others. In this sense, this method may overcome stereotype concepts such as “we and the other”. It demonstrates that everyone has diverse identities and belongs to certain groups at the same time. Further, the participants learn about diversities and commonalities within themselves and within the group, as well as that these can all change at any time.</p> <p>It has various functions, such as energizer and icebreaker, and it also highlights groups within a group.</p> <ul style="list-style-type: none"> - For all target groups, however, physical movement is mostly needed - From 10 to 100 persons 		
How to us it	Step 1	Start with less emotionally affecting questions.	
How to us it	Step 2	Then proceed to the core questions related to the diversity training session.	
How to us it	Step 3	Participants could also be invited to put a suitable question to all the others.	

	Step 4	Discuss with the group what they have observed.
	Tips	4 to 6 sequential rounds may be enough.
Example/ case study	Organisation	Austrian University
	Description	<p>A post-graduate course was offered for social scientists who started working only recently in social science. The course had the objective to develop the participants' skills and competences in areas where the education at the university did not focus on – e.g. project management, proposal writing etc.</p> <p>In the kick-off session of the course Sociometry was used as ice-breaker and to raise the awareness of the participants about the diversity of the group.</p> <p>First, the participants were asked questions related to their demography such as age, place of birth etc.</p> <p>Then questions were asked to highlight the diversity of their work and framework conditions: organisational background of employer, field of work, type of projects etc.</p>
	Results	This Sociometry visualised the diversity of the group - although all participants had a common educational and professional background. It was a starting point for the participants for getting to know each other and each other's work.
References	<ul style="list-style-type: none"> - Gabriele Stöger & Edith Cerwenka (2010): weReurope The ICD-Conference Design - International Sociometry Training Network 	
Further readings		
Ownership of the tool (Copyright)	Open	

3.5. Tools for supporting task 5
Evaluating the company's
diversity strategy and
programs

3.5.1. Tool: A Self-Assessment Tool

Tool	Name	Related task
	1 A Self-Assessment Tool	Task 5: Evaluating the company's diversity strategy and programmes
		
Objective	<p>This Organizational Self-Assessment Tool is designed to help organizations of all types – private, public and volunteer – better meet the needs of diverse communities.</p> <p>Through a series of self-assessment questions, the tool helps to identify potential barriers to serving diverse communities. It also reinforces good practices in the development and implementation of inclusive policies, services and programmes.</p>	
Benefits	<p>After completing the self-assessment tool, organizations can use the results to start a process by which plans, accountability structures, timelines and monitoring systems are put in place to help move the organization forward. Other opportunities that come out of a completed organizational self-assessment are:</p> <ul style="list-style-type: none"> - Heightened awareness among decision-makers about the existing impact of their decisions on different groups; - Increased capacity to identify how diversity considerations can be incorporated into the core functions of the organization; - A proactive approach to further promote inclusive programs and services; - Improved ability to identify more efficient, effective and targeted use of limited resources; - Emphasized use of evidence and quantitative data for future planning; - Involvement of affected stakeholders in the assessment process; and, - Enhanced accountability for diversity outcomes. 	
How to us it	<p>Eight sections have been identified but it is not necessary to complete all of them.</p>	
	Step 1	<p>Leadership/Governance Goal/End Result: Organizational policies and planning processes incorporate diversity and inclusiveness commitments.</p>
	Step 2	<p>Service Delivery Goal/End Result: The organization's programs and services support diversity, facilitate newcomer integration and are delivered in a manner that meets the objectives of inclusionary services.</p>
	Step 3	<p>Employment Practices, Resources and Operations Goal/End Result: The organization's employment practices, resources and operations comply with the objectives of inclusivity, diversity and fairness, and the workforce reflects the diversity of the community it serves.</p>
	Step 4	<p>Contracting and Purchasing Goal/End Result: Service contracts are awarded and goods and services are purchased in compliance with the goals and objectives of inclusivity and fairness.</p>

	Step 5	Communications Goal/End Result: All communications reach and respond to the different needs of the newcomer and diverse communities of York Region.
	Step 6	Professional Development Goal/End Result: All staff are provided with the skills, knowledge and cultural competencies to function effectively in a diverse environment.
	Step 7	Engaging with all Sectors and Populations of York Region Goal/End Result: All staff, residents and communities participate in the decision-making process, and they have the skills and capacity to participate in the social, economic, cultural and political life of the Region.
	Step 8	Monitoring and Performance Goal/End Result: Monitoring and performance systems allow for the measurement of progress in facilitating newcomer integration and meeting inclusivity objectives.
Example/ case study	Organisation	IT company - Main office in Prague (Employing around 90 people)
	Description	The company has used the tool in several ways, such as brainstorming staff meetings (one-to-one or focus groups) or management workshops in the company. After the completion A Self-Assessment tool the company is allow to: <ul style="list-style-type: none"> - Promote diversity policies and practices to the business partners. - Provide a benchmark to help foster a culture that promotes the fair inclusion and utilization of minorities and women. - Meet diversity standards and requirements enabling to qualify and complete for agency proposals and contracts. - Diversify workforce to further drive economic growth.
	Results	At first when the company used the tool, it was quite time consuming. Because completing the self-assessment tool required some effort in retrieving a range of sources of evidence for the indicators listed. The results of this assessment provide the company a measurement of: <ul style="list-style-type: none"> - Organizational Commitment to Diversity and Inclusion; - Workforce Profile and Employment Practices; - Diversity & Inclusion Policy Transparency & Communication.
References	- Strengthening Diversity in the organization	
Further readings		
Ownership of the tool (Copyright)	York Region /Self-Assessment Tool also available online at: www.yorkwelcome.ca	

3.5.2. Tool: Assessing diversity impact in business

Tool	Name	Related task
	<p>2 Assessing Diversity Impact in business</p>	<p>Task 5: Evaluating the company's diversity strategy and programmes</p>
<p>Objective</p>	<p>Companies are differ in terms of size, strategy, sector and market position. Diversity strategies are also differ, as do company costs and diversity strategies are only one of a number of factors that contribute to improvements in performance. Few companies are applying approaches such as diversity scorecards ; however, companies are assessing and monitoring:</p> <ul style="list-style-type: none"> - Changes in workforce demographics; - Developments in staff engagement, talent management, employee well-being and performance management; - Changes in working environments; - The integration of diversity goals and actions across all units, functions and geographies as part of the business growth strategy. 	
<p>Benefits</p>	<p>Despite the limitations, companies are gathering evidence through testimonials, case studies and surveys and are using empirical research, where they can, to identify the relationship between specific activities and performance. The EU Diversity Charter Platform shows that multiple forms of evidence are required to reveal the impact of diversity strategies in companies.</p>	
	<p>Step 1</p>	<p>Diversity awareness The Centre for Strategy and Evaluation Services (CSES, 2003) revealed 'internal' obstacles to measurement, i.e., difficulties in changing the culture of a business and a lack of awareness of workforce diversity policies. This 'awareness gap' includes a lack of knowledge about the content, rationale, costs, benefits and methods of measurement of workforce diversity policies. This can be addressed by a communications plan that ensures the delivery of consistent messages, directed at various audiences, including shareholders, employees, managers, suppliers and customers.</p>
	<p>Step 2</p>	<p>Diversity data It is important that diversity data is managed sensitively and follows best practice guidelines related to its collection separately from the point of decisionmaking and adhering to the law. In addition, if data is to increase visibility it needs to be consistently collected over time and across functions to reveal outcomes, trends and the full range of impacts.</p>

