



WELCOMING workplaces

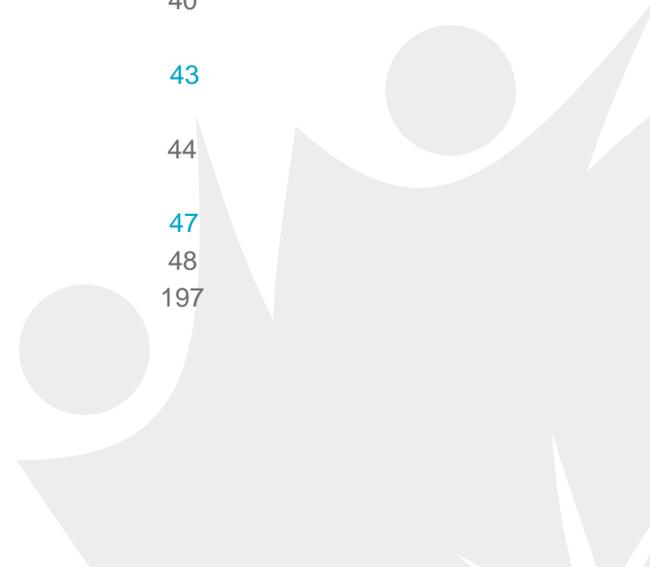
successful | diverse | inclusive



*Adapted from “Welcoming Workplaces” toolkit,
Government of Nova Scotia.*

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Introduction

As an employer in Newfoundland and Labrador, chances are you are facing similar challenges to the rest of Canada as the baby boomer generation starts to retire. Boomers, those who were born between 1946 and 1964, make up 41 percent of Newfoundland and Labrador's workforce.¹ As boomers retire over the next 10 years, they are expected to leave a significant number of jobs that need to be filled, for instance in the next five years, 32,000 people are expected to retire from Newfoundland and Labrador's workforce.²

The generation that follows makes up just fewer than 26% percent of the workforce and the Newfoundland and Labrador birth rate is falling.³ That means that Newfoundland and Labrador will soon have many workers leaving the workforce and there will not be enough workers to replace them. For employers, it will soon be harder to find workers than it has ever been in the history of this province.

In March of 2012, this province's unemployment rate sat at 14.4 percent.⁴ For a variety of reasons, almost one in 15 Newfoundlanders and Labradorians were not working or were unable to work. However, many of these people were actually underemployed or underrepresented in the workforce. Many of them are, on average, much younger than the overall working population. In addition, some of the groups underrepresented in Newfoundland and Labrador's workforce include; women, aboriginal groups, persons with disabilities, youth and mature workers. People in these groups often struggle to find work that allows them to reach their full potential. Fortunately, the barriers they face are often put there unintentionally, and can often be removed.

When we begin to see this diverse group of people as part of Newfoundland and Labrador's workforce, it's clear that part of the solution to finding new employees is right in front of us.

Diverse workers **CAN BENEFIT YOUR COMPANY** by bringing a great mix of skills, abilities, and perspectives to your workplace. Diversity can make it easier for your company to understand and respond to the marketplace and the needs of your clients. A workforce of diverse people can help you find a wider range of solutions for the business challenges you face every day.

Building a Welcoming Workplace is a way to strengthen your company and lets you find and hold on to your most valuable asset – **YOUR EMPLOYEES**.

Employers who tap into the full potential of the province's workforce by building an inclusive work environment will compete more effectively than those who are unprepared.

This toolkit is adapted from the province of Nova Scotia's Welcoming Workplaces toolkit workbook, an initiative of the Atlantic Population Table's Business Engagement Project. Welcoming Workplaces is funded by the Atlantic Canada Opportunities Agency in cooperation with the Nova Scotia Association of CBCDCs. Permission to use this resource was granted by the Department of Labour and Advanced Education, Government of Nova Scotia.