	<p>Step 3</p>	<p>Diversity indicators Impact measurement requires indicators which need to be discussed and reviewed regularly to ensure continued relevance and efficient use. Hubbard (Hubbard, 2004) refers to lead and lag indicators. Lag indicators refer to outcomes of actions previously undertaken and measure results at the end of a time period usually historically, for example, sales, market share, and employee satisfaction. Lead indicators refer to drivers of future economic performance and measure intermediate processes and activities, for example, hours spent with diverse customers and absenteeism. Hubbard argues that there should be a mix of core outcome indicators and performance indicators, to represent the learning and growth perspective.</p>
	<p>Step 4</p>	<p>Learning to reveal impact It is essential to gain experience and build learning into practice review. Learning can be supported by involving practitioners in recording and assessing appropriate data collection, selecting indicators and using comprehensive reporting methodologies. It is the responsibility of managers; and business leaders to communicate the lessons learn into messages that are accessible to all groups in the organization and beyond.</p>
<p>Example/ case study</p>	<p>Organisation</p>	<p>Kaubamaja Estonia</p>
	<p>Description</p>	<p>Impact Assessment Tools Kaubamaja monitors the perceptions of their employees and measure the success of recruitment processes as a way of assessing the impact of their diversity activities: - Monitoring: conducting a satisfaction survey with employees, indexing strengths and weaknesses on three scales: my job, my manager, my company. - Recruitment: assessing the speed of recruitment.</p>
	<p>Results</p>	<p>Results Drive Action Every two years, Kaubamaja assess motivation and satisfaction of employees, examining their views on exchange of information, the atmosphere, teamwork, the quality of management and leadership. They also examine employees' reasons for leaving the company. They monitor the speed of recruitment and how fast they can find new employees. Kaubamaja cooperates with the Estonian Unemployment Insurance Fund to offer internships, and has offered jobs to people that have difficulties competing on the current employment market. Kaubamaja was ranked first in retail and among the best 10 employers in Estonia in an employer branding survey carried out in 2012.</p>
<p>References</p>	<ul style="list-style-type: none"> - Assessing Diversity Impact in Business - Diversity Charters across EU - Overview of Diversity management 	
<p>Further readings</p>		
<p>Ownership of the tool (Copyright)</p>	<p>European Union Platform of Diversity Charters</p>	



3.5.3. Tool: Diversity Scorecard

<p>Tool</p>	<p>Name</p> <p>3 Diversity Scorecard</p>	<p>Related task</p> <p>Task 5: Evaluating the company's diversity strategy and programmes</p>
<p>Workforce Diversity Scorecard</p> <p>TOTAL EMPLOYEES: 95 (1% ↑)</p> <p>GENDER: Male 43 (0% -2%), Female 52 (1% 4%)</p> <p>ETHNICITY: White 52 (0% -5%), African American 11 (1% 22%), Asian 9</p> <p>MISC: Disabled 1 (1% 0%)</p>		
<p>Objective</p>	<p>A diversity scorecard is a carefully selected set of objectives and measures derived from an organization's overall business strategy and linked to its diversity strategy. It provides a snapshot of progress and performance around a company's internal categories—such as workforce representation and statistics, workplace climate, and HR program usage—as well as external categories—such as customer and community partnerships, marketing, and supplier diversity.</p> <p>It should be noted that a diversity scorecard is not a complete measurement system of an organization's diversity strategy, nor does it provide every piece of information an organization needs to consider in creating its effort. Instead, a diversity scorecard is meant to highlight and track key measures and objectives of an organization's diversity strategy and activities.</p>	
<p>Benefits</p>	<p>Organizations that create and utilize diversity scorecards as a means to measure and monitor their diversity initiatives do so for a number of reasons:</p> <ul style="list-style-type: none"> - To obtain clarity, consensus, and direction around the diversity strategy. - To identify the change drivers and levers of organizational performance related to diversity. - To set diversity goals and objectives. - To prioritize initiatives linked to the diversity strategy. - To better understand the links between diversity and the overall business strategy. - To communicate progress and status to a wide audience of stakeholders, including senior leadership, programme managers, and the overall employee population. - To ensure progress of an organization's diversity strategy by integrating accountability into the measurement tool. 	
<p>How to us it</p>	<p>Step 1</p>	<p>Identify the audience</p> <p>The first step in developing organization's scorecard is identifying the relevant audience. The audience for diversity scorecard should be determined by the level at which organization has chosen to concentrate its change activities or where it hopes to advance and/or accelerate change. For example, if the diversity strategy is focused on the role and influence of leadership upon the diversity journey, it makes sense to design the scorecard for an audience that will include the CEO, President or Executive Committee. For an organization focused on institutionalizing processes and policies that promote inclusion, the diversity scorecard audience should be defined as senior- to mid-level programme and</p>

		<p>business managers within one or more business or functional units. The audience and organizational level for which organization designs the diversity scorecard influence not only the metrics that will be tracked, but also the implementation process for the diversity scorecard and any other localized scorecards. Designing the scorecard for the Executive Committee makes it easier to develop subsequent lower-level/regional scorecards that are consistent in design. Scorecards designed for one business unit or functional area, such as marketing and sales, can serve as the testing ground so you can refine the effort before the scorecard is rolled out to other parts of the organization.</p>
	Step 2	<p>Revisit the diversity strategy and the business case Before moving forward with the design of organization scorecard, it's good to step back and revisit the organization diversity strategy and business case. The goal of the scorecard is to understand the rate at which is the organization changing and then help accelerate that process. Therefore, organization wants to make sure that what track holds true to the diversity strategy and business case. For example, if one of strategic areas of focus includes advancing and retaining women in senior management, one of organizational goals will be to increase the rate at which women are promoted to senior management. But by how much? This leads us to the second component of revisiting the diversity strategy—mapping goals for inclusion in the scorecard tracking process.</p>
	Step 3	<p>Determine the categories of the Scorecard Once the organization has identified the scorecard audience and has revisited the diversity goals for organization, the next step is to establish the categories to be tracked. The categories should reflect organization's diversity goals as well as provide measurable data on the progress and impact of organization's diversity initiatives both internally and externally.</p>
	Step 4	<p>Identify the metrics to be used If the organization currently does not have any metrics in place, they should review Catalyst's Making Change series on "Using Metrics to Support Workforce Diversity," which will help the organization develops a framework for determining the types of metrics organization should consider using. If the organization is already utilizing certain metrics to monitor and measure specific diversity initiatives, the organization first need to review those existing metrics, determine the ones that are important to continue to measure and insert those into the appropriate category on the scorecard. Metrics can include representation, promotion rates, attrition rates, programme participation numbers, the number of training programmes in place, etc.</p>
	Step 5	<p>Develop guidelines and procedures PROCEDURES for collecting data Once the metrics for the organization diversity scorecard have been finalized, the organization will need to develop guidelines and procedures for the way data will be collected on these metrics.</p>
Example/ case study	Organisation	Sodexo
	Description	The scorecard's strategic goal was and continues to be the acceleration of diversity goals across the organization's management level, which includes more than 18,000 individuals. The development of the diversity