¹ Newfoundland and Labrador Statistics Agency. Labour Force Activity by Age, 1996, 2001 and 2006. <http://www.stats.gov.nl.ca/Statistics/Census2006/PDF/LBR_LF_Activity_Can_NL_CMA_9606.pdf> . Accessed May 15, 2012.

² Government of Newfoundland and Labrador. Newfoundland and Labrador Labour Market 2020. p. 57.

³ Newfoundland and Labrador Statistics Agency. Labour Force Activity by Age, 1996, 2001 and 2006. <http://www.stats.gov.nl.ca/Statistics/Census2006/PDF/LBR_LF_Activity_Can_NL_CMA_9606.pdf> . Accessed May 15, 2012.

⁴ Statistics Canada, Latest Release from the Labour Force Strategy, December: Released Friday, January 6, 2012

FOSTERING A WELCOMING WORKPLACE IS NOT ONLY THE RIGHT THING TO DO – IT’S THE SMART THING TO DO.

This toolkit workbook will walk you through the steps you need to work with the full spectrum of Newfoundland and Labrador’s human resources. It approaches the work through Four Pillars of Diversity, four areas where your company can build and maintain a work environment that is welcoming and inclusive. It shows you how to take action, gives you tips, and gives you resources to work with in the areas of each of the four pillars.

MAKE THIS TOOLKIT WORKBOOK YOUR OWN.

You may want to start by using the Diversity Assessment on page x to find out what is most useful for you to do first. Or, you may want to start on page 1 and work your way through the whole document.

KEEP IT HANDY.

Once you begin, you will probably want to check out more ideas and ways to build a Welcoming Workplace – and enjoy the benefits it will bring!

Welcoming Workplaces is also an initiative of the Business Engagement Project. The Business Engagement Project supports the Atlantic Population Table’s mandate to address the challenges of changing demographics in the Atlantic region. The Project is comprised of four provincial initiatives to improve the human resource management skills of small and medium-sized enterprises (SMEs).

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Defining Diversity and Inclusion

DIVERSITY

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.³

INCLUSION

Inclusion is engaging the different talents, beliefs, backgrounds, abilities, and ways of living of various individuals to create a culture of belonging where people feel valued.

Inclusive behavior acknowledges and honors the identities we all possess while at the same time not being restricted by those identities. Inclusion involves promoting values and practices that demonstrate openness, respect, collaboration and appreciation of the validity of different points of view. Recognizing and supporting all human beings by creating conditions that foster equity, empowerment, awareness and competence at the personal, group and organizational level are key elements of inclusion.⁴

³ UN Studies Association <http://www.unstudies.org/content/background-why-does-diversity-matter>

⁴ Based on the Institute for Inclusion's definition of inclusion. http://www.instituteforinclusion.org/index.php?option=com_content&view=article&id=28



Getting Started

This toolkit workbook with accompanying resources contains the tools to help you assess your company, develop a guiding statement on making it a diverse workplace, and put your guiding statement to work: all the support elements you need to create a diverse workplace and to become an employer of choice.

The first step is to look critically at how you work with diversity now. Knowing where your company is now will help you identify what you want to change and guide you through the change process.

Complete the Diversity Assessment on page x. As well as giving you information about your company, this assessment will show you which sections of the toolkit are most useful to your company. Although this document is designed to allow companies to focus on only the sections where support is required, it is important to acknowledge that becoming a welcoming and inclusive workplace is most effective when a holistic approach is taken.

The diagram on page viii illustrates a holistic approach to diversity. A diversity statement based on mission, vision and values provides a foundation for positive changes within the four pillars of diversity:

- Commitment
- Hiring Practices
- Employees
- Partnerships

The pillars represent areas within a company that can be strengthened and in turn support a company's diversity statement, making the statement more than “just words”. The tools and information in this document are organized by the four pillars to provide support to strengthen each area within your company.