		<p>scorecard effort was significantly bolstered by having a strong and committed owner, Sodexo’s Senior Vice President and Chief Diversity Officer, and the sponsorship of the company’s CEO and SVP of Human Resources.</p> <p>Sodexo’s diversity scorecard is based on a 1,000-point system assigned to four categories of metrics—Recruitment, Promotion, Retention, and Qualitative Elements (which include participation in training and diversity councils). Scores for Recruitment, Promotion, and Retention are calculated using sophisticated formulations that compare internal representation rates to external population measures. Qualitative Elements is a category added after the launch of an earlier version of the diversity scorecard and is manually calculated by tracking the individual diversity-related activities of the company’s managers and division leaders. Rather than measuring progress from an internal baseline of representation, Sodexo chose to measure progress against external benchmarks. One benefit of using external benchmarks rather than internal baselines is that a company can set targets and goals that are not limited by historic performance. Sodexo reviews the design of its scorecard on an annual basis and the results on a quarterly basis. In addition to reassigning the weight of the four metrics categories to better address business needs, the company also reviews the continued relevance of each metrics to the company’s business needs.</p> <p>The original scorecard was launched with three metrics categories—Recruitment, Promotion, and Retention. Qualitative Elements was added to give managers a category that they can immediately and directly own and influence. To increase acceptance, Sodexo closely aligned the company’s 16 affirmative action activities into the scorecard. Execution of the company’s affirmative action programmes has a direct impact on achieving the scorecard targets. Communication was a complex matter due to the company’s size and geographic diversity and the sensitive nature of the data. The scorecard is shared with senior-level managers on a quarterly basis; these managers help drive the messages in their organizations.</p>
	<p>Results</p>	<p>Since its inception in 2002, Sodexo’s diversity scorecard has had a significant impact on the organization. In addition to bringing more focus and attention to the organization’s overall diversity initiatives, the scorecard has also increased the accountability and ownership of these initiatives by the company’s managers and senior leadership. The company has recently experienced a rush of industry and professional attention and recognition for its diversity scorecard. It is a best practice in measuring the impact of diversity and accelerating the change process within an organization.</p>
<p>References</p>	<p>-Creating a Business-Aligned Diversity Scorecard</p>	<p>URL </p>
<p>Further readings</p>	<p>- The Diversity Score Card by Eduard E. Hubbard</p>	
<p>Ownership of the tool (Copyright)</p>	<p>Open</p>	

**3.6. Tools for supporting task 6
Designing and implementing
company's communication
tools in the field of diversity**

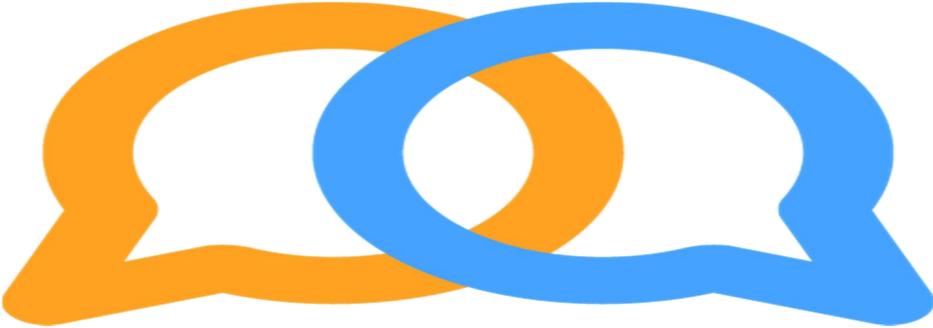
3.6.1. Tool: Map of communication activities

Tool	Name	Related task
	1 Map of communication activities	Task 6: Designing and implementing the company's communication tools in the field of diversity
Objective	<p>This tool is aimed to support communication in the field of diversity, both internally and externally. It can inspire you to plan campaigns of diversity. It can help you prepare your communication activities and address them to proper groups of stakeholders. It is also supporting while elaborating communication plan.</p>	
Benefits	<p>Map is a useful guide to communication activities in the field of diversity. It presents examples of what and how to communicate to the four major groups of stakeholders: employees, customers, business partners / suppliers and the local community. It also contains examples of tools that can be used while undertaking communication activities as Diversity Ambassador.</p> <p>Map provides you with some practical tips, which are worth remembering, and suggests some non-standard forms of communication you can use in speaking and writing about diversity in your company.</p>	
How to use it	Step 1	<p>Conduct a review of strategic documents, policies, internal procedures and regulations concerning equal treatment and supporting diversity, adopted in your company. See how they are communicated to employees and how effectively, i.e. whether the employees are actually familiar with them? To do this, you can use the results of research carried out on Diversity Audit, a part of which, namely the Diversity Procedures and Solutions, presents assessment of the functioning of the procedures and policies in the field of diversity, from the perspective of employees.</p>
	Step 2	<p>Diversity management mainly refers to the internal environment of a company. This is the most important aspect in which you will take and communicate actions to support diversity. Therefore, you must know who the addressee of your communication activities is. Gather as much information as possible about the structure of personnel; learn about the differences between your employees. Define groups representing minorities. Consider the needs and expectations of each group of employees that can feel isolated in your company and whether the company may or may not address these and why.</p>
	Step 3	<p>With knowledge about the structure of employees and their needs, gather information about the current regular but also</p>

		<p>one-off measures aimed to support equal rights and diversity, undertaken in your company. Consider, whether they correspond to the structure and needs of your employees. Do they not discriminate against others while supporting any particular group? Which ones are worth keeping? What new initiatives can be implemented to create the work environment that is open to diversity? At this stage, make a review of the standard and custom communication channels used in internal communication. Which ones can be used in your work in the most effective way? Determine which ways of communicating within the company will be relevant to the particular types of actions you take.</p> <p>Remember that building of employee involvement is very important in internal communication. Involve your employees in the development of a communication plan and use their insights and suggestions.</p>
	<p>Step 4</p>	<p>Specify the entities belonging to the external stakeholders: customers, business partners and suppliers; define their characteristics and needs. The former are very diverse, and many groups, especially minorities, have a very high purchasing power. Consider, whether the products or services your company offers meet the needs of different customer groups. Being aware of the diversity of markets in which you sell will allow you to create a strategy to reach them. Promote diversity activities among customers; this way you will build a positive image of your company.</p> <p>Collaborate with business partners and suppliers who share your company values. Promote the ideas of diversity and equal opportunities, encourage business partners -and require suppliers -to provide support.</p>
	<p>Step 5</p>	<p>Consider also whether and how you want to build your business image as an employer who is open to diversity. This may bring many benefits to your company, especially in view of the growing expectations of potential candidates towards employers. Ask yourself, what goals do you want to achieve in communication with the local community? What values do you want your company to be identified with? What projects and activities should then be initiated and promoted in your local environment? No matter how you answer this question, remember: maintain your influence on your surroundings - participate actively in the community to which you belong (e.g. trade organizations or employers' associations) and include the local community, leaders and the media in your activities.</p>
<p>Example/ case study</p>	<p>Organisation</p>	<p>Consulting company –Krakow (micro-enterprise employing less than 10 people, mostly women -Signatory of the Diversity Charter)</p>
	<p>Description</p>	<p>Company implemented many activities in the area of diversity management. However, the president had the impression that with all the efforts, communication in the area of diversity was failing and did not yield the expected results.</p>