*For additional information on the topic of workplace diversity visit the “Managing a Diverse Workplace” section on **The NL HR Manager** – www.nlhrmanager.ca.*

*For additional training and education resources on this topic you can also visit **SmartforceNL** – www.smartforcenl.ca.*



A Holistic Approach to Diversity

THE COMPANY'S VALUES, MISSION, AND VISION



DIVERSITY STATEMENT

A diversity statement outlines the ways your company works with diversity.
Your diversity statement connects to your values, mission, and vision.



4 PILLARS OF DIVERSITY

1

Pillar 1: COMMITMENT

Management upholds diversity through follow-through and consistency

2

Pillar 2: HIRING PRACTICES

The policies and processes in your company support diversity.

3

Pillar 3: EMPLOYEES

Diversity among your employees is supported, acknowledged and celebrated.

4

Pillar 4: PARTNERSHIPS

Your company works with various groups in the community.



Diversity Assessment

	YES	SOMEWHAT OR I DON'T KNOW	NO	FOR SUPPORT IN THIS AREA PLEASE REFER TO:
COMMITMENT				
1. Does your organization have a diversity statement that is aligned with your company's mission, vision, and values?				Page 2
2. Does management support the company's commitment to diversity?				Page 4
3. Does your company build diversity into its strategic business goals?				Page 6
4. Does your company communicate its commitment to inclusion and diversity?				Page 8
5. Does management understand laws about diversity?				Page 10
HIRING PRACTICES				
6. Does your business use diversity appropriate job advertisements?				Page 14
7. Does your business use diversity appropriate practices to screen resumes?				Page 16
8. Does your company conduct fair interviews?				Page 18
9. Does your business use diversity appropriate practices to perform reference checks?				Page 20
10. Are your hiring managers aware of the impact of bias on hiring practices?				Page 22
EMPLOYEES				
11. Does your business create a welcoming environment for diverse groups?				Page 26
12. Does your company include principles of diversity and inclusion in company policies/ practices?				Page 28
13. Does your business help new hires adjust to the business culture?				Page 30
14. Do your employees understand and support your diversity plan?				Page 32
15. Does your organization recognize diversity in performance management for employees?				Page 34
16. Does your company have harassment or bullying policy and procedures?				Page 36
17. Is there a process in place to handle complaints of discrimination or harassment?				Page 38
18. Is there a system in place to monitor barriers to inclusion and progress toward diversity goals?				Page 40
PARTNERSHIPS				
19. Does your organization have partnerships with local community groups?				Page 44



PILLAR #1: Commitment

The Commitment pillar supports the creation of a welcoming workplace through leadership commitment and the incorporation of diversity into your company's core values.

YOU CAN BUILD A STRONG COMMITMENT PILLAR FOR YOUR ORGANIZATION BY:

- Incorporating diversity into the values of your company
- Gaining leadership support and commitment to diversity
- Making diversity a part of your strategic business goals
- Letting people know about your commitment to diversity
- Understanding your legal responsibility

HOW TO: Incorporate Diversity into the Values of Your Company

The first step is to create a diversity statement. A diversity statement commits a company to take specific steps to create a workplace that is diverse and welcoming. A diversity statement matches up with the company's values, mission, and vision.

As you develop your diversity statement

- Include the things your company believes about diversity and creating a welcoming workplace.
- Talk about ways that having a diverse workforce will benefit your company.
- Show how you want your company to work with diversity in the future.
- Include things that are positive and inspiring.
- Be open to change.

Link your diversity statement to your company's values, mission, and vision.

For example, if innovation is a part of your company's mission and vision, your diversity statement might highlight how innovation comes out of working with people who have diverse perspectives.

Examples of diversity statements:

PETE'S FROOTIQUE⁵

Our commitment to diversity is evident in the way we do business. Partnerships with local organizations help us attract qualified and enthusiastic individuals from diverse communities. Diversity in our product as well as our people is what creates the vibrant atmosphere at Pete's.

At Pete's we not only value diversity, we celebrate it!