		<p>The map of communication of activities in the area of diversity was used in two ways. First, it provided the basis for a simplified audit of the existing procedures, solutions and actions undertaken by the company (this way the "what we have" map was created). In the second stage, also using this tool the "what we want / what we wish", map was developed with the participation of employees. This contains all the ideas in the field of communication. This provided the basis to select the most appropriate solutions and prepare staid map of communication in the area of diversity, taking into account the company's diversity management strategy and goals, and analysing the cost-effectiveness of various proposals. It is being updated periodically and serves as a guide for all employees.</p>
	<p>Results</p>	<p>The map of actions in the field of diversity proved to be a simple yet effective tool to organise communication regarding existing solutions so far. At the same time, the conducted revisions helped to identify gaps and weaknesses (e.g. the lack of information about the Diversity Charter on the website) and to plan corrective actions (e.g. to determine how the results of the employee satisfaction survey shall be communicated). With the tool, communication was also adapted in the area of diversity for the purpose of the company and the records of diversity management strategy, which resulted in complementarity of action and a more coherent corporate image in the eyes of employees and outside the company.</p>
<p>Reference</p>	<p>-Diversity Audit on-line tool, part II: Diversity Procedures and Solutions”</p>	
<p>Further readings</p>	<p>-Graphical map of the CSR Communication developed by Responsible Business Forum is available in Polish at: http://odpowiedzialnybiznes.pl/wp-content/uploads/2014/06/Infografika-MAPA-KOMUNIKACJI_FINAL.pdf</p>	
<p>Ownership of the tool (Copyright)</p>	<p>Copyright: Orange Hill Available as open source.</p>	

3.6.2. Tool: The Principles of equality-based communication.

Tool	Name	Related task
	2 The Principles of equality-based communication.	Task 6: Designing and implementing the company's communication tools in the field of diversity
		
Objective	<p>These Principles of equality-base communication are aimed to support your company's diversity and equality policy as well as diversity management strategy. In diverse environment it is essential to use communication that is inclusive in order to avoid the risk of unwittingly patronising, offending or excluding anyone in the company.</p> <p>Document is addressed to persons working as Diversity Ambassadors, but should be preferably provided to all employees.</p> <p>The Principles of equality-based communication:</p> <ul style="list-style-type: none"> - Use language which is simple, impartial and non-stereotypical. - Your language should refer to diversity in a positive way. - Stay open and positive towards yours recipients. - Never tell jokes that mock one's features. - When you turn to a larger group of people, express that you realize your recipients represent different groups - e.g. Women and Men. - Mention one's gender, ethnicity, disability or sexuality only if it is relevant in context. - Avoid loaded terms such as <i>crippled</i> or <i>blacklist</i>. Use neutral synonyms. - Use gender-neutral language. - Use adjectives to describe person's qualities. Say for example: 'He is diabetic' rather than 'He is a diabetic'. - Use equality-based phrases and avoid those that can harm, offend or exclude anyone. You can find many examples in publication mentioned in reference I. <p>Respect others. Describe people in a way they describe themselves. Use names, titles etc. they prefer.</p>	
Benefits	<p>The language we use has strong impact on the recipients and the perception they have of our company. Moreover, it may be repeated to other people. Discriminatory, prejudicial or exclusive language results in exclusion, stereotyping and devaluing of individuals or whole groups.</p> <p>The Principles will help you create equal and inclusive working environment through eliminating discrimination, promoting equality of opportunities and fostering good relations. Using equality-based communication will support you in creating a professional image of you and your company.</p>	
How to use it	Step 1	Develop the principles of equality-based communication for your company. Necessarily involve executives and employees to that process. It will help you to achieve broad acceptance for

		their implementation.
	Step 2	Encourage the board to announce the principles as a decision of management .This will raise their importance.
	Step 3	Equal communication must be conducted consciously. Carry out an information campaign in the company on the nature of the implementation of the principles as well as on benefits of their use. You can also supplement the rules with a simple guide on which phrases to use and which to avoid.
	Step 4	Give an example and enforce others to apply the principles. Reward employees who respect the rules.
Example/ case study	Organisation	Accounting firm –Poland (Employing around 40 people)
	Description	<p>The company’s team is very diverse in terms of many characteristics such as: age, physical abilities, gender and also sexual orientation, although nobody talks about it. The employees talk a lot (during breaks and at work) about other people employed in the company and not only - their friends or strangers in a discriminatory manner. This resulted many times in conflicts in teams. Moreover, one day the employee called the customer with psychiatric disorders "abnormal" and that undermined seriously the image of the company.</p> <p>The company decided not to create separate position for diversity management, these duties were entrusted to HR manager. One of her first actions was to introduce non-discriminatory rules of the language to corporate communication, in writing and speaking. They have been developed together with the owners of the company, who knowing the situation strongly supported the project.</p> <p>General principles were published in the company and communicated outside. Besides that HR manager prepared a supplement for employees providing guidance with suggested phrases and those which should be avoided in communication with persons of particular attributes. She took into account in particular those features which occurred in the company and she asks employees of those attributes for help in developing advice. At the same time gender neutral language was introduced in written communication and system messages. Rules have been announced by the owners and also the meeting for employees was held on implemented changes and superiors’ expectations of the application of rules.</p>
	Results	At the beginning staff had a feeling of artificiality of the situation and that new order was imposed. However, consistent reminding the principles and firmly reprimanding those who used discriminatory language led to real change. Satisfaction of employees increased with time and level of tensions in teams declined. Employees emphasize marked improvement of the atmosphere at work and that they feel respected.

<p>Reference</p>	<p>- http://www.mmu.ac.uk/equality-and-diversity/pdf/inclusive_communication_guide.pdf (Available in English)</p> <p>- A. Małocha-Krupa, K. Hołojda, P. Krysiak, W. Pietrzak, <i>Równościowy savoir-vivre w tekstach publicznych</i>, Warsaw, 2013 http://www.spoleczenstwoobywatelskie.gov.pl/sites/default/file/poradnik_rownosciovwy.pdf (Available in Polish)</p>	
<p>Further readings</p>	<p>Equal language: https://repozytorium.umk.pl/bitstream/handle/item/3033/jezyk_ownosciowy_materia%C5%82_podsumowuj%C4%85cy_semianr_a_dla_dzienniakrzy_ek%20(1).pdf?sequence=1 (Available in Polish)</p>	
<p>Ownership of the tool (Copyright)</p>	<p>The Principles were created for the purpose of the toolbox. Were inspired i.a. by documents mentioned in Reference I and II. Copyright: Orange Hill - Available as open resource.</p>	

3.6.3. Tool: How to organise in-company diversity conference/seminar

Tool	Name	Related task
	3 How to organise in-company diversity conference/seminar	Task 6: Designing and implementing the company's communication tools in the field of diversity
		
Objective	<p>Internal meeting on diversity is mainly aimed at promoting pro-diversity ideas and behaviours in an organization. Such meeting may take the form of conferences, plenary discussions and workshops. Each of these types involves a different level of the participants' involvement.</p> <p>These rules will guide you step by step to a successful internal diversity event.</p> <p>Basic elements on how to organise an internal meeting on diversity?</p> <ul style="list-style-type: none"> - Determine the nature of the event when? Where? How long? - Create a project team. - Develop a conference program. - Select and invite speakers — remember that a group of experts should be diversified, not representing only one gender, religious group, race, etc. - Provide a suitable venue, appropriate for the number of participants and the nature of the event. Keep in mind that the place should be adapted so as not to pose any obstacles for participants or reduce the comfort of participation for any of the invitees — (e.g. adjust the space to the needs of the physically disabled — if the meeting takes place on higher floors, make sure that there is an elevator in the building). - Remember that inviting diverse groups you should provide them with the conditions that meet their needs and let them feel comfortable and respected (the disabled, nursing mothers, vegetarians). - Send invitations to potential participants. Use channels of communication that are the most efficient in your company. - Provide the technical equipment and a catering. - Prepare conference materials — badges, brochures, program for participants. <p>After the meeting send written thanks and the summary of the meeting to all participants and speakers.</p>	
Benefits	<p>By contacting experts in the field, the company employees, participating in the event, gain practical knowledge regarding appropriate conduct in diversified environments. Such events are also an ideal opportunity to promote tolerance and respect for other groups. It also supports integration within the organization, piercing the barriers between people representing different religions, cultures, etc. This translates directly into benefits for the company, which are associated with greater productivity of task forces where diversity is maintained. In addition, mutual acceptance and tolerance of people, working in one team will create optimal working conditions, thus increasing both the efficiency and job satisfaction of employees.</p> <p>The additional value resulting from organizing such meetings is building the company's</p>	