MCINNES COOPER⁶

McInnes Cooper is committed to creating an inclusive workplace environment that values, respects and supports the different perspectives, cultures and experiences of our clients and our people. We believe that providing a workplace rich in diversity inspires all members of our team to realize their full potential and enhances our ability to deliver innovative and strategic solutions to our clients

⁵ www.petesfrootique.com/petes_promises.php

⁶ www.mcinnescooper.com/index.cfm?cm=Section&ce=details&primaryKey=46760

WORKSHEET:

Developing a Diversity Statement

Start by looking at your company's values, mission, and vision statements.

VALUES:

If you do not have statements that set out your company's values, mission, or vision you may want to create them now.

MISSION:

*Go to this website for an article that takes you through that process step-by-step:
www.axi.ca/tca/mar2004/associatearticle_1.shtml*

VISION:

Brainstorm answers to these questions to help you create your statement:

- What do we believe as a company about diversity in our workplace?
- How does our company benefit if we commit to being a diverse workplace?
- How do we want diversity to work in our company in the future?

Write a first draft of your diversity statement: _____

TIPS:

- Choose key words from your values, mission, and vision statements.
- Find ways that these same words can also apply to diversity.
- Use these key words as you create your diversity statement.

How does your diversity statement link to your values, mission, and vision? _____

You can find a copy of this worksheet at the end of this document.
Go to Toolkit Resource #1: Developing a Diversity Statement Worksheet.

HOW TO: Get Your Leadership to Support and Commit to Diversity

How do you move beyond words, create lasting change, and put your diversity statement to work? Get senior management to support the creation of a diverse and welcoming workplace. You need a strong commitment from your leadership to make your diversity programs work.

MAKE DIVERSITY A STRATEGIC PRIORITY!

These actions will help you gain support for diversity from your leadership:

1 CREATE A CASE FOR DIVERSITY. SHOW YOUR MANAGERS THE BENEFITS OF CREATING A DIVERSE AND WELCOMING WORKPLACE.

State the issue: Let your management know why this is the right time for your company to consider becoming a more diverse and welcoming workplace. Evaluate your workplace. Look at how your company invites and works with diversity. Allow managers to see the reality of where the company is. Let them see how it needs to change and visualize where they want to take it.

- Complete the Diversity Assessment (**go to pg. x**).
- Complete the Employee Assessment (**go to Toolkit Resource #22**).

Benefits of a creating a diverse and welcoming workplace:

- *Become an employer of choice.*
- *Attract employees with new talent and experience.*
- *Build a more-creative company.*
- *Support your company's values.*
- *Relate better with customers.*
- *Gain access to new markets and diverse clients.*

Identify the solution: Put together a plan of action to deal with the issues you identify when you complete the assessments. Decide what changes you want to make. Put together a plan that tells you the actions you want to take and the resources you need to take those actions.

Outline the risks and benefits: Look at the risks your company faces by not taking action. Look at what you could gain from taking action and becoming a more diverse and welcoming workplace.

2 INVOLVE ALL MANAGERS WHEN YOU DEVELOP YOUR DIVERSITY STATEMENT (**GO TO PG. 2**).

3 INVOLVE ALL MANAGERS WHEN YOU DEVELOP YOUR STRATEGIC GOALS (**GO TO PG. 6**).

4 KEEP TRACK OF YOUR PROGRESS AND KEEP BOTH MANAGERS AND EMPLOYEES UP TO DATE (**GO TO PG. 40**).

SELLING DIVERSITY

Build a case for diversity that fits your company. Use it to give your leadership insight into the issues, the solutions, the risks, and how change will benefit the company.

TEMPLATE:

Building a Business Case for Diversity

Answer the questions in this template to give you a good start at building your case for diversity.

STATE THE ISSUE

1. What are some issues in your company?
2. Why should your company care about creating a diverse and welcoming workplace now?