	image as an open organization, supportive to pro-equality attitudes.	
How to use it	Step 1	Pick one diversity-related topic to focus on during the conference. Let it be best suited to the needs of your organization.
	Step 2	Prepare the meeting organizational-wise. Use tips listed above.
	Step 3	Carry out an evaluation of the event among the participants. This will allow you to eliminate possible problems when organizing the next event.
	Step 4	Prepare an internal report summarizing the event in terms of both the content and technical aspects. It should include recommendations for further action.
Example/ case study	Organisation	Company XYZ with a branch office in Krakow.
	Description	<p>The company in cooperation with the organization supporting LGBT people organizes periodic LGBT Forum meetings at its location. The conference is open, but mainly addressed to employees. The aim of the conference is to spread the anti-discrimination values, provide basic information about LGBT, diversity and prevent discrimination in the workplace.</p> <p>The speakers invited include both experts in this topic, persons acting in LGBT organizations and persons representing the LGBT community who have the opportunity to talk about their personal experiences or problems arising from discrimination in the immediate vicinity.</p> <p>Programme of the meeting usually consists of following main elements:</p> <ul style="list-style-type: none"> - Lectures/presentations of best practice in dealing with discriminatory behaviours in a workplace as well in private life; - Expert debate with professionals representing different environment and various points of view; - Break-out sessions (workshops) enhancing to active participation and engagement.
	Results	<p>Such a meeting builds an atmosphere of openness and acceptance within the company, through contacts with LGBT people, understanding their problems, piercing through barriers which often result from ignorance and lack of understanding. It also shows a positive and open attitude of the organization in relation to sexual minorities, so that LGBT people are encouraged to be open and not hide their sexual identity.</p> <p>By building open and tolerant teams, consisting of employees of different experience, predispositions and views, organizations develop their position, increase flexibility, increase their efficiency and become more innovative.</p>

References	<p>- These guidelines were prepared based on author's personal experience in organizing diversity-focused events.</p>	
Further readings	<p>- A. Umstead, D. Wiener - A Guide to Planning Inclusive Events, Seminars, and Activities at Syracuse University; http://sudcc.syr.edu/documents/InclusiveEventsSeminarsGuide.pdf</p> <p>- C. Small - Ten Lessons Learned from Organizing Diversity-Focused Events https://modelviewculture.com/pieces/ten-lessons-learned-from-organizing-diversity-focused-events</p> <p>- PL: D. Denes - Jak zorganizować wydarzenie antydyskryminacyjne. Podręcznik działań w społecznościach lokalnych http://www.przeciwdzialajdyskryminacji.pl/podrecznik_przeciw_zialajdyskryminacji.pdf (PL)</p>	
Ownership of the tool (Copyright)	<p>The tool was created for the purpose of the toolbox based on experience and practise of Orange Hill. Copyright: Orange Hill. Available as open resource.</p>	

3.7. Tools for supporting task 7

Solving conflicts derived from the diversity area

3.7.1. Tool: Constructive characteristics of mobbing

Tool	Name	Related task
	1 Constructive characteristics of mobbing	Task 7: Solving conflicts derived from the diversity area
Objective	<p>The tool can help not only Diversity Ambassador:</p> <ul style="list-style-type: none"> - to diagnose the existence of mobbing in an organization; - to examine whether situations and conditions which are conducive to potential mobbing are present in a workplace; - to propose major preventive measures included in the anti-mobbing framework procedure or a mobbing prevention program; - to disseminate anti-mobbing program guidelines in an organization (printing of information booklets, posters, leaflets); - to publish anti-mobbing policy in a widely accessible employee information system (e.g. intranet) as well as on the organization's website 	
Benefits	<ul style="list-style-type: none"> - Systematic/regular monitoring of employee behavior will allow for an early detection and adoption of effective measures leading to elimination of mobbing and its prevention in the future; - Examining the existence of possible signs of mobbing will increase employees' involvement and trust, as they will realize that their company, by not underestimating the phenomenon and counteracting it, creates an organizational culture that is based on mutual trust and respect; - Making employees aware of their rights and obligations associated with mobbing prevention will result in transparency and clarity of employer-employee relations in this area; - Establishment of an anti-mobbing framework procedure that will present the ways of implementing preventive measures, as well as effective combating of mobbing; - Increasing the company's ranking and position in the relevant industry as a company which propagates and promotes necessary measures in the field of anti-mobbing protection; 	
How to use it	Step 1	Information about occurrence of a situation attributable to mobbing in an organization (anonymous letter/mail, open discussion with an employee affected by mobbing, Labor Inspection control, etc.).
	Step 2	Adoption of monitoring actions to verify whether such situations actually take place (e.g. measurement of employee satisfaction); Then advice and recommendations which aim at counteracting mobbing actions are implemented.
	Step 3	Development of an anti-mobbing procedure or a mobbing

		<p>prevention program.</p> <p>Main assumptions of an anti-mobbing procedure:</p> <ul style="list-style-type: none"> - An employer prevents mobbing by promoting desired human relationship attitudes and behaviors which comply with the principles of social interaction, dissemination of knowledge about mobbing and methods of its prevention, as well as consequences it may bring. An employer is also obliged to ensure access to adequate training concerning the subject matter. - An employee is not only obliged to prevent the use of mobbing by other persons, but also - should they be in possession of information that might prove such a use - to submit a written or oral complaint. Every employee has the right to demand from their employer adoption of measures that aim at elimination of mobbing and its effects.
	Step 4	<p>An anti-mobbing procedure also imposes on an employer an obligation of familiarizing employees with the provisions of the Labor Code that concern mobbing. An employee confirms that fact in a written statement which is then filed in their personal records.</p>
	Step 5	<p>The above-mentioned procedure should be disseminated in the form of posters, leaflets, information booklets distributed in strategic locations at a workplace (e.g. a rest and refreshment room, cloakroom, corridor, etc.).</p> <p>Instructions regarding anti-mobbing protection should be published in a widely accessible employee information system (intranet), as well as on the organization's website.</p>
Example/ case study	Organisation	Retail company located in a big city –Poland
	Description	<p>A sales assistant accused his employer of mobbing. The main accusation concerned the fact that the employee was delegated to work night shifts because his family situation was “less complicated” than that of his co-workers. The wronged employee did not have a family (wife, children) and therefore, as he believes, that fact was a key factor in the process of work scheduling. His colleagues, in view of their family duties, were incommensurately less delegated to work night shifts than he was. The conflict was also aggravated by the fact that in this company, employees, apart from the basic salary, received also a bonus for effective sales. As the wronged employee claimed, working night shifts was the reason why his bonuses were much lower than those of other employees, since the number of customers visiting the store at night was proportionately lower than during the day.</p> <p>After receiving the above-mentioned information, the store owner decided to check whether such disturbing situations do take place in his team. He engaged an external company, which he commissioned to conduct an anonymous employee satisfaction</p>