PROPOSE A SOLUTION

1. Describe the actions you want to take.
2. Estimate what this will cost. Make a list of resources you will need to complete these actions.
3. Show how the actions will address the issues.

Take the Diversity Assessment on page x to help you see where to focus your energy. The Action Plan on page 7 will help you create a summary of the actions your company can take to become more diverse and welcoming.

These resources tell you what the law says about diversity in the workplace, and the risks you face when your company does not create a workplace that is diverse and welcoming:

- Canadian Human Rights Commission
<http://www.chrc-ccdp.ca/>
- Newfoundland and Labrador Human Rights Commission
www.Justice.gov.nl.ca/hrc/index.html

OUTLINE THE RISKS

1. What risks does your company face if you do not take action to address the issues?
2. What legal risks do you face if your company does not become a diverse and welcoming employer?
3. How would it affect your ability to attract new employees?
4. How would it affect your clients?

HIGHLIGHT THE BENEFITS

How does your company benefit from taking this action?

Business Case:

Show the financial benefits of becoming a more diverse and welcoming company.

Moral Case:

If equity and fairness are part of your company's values, mission, and vision, show how you promote these principles when you become a diverse and welcoming workplace.

Legal Case:

Outline the benefits of being proactive. Show how you benefit from meeting the legal responsibilities around human rights issues such as accommodation, harassment, and discrimination.

You can find an electronic copy of this template at the end of this document. Go to Toolkit Resource #2: Building a Business Case for Diversity Template.

HOW TO: Make Diversity Part of Your Strategic Goals

These steps will help you make diversity a priority. Once you've done that, create a plan to help you keep it a priority.

STEP 1:

MAKE CREATING A DIVERSE AND WELCOMING WORKPLACE A PRIORITY

- Start by talking about your vision for making your company more diverse and welcoming.
- Look at ways your company already incorporates these principles into its values, mission, and vision.
- If you are not using diversity principles yet, identify how you could incorporate the principles (**go to pg. 2**).

STEP 2:

EVALUATE YOUR WORKPLACE

There are a number of ways to find out where your company is now:

- Complete the Diversity Assessment at the beginning of this Toolkit (**go to pg. x**).
- Use the Employee Assessment (**go to Toolkit Resource #22**) to gather thoughts and feedback from your employees.

STEP 3:

TALK ABOUT THE DIRECTION YOU WANT DIVERSITY TO TAKE IN YOUR COMPANY IN THE FUTURE

Meet with your company's managers to talk about diversity. Show them the results of your Diversity Assessment, point out where you need to improve and highlight where your company is doing well.

STEP 4:

SET GOALS AND OBJECTIVES

Once you have a clear picture of where you are and where you want to be it's time to make a plan. You may not be able to deal with all the issues you identified in your assessments. Prioritize the issues. Focus on 3 to 5 key issues at a time.

Make sure you set SMART objectives:

Specific: Be clear about what you want to do.

Measurable: Identify how you can track your progress toward reaching your goal.

Attainable: Make sure each goal you set is one your company can reach.

Realistic: Work with things you have control over.

Timely: Set a timeline for reaching each goal.

TEMPLATE:

Building Diversity into Your Strategic Goals

Before you set your goals check your progress:

	YES	NO
My company has developed a diversity statement.		go to pg. 2
I have completed a diversity assessment of my company.		go to pg. x
I have surveyed my employees to find out what they think about diversity.		go to tool kit resource #22
I have met with all managers to go over the Diversity Assessment and the Employee Assessment.		

Action Plan:

What are three ways you can improve or change your company practices to encourage diversity?

MAKE A PLAN	Set Three Goals with Measurable Objectives		
	GOAL #1	GOAL #2	GOAL #3
OBJECTIVE What do you hope to do?			
ACTION What actions will you take to reach this goal?			
RESPONSIBILITY Who will be responsible for reaching this goal?			
EVALUATE How will you evaluate your progress? (go to pg. 40)			
INVOLVE EMPLOYEES How will you involve employees in the process? (go to pg. 26 - 35)			
COMMUNICATE How will you let people know what you are doing? (go to pg. 8)			
TIME How long will it take you to reach your goal?			