		<p>survey with elements concerning possible existence of mobbing in the organization. The results showed that a vast majority of respondents chose an answer which suggested that they never faced the problem of mobbing themselves. Only a few individual cases indicating the existence of certain characteristic behaviors were noted. Also the control of frequency of such behaviors shows that in the case of their possible existence, in a vast majority of cases, they are not systematic. After the analysis of the survey results, a conclusion was drawn that the chain store employees are, in fact, neither able to define mobbing as such nor its signs. Therefore, the management decided to organize training during which mobbing and its characteristics will be popularized and widely discussed. Also an internal mobbing prevention procedure was created, which can be accessed by all employees of the organization. The above-mentioned procedure was disseminated in the form of printed information booklets, posters, leaflets, which aimed at making employees aware of their rights and obligations associated with mobbing prevention. In addition, the employer published the newly prepared anti-mobbing policy in a widely accessible employee information system (intranet), as well as on the organization's website.</p>
	Results	<p>The use of the tool enabled employees to recognize mobbing. It also changed people's attitudes and awareness and led to implementation of anti-mobbing policy. In this way, the employer properly and duly fulfilled its obligation of preventing mobbing behaviors in its organization.</p>
References	<p>- PL: Państwowa Inspekcja Pracy, <i>Mobbing, poznaj swoje prawa w pracy</i> https://www.pip.gov.pl/pl/f/v/6643/mobbing.pdf</p>	
Further reading	<p>- Davenport NZ, Schwartz RD & Elliott GP <i>Mobbing, Emotional Abuse in the American Workplace</i>, 3rd Edition 2005, Civil Society Publishing. Ames, IA, - Shallcross, L, Ramsay, S, & Barker M, (2008) <i>Workplace Mobbing: Expulsion, Exclusion, and Transformation</i> PL: Kucharska A., <i>Mobbing. Informator dla pracodawcy</i>, Warszawa, 2012.</p>	
Ownership of the tool (Copyright)	<p>Open</p>	



3.7.2. Tool: Defining the source and type of conflict (Christopher Moore wheel)

Tool	Name		Related task
	2	Defining the source and type of conflict (Christopher Moore wheel)	Task 7: Solving conflicts derived from the diversity area
<p style="font-size: 0.8em; margin-top: 10px;">Anna Zarada - Dabrowska, based on: Christopher W. Moore, The Mediation Process: Practical Strategies for Resolving Conflict.</p>			
Objective	<p>The objective of The Wheel of Conflict tool (created by Bernard Mayer, Ph.D. and Christopher Moore, Ph.D.) is to present various factors that give rise to conflicts arising, persisting, and increasing. It allows Diversity Manager to define the source of conflict and get to know its type and features.</p>		
Benefits	<p>The Wheel of Conflict is important for Diversity Manager because with it, you can prepare for complicated and tense interactions with another person but also anticipate the position on the situation of other persons as well the reasons they feel a certain way. Tool is useful in preparation for mediation. Proper identification of the conflict will help you move towards an effective solution. Identification of the conflict type will also allow you to select tools appropriate for its solution. Being aware of the causes of the conflict allows bringing the conflict to a common, negotiable and solvable ground.</p>		
How to use it	Step 1	Formulate the problem. Aim to name the interests of the parties, let them say what they feel and what they need. Define common and divergent interests.	
	Step 2	Find your place in the conflict. Answer the question: whether I control the conflict, or not?	
	Step 3	Bring the conflict to the ground of interest or structure. These are the types of conflicts which are the easiest to solve.	
	Step 4	Choose tools and methods which are the most appropriate for solving this particular conflict.	
	Step 5	<p>Remember: when the following conditions are in place, the likelihood of a positive resolution increases:</p> <ul style="list-style-type: none"> - Commitment to find a resolution that is mutually beneficial. - Trust. - Frame of mind that there is more than one way to look at the issues. 	

		<ul style="list-style-type: none"> - Belief that a solution exists. - Commitment to stay in the communication process.
Example/ case study	Organisation	A company operating within the finance sector –Poland
	Description	<p>A financial employee describes a situation when a new manager came into their team, at a time of high conflict and low morale. ‘Most of the issues centred around one person and the effect that person had had on the team. There were lots of arguments, lots of bitching, lots of issues that just were not being addressed and hadn’t been addressed for a long, long time. This new manager was more or less put into the lions’ den to see how she would cope with it. So it was pretty unfair to her but, she came through it and she actually turned the team from being one of the most negative or one of the most unproductive teams to probably being the best in the department within the space of a couple of months.’</p> <p>The employee goes on to explain how they think the manager created this turnaround. ‘I think it was her attitude to the work and it was her attitude to the people. She started with a clean slate and didn’t listen to the “tittle tattle” that went on before. She came in and she immediately had a one-to-one with every member of staff and allowed them the opportunity to air their views, get the rant and rave out and then she sat back and quietly watched the team dynamics, watched the team, watched how they interacted, and on a couple of occasions she had to maybe move seats, move people’s seating arrangements. But she did that as a trial and error over a period of time, watched people how they were at their work and how they interacted with each other. So by her becoming really involved with the people in the team, she made a real difference.’</p> <p>(Managing conflict at work. A guide for line managers, Chartered Institute of Personal Development, 2008, p. 9)</p>
	Results	The use of Christopher Moore’s Wheel in similar situations enables to prepare for tense interactions among team members and to understand their behaviours, then to choose the best tool to use. This leads to effective conflict resolution.
Reference I		
Reference II	<ul style="list-style-type: none"> - Managing conflict at work. A guide for line managers, Chartered Institute of Personal Development, 2008 - http://www.cardiff.ac.uk/humrs/staffinfo/organisationaldevelopment/leadership/dashboard/Managing%20Conflict%20at%20Work%20%20a%20guide%20for%20line%20managers.pdf - Dealing with conflict in the workplace, University of Mississippi, 2001 http://www.nfsmi.org/documentlibraryfiles/PDF/20080213055327.pdf 	
Further reading	<ul style="list-style-type: none"> - Ch. W. Moore, The Mediation Process, Practical Strategies for Resolving the Conflict - 	
Ownership of the tool (Copyright)	Open	

3.7.3. Tool: Principles of Assertive communication

Tool	Name	Related task
	3 Principles of Assertive communication	Task 7: Solving conflicts derived from the diversity area
Objective	<div style="text-align: center;"> </div> <p>Assertive communication is part of building relationships with people — your boss, subordinate, co-worker, a participant in the meeting, client, etc. In other words, it raises a barrier between friendship, camaraderie in interpersonal relations and the sphere of duties, roles and responsibilities to fulfil. It is a difficult task not only for managers but also for all workers. Therefore, you should learn the right way to express your opinion on a particular topic, so that both the objectives of the company and the views of employees are respected.</p> <p>Golden rules of assertive communication</p> <ul style="list-style-type: none"> - You have the right to express yourself, your views, needs, feelings — as long as you do not hurt others. - You have the right to express yourself — even if it hurts someone else — as long as your intentions are not aggressive. - You have the right to present your requests to others — as long as you readily acknowledge that they have the right to refuse. - There are situations where the issue of the rights of individual people is unclear. But you always have the right to discuss this situation with another person. - You have the right to exercise your rights. <p>Assertiveness is based not only on attitude to others but also to yourself. Transactional analysis determines the appropriate approach both to yourself and to others: I'm OK — You're OK. (pt. 1-5: Herbert Fensterheim's laws, pt. 6: as per Eric Berne).</p>	
Benefits	<ul style="list-style-type: none"> - Assertive communication is essential in creating good partnership relations in the company — which is vital in building a climate for diversity. - Such communication allows clearly expressing your opinion, preventing from conflicts and misunderstandings resulting from misinterpretation. - Assertiveness in communication fosters respect for the views expressed by others, even those different than our own. - Assertiveness prevents from excessive hierarchy build-up, gives freedom of expression to all employees, but also sets some limits to effective communication. - An assertive person can establish positive and lasting contacts with employees. - Assertiveness helps to build rewarding relationships, increases employee satisfaction, and gives a sense of respect for their rights. 	
How to use it	Step 1	Reflection — you give feedback to the message sender, regarding how you understood their statement and intentions.
	Step 2	Paraphrasing — you put the sender's message in other words to make sure that you understand the words spoken in the same way.

	Step 3	Clarification — if you see something you are not sure about, ask for clarification.
	Step 4	Confirmation — you give the interlocutor feedback telling them that you're listening and are interested in what they say.
Example/ case study	Organisation	Training company –Krakow (Employing around 15 people)
	Description	The office manager asked to perform her duties within the framework of remote work (telework) for two days a week. She is a young mother of two, which is the reason of her request. Unfortunately, such performance of duties is not consistent with the objectives of the company and is not adjusted to the position that she occupies. The CEO must adequately communicate to the employee that this is impossible due to the nature of her work. Most of the duties she performs are impossible to do at home. However, respecting the private life of the employee, the parties reach a compromise during a joint interview.
	Results	Through the use of the golden rules of assertive communication, the CEO agrees to designate one day a week when the employee will be able to do her jobs from home, provided that all the necessary tasks commissioned in a given week are carried out during four days of her work in the office. Using assertive communication, the parties reach a compromise, which is beneficial for interpersonal relations, the atmosphere in the company and a sense of respect for individual rights, while maintaining the development mission of the company.
References	<ul style="list-style-type: none"> - H. Fensterheim, J. Baer, <i>Don't say yes, when you want to say no. The assertiveness training book</i>, 1978 - PL: M. Król – Fijewska, <i>Trening asertywności – scenariusz i wykłady</i>, 1993. 	
Further reading	<ul style="list-style-type: none"> - B.R. Cangelosi, M.L. Petersen, <i>Peer teaching assertive communication strategies for the workplace</i>, 1998 http://files.eric.ed.gov/fulltext/ED427166.pdf 	
Ownership of the tool (Copyright)	Open	

3.8. Tools for supporting task 8

Recruiting employees from more diverse candidate pool

3.8.1. Tool: Development of a job advertisement

Tool	Name	Related task
	1 Development of a job advertisement	Task 8: Recruiting employees from more diverse candidate pool
Objective	 <p>This description should serve as a guide for developing a job advertisement, which neither explicitly nor implicitly appears excluding or deterrent for certain groups of people. In the process, imagery and the written language in job advertisements will be addressed.</p>	
Benefits	<p>A prudent and discrimination-free job advertisement is the prerequisite necessary for a company to be able to select a suitable person for the vacancy from the largest pool of qualified applicants possible.</p>	
How to use it	Step 1	<p>The creation of a job advertisement begins with a description of the requirements entailing the highest possible level of detail (qualifications and skills) that are necessary for the vacancy to be filled.</p> <p>Ultimately, the job description should only contain requirements that are absolutely necessary to carry out the duties of the vacancy advertised. As an alternative, a differentiation can be made between essential requirements and desired additional qualifications and skills.</p>
	Step 2	<p>Following this, the job description should be checked as to if the requirements are discriminatory at a direct or an indirect level. If possible, this should be carried out by a person that is familiar with the legal regulations in the field of anti-discrimination. Here are several issues that must be taken into consideration for example during the course of such checking.</p> <ul style="list-style-type: none"> - For example, are only women implicitly or explicitly addressed within the text (e.g. using the designation “saleswoman”). - Are certain age groups addressed? (This, for example, can occur on account of expressions such as “dynamic” or “experienced” that trigger certain associations.) - Are requirements made to possess language skills that could, for example, discriminate against migrants? - etc. <p>If such limitations are set, the question has to be answered as to whether these limitations are justified with regard to the vacancy and if they are compliant with legal regulations. If this is not the case, expressions must be changed (e.g. gender-</p>

		neutral) or discriminatory requirements must be deleted from the job advertisement.
	Step 3	<p>In addition to the text, image material that is used for a job advertisement can also act as a deterrent for potential applicants. Studies show that, for example, women or minorities judge companies to be attractive employers if a diverse team is displayed on the company's image material rather than if there is an indication of a strong level of homogeneity (e.g. with regard to gender or ethnic origin).</p> <p>If images should be used for a job advertisement, it is therefore advisable to pay attention to diversity when portraying people. In the case of doubt, it is advisable not to use any image material. In this context, it must also be taken into consideration that image material on a company's website, for example, will have the same effect on potential applicants if they have a look at the company's online presence.</p>
Example/ case study	Organisation	British Telecom
	Description	<p>This is the oldest company working in the field of telecommunication services worldwide. It has operations in around 170 countries and provides services in the field of broadband, phone, TV and mobile needs etc.</p> <p>British Telecom has repeatedly been described as being a model company in the field of diversity pertaining to the application procedure.</p> <p>Job advertisements of British Telecom include:</p> <ul style="list-style-type: none"> - a detailed description of the job position; - a description of the qualifications needed for the job position; and - Professional experience and additional skills required. <p>British Telecom's job advertisements can be viewed at this website: http://bt.jobs/</p>
	Results	Evaluation results on British Telecom job advertisements are not publicly available.
References	<ul style="list-style-type: none"> - Healy, M., Schwarz-Woelzl, M. (2007): Recruitment policies and practices in the context of demographic change. Critical issues in the ICT sector and recommendations, available at: http://www.mature-project.eu/materials/mature_final_report_2007.pdf [Download: 12/04/2016]. - Mader-Clark, M. (2013): The Job Description Handbook. Everything you need to write effective job descriptions – and avoid legal pitfalls, 3rd edition, Nolo. - Gächter, A. (2015): Anonymisierung von Bewerbungen: Ein Überblick über die Forschungsliteratur, pg. 5, available at: https://www.zsi.at/object/project/3881/attach/0_15_anonym_151118_zsi.pdf [Download: 12/04/2016]. 	



<p>Further reading (icons for type of material, language)</p>	<p>- Purdie-Vaughns, V. et al. (2008): Social Identity Contingencies: How Diversity Cues Signal Threat or Safety for African Americans in Mainstream Institutions, in: Journal of Personality and Social Psychology, 94/4, pg. 615-630.</p>	
<p>Ownership of the tool (Copyright)</p>	<p>Open</p>	

3.8.2. Tool: Anonymization of applications by using a form

Tool	Name	Related task
	2 Anonymization of applications by using a form	Task 8: Recruiting employees from more diverse candidate pool
		