You can find an electronic copy of this template at the end of this document.
Go to Toolkit Resource #3: Diversity Goals Action Plan Template.

HOW TO: Let People Know About Your Commitment to Diversity

“Communication is not just the words, but the action; it is showing results and progress and demonstrating commitment.”⁷

STEP 1: Communicate your diversity strategy to all employees. Make it easy for them to find and look at it. Be clear about what you are trying to do, how you are going to do it, and why you are doing it now.⁸

STEP 2: Let everyone know what actions your company plans to take.

STEP 3: Keep employees up to date on what you do.

STEP 4: Gather feedback from employees after you reach each goal. Repeat steps 1 to 3.

STEP 5: Summarize the feedback for all employees each time you gather it. Employees want to feel they are a part of the process and to know that their voices are heard. Be honest and transparent. For example, share the results of the Employee Survey with employees (**go to Toolkit Resource #22 Employee Assessment**).



MAKE A PLAN!

Make a plan to help you organize how you will communicate with different groups, such as employees and clients, and what you want to communicate to each group.

WAYS TO COMMUNICATE WITH CLIENTS AND STAKEHOLDERS

Online: If you have an online presence, use it. Highlight your commitment to diversity on your website, on social media pages, and in your e-mail signatures.

Annual reports and Newsletters: Include your diversity strategy or a short statement that highlights your commitment to diversity when you communicate with clients.

Promotion Materials: Show your commitment to diversity by including pictures of diverse groups in your promotions materials; include your diversity statement in your marketing materials.

Special Progress Updates: Send special memos or notes to show clients the progress you make toward your diversity goals. Prove to clients that your commitment is more than just words.

⁵ http://wasc.ucsf.edu/downloads/12_B4CommunicationsPlanDiversity.pdf

⁶ If you do not have a diversity strategy, or you have not used a survey to find out the attitudes of your employees, **go to the template on page 7** Building Diversity into Your Strategic Goals.

TEMPLATE: Developing a Plan to Let People Know About Your Actions

Communication Plan – A Template

What are your key messages?

Write a first draft of your diversity statement:

Who Is Your Audience?	How Will You Communicate?	Why Are You Doing This Now?	What Result Do You Want?	Who Will Do This?	When and How Often?
<i>Who do you want to read your message? (clients, employees)</i>	<i>How will you let people know? (by e-mail, on your website, in a newsletter etc.)</i>	<i>What do you want people to know? What is your message?</i>	<i>What do you hope to change by sending this communication?</i>	<i>Who is responsible to make sure this communication happens?</i>	<i>When do you want to send the first communication? How often will you send other communications?</i>
Example					
<i>Employee</i>	<i>Email memo</i>	<i>Update employees on the actions we are taking with the diversity strategy</i>	<i>Remind employees about the strategy. Let them know what goals we have reached. Let employees continue to be part of making this a diverse and welcoming workplace.</i>	<i>Diversity committee</i>	<i>Once every three months</i>

You can find an electronic copy of this template at the end of this document.
Go to Toolkit Resource #4: Diversity Communication Plan Template.

HOW TO: Follow the Law on Diversity in the Workplace

WHAT YOU NEED TO KNOW ABOUT ACCOMMODATING EMPLOYEES

As an employer you have a “duty to accommodate.” This means that as an employer you must make every effort, within reason, to accommodate someone who is suitable for a particular job in ways that allow them to get, or keep the job.

More specifically, accommodation means adjusting rules, standards, policies, workspaces and equipment to allow a person to do their job when they have a mental illness or physical disability or other characteristic that is protected under the law.

Characteristics the law protects include these:

- Age
- Colour
- Creed
- Sex (including pregnancy)
- Physical disability
- Family status
- Source of income
- Association