Objective	<p>The objective of making applications anonymous is to avoid discrimination at the time of the initial selection of applicants who are to be subsequently invited to a job interview. Making applications anonymous can be implemented for all possible vacancies (ranging from apprentice positions to management functions).¹</p>	
Benefits	<p>Making applications anonymous provides support for those in charge of personnel when selecting the best suited applicant to be invited to a job interview. By using forms, the applicants' relevant skills can be immediately compared.</p> <p>In principle, there are two possibilities for using a form in order to make applications anonymous.</p> <p>Variation 1: Applicants personally enter all of the information relevant to the advertised vacancy into the form.</p> <p>Variation 2: Relevant information is transferred to a form within the company.</p> <p>The following steps refer to the creation of the form and are to be considered a guide for variation 1 as well as variation 2.</p>	
How to use it	Step 1	<p>As a first step, the qualifications deemed as being relevant for the initial selection of applicants must be defined. This is by no means a simple endeavour.</p> <p>How can a person's age be made invisible for example? It does not suffice not to ask for the date of birth since the number of positions during their professional careers or the certificates of completion from certain types of schools, for example, also allow for conclusions to be made concerning the age of a person. A practical alternative would be to ask if a person has had work experience regarding a specific activity over the course of a certain length of time (e.g. "at least 1 year"). The applicants then only have to check "yes" or "no".</p> <p>Along the same lines, for example, language skills in general should not be asked for since this allows conclusions on a person's origin. Therefore, it must be clarified in advance if, at what level and which foreign language is required for the advertised vacancy and then specifically asked for this language and this level.</p> <p>Ideally, these defined qualifications match the requirements formulated in the job advertisement.</p>

	Step 2	<p>Based on these qualifications, a form is developed that is as streamlined, clear and as precise as possible; it will be filled in by the applicant.</p> <p>At the same time, blank text fields should be avoided to the furthest extent possible, thereby avoiding hidden references to the gender, age, etc. of the applicant.</p> <p>If the form is well arranged, it should not be more difficult for the applicant to fill in than it would be to fill out a registration form.</p> <p>This form must be transmitted by all applicants in addition to the usual application documentation. (The non-anonymous application documentation is made available as soon as the applicant has been invited to a job interview.)</p>
	Step 3	Ideally, this form can be filled in online and is additionally made available for download.
	Step 4	If the information from the form for applicants is additionally transferred to an in-house form, an in-house form must be created. This form will be identical to a great extent with the external form, however, it may contain additional sections (e.g. important information deriving from letters of recommendation or certificates).
	Step 5	Finally, the form must be tested with a number of fictive applicants in order to verify that it is understood and to identify possible sources of error.
	Example/ case study	<p>Organisation</p> <p style="text-align: center;">Gothenburg city -Sweden (Public service sector)</p> <p>Description</p> <p>One of the first pilot projects where applications were made anonymous and where the results were subject to evaluation took place in the public service sector of the Swedish city, Gothenburg. The anonymization project was executed in two districts of the city and involved 3.529 applications for 109 advertised vacancies.</p> <p>The anonymization aimed at concealing the gender and ethnic origin of the applicants at the first stage of the application process. In addition, a form was filled in by the applicants that contained questions regarding education, work experience and current employment. Details on gender and information that were indicative of ethnic affiliation were explicitly prohibited – this also included information on the location of the schools and universities attended. This form was to be submitted by the applicant together with the usual application documentation. Based on this form, select people were met who had been invited to the job interview. The non-anonymous application documentation belonging to the people invited was only made accessible after this selection.</p> <p>Results</p> <p>Due to making the first stage of the application process anonymous, the chances of women and people from other countries of origin being invited to a job interview increased.</p>

References	<ul style="list-style-type: none"> - Gächter, A. (2015): Anonymisierung von Bewerbungen: Ein Überblick über die Forschungsliteratur, pg. 5, available at: https://www.zsi.at/object/project/3881/attach/0_15_anonym_151118_zsi.pdf [Download: 12/04/2016]. 	
Further reading	<ul style="list-style-type: none"> - Åslund, O., Skans, O. N. (2007): Do anonymous job application procedures level the playing field?, available at: http://www.ifau.se/globalassets/pdf/se/2007/wp07-31.pdf [Download: 12/04/2016]. 	
Ownership of the tool (Copyright)	The description of this tool is based on the explanations of Gächter (2015) for the preparation of a pilot project to make applications anonymous.	

3.8.3. Tool: Checklist for job interviews

Tool	Name	Related task
	<div style="background-color: black; color: white; padding: 5px; display: inline-block; font-weight: bold; font-size: 24px;">3</div> Checklist for job interviews	Task 8: Recruiting employees from more diverse candidate pool
Objective	 <p>Checklist</p> <ul style="list-style-type: none"> - Shared understanding of the qualifications and skills required for the vacancy - Shared understanding of the roles of each individual present at the job interview - Key questions for job interviews - Template for notes on the applicants' responses - Evaluation sheet for assessing applicants <p>This checklist aims at making the interviews as objective and comparable as possible in addition to ensuring that the questions asked during the interview and the criteria used for assessing the candidates are based on the qualifications and skills required for the vacancy.</p>	
Benefits	<p>The use of key questions at the job interview and standardised assessment criteria should ensure that the job interview focuses on the specific requirements of the vacancy and at the same time ensure that discrimination (at a conscious or subconscious level) is avoided at this step of the application process. That should make it possible to select the person who is best suited for the position.</p>	
How to use it	<p style="text-align: center;">Step 1</p>	<p>Organisation of a joint meeting with all individuals present on behalf of the company during the job interview (the people in the selection committee should reflect the highest level of diversity possible.)</p> <p>The objective of the meeting is</p> <ul style="list-style-type: none"> - to create a shared understanding of the qualifications and skills required for the vacancy. Thereby, the requirements formulated in the job advertisement as well as the criteria for selecting applicants for the job interview should be brought to mind, and - to clarify the various roles of the people present during the job interview.
	<p style="text-align: center;">Step 2</p>	<p>Developing key questions for the job interview:</p> <p>The key questions should focus on the qualifications, skills and special requirements of the job (e.g. readiness to travel) that are necessary for the vacancy. These questions should be put to ALL applicants. If it becomes clear during the development of the key questions that some of them cannot be posed to all applicants, this</p>

		is an indication of indirect discrimination. These questions should be deleted.
	Step 3	Developing an evaluation sheet for assessing applicants: The evaluation criteria should only refer to the qualifications and skills required for the vacancy. A point system can be used to evaluate individual criteria.
	Step 4	Developing a template for notes: This template should serve to make notes on the applicants' responses in a structured manner. The structure of the templates is oriented toward the key questions for the job interview.
Example/ case study	Organisation	Austrian research institute
	Description	<p>In 2015 a research institute in Austria had a vacancy for a head of department. The position that needed be filled is responsible for the department as a whole as well as its employees and represents the department within the executive board of the organisation.</p> <p>The two most suitable candidates were invited for a job interview. During the interview the two managing director of the research institute as well as two employees representing the department were present.</p> <p>Before the interviews took place, emphasis was given to have a common red understanding of the qualifications and skills required for the vacancy among the four persons presenting the research institute in the job interview and the role of these persons during the interviews. Key questions have been defined previous to the interview and the two candidates were asked to prepare a short presentation about them that provides answers to certain pre-defined questions.</p> <p>After the interview, all four persons representing the research institute assessed the candidates with a standardised evaluation form that was based on the qualifications and skills needed for the position.</p>
	Results	Three month after the recruitment process the organisation perceives the selected person as the right choice for the position. This was due to the selection process which was based on transparent and objective criteria.
References	- Department of Veterans Affairs (2010): Recruitment & Selection. Best Practice Guide, available at: http://www.diversity.va.gov/products/files/RSG.pdf [Download: 12/04/2016].	
Further reading	- IBEC (2003): An Employers Guide to the Employment of Older Workers, available at: http://www.mature-project.eu/materials/IBEC-Employers-Guide.pdf [Download: 12/04/2016]. - Age Positive (2002): Being positive about age diversity at work, A practical guide for business, http://www.mature-project.eu/materials/agedivwkgdprac.pdf [Download: 12/04/2016].	
Ownership of the tool (Copyright)	Open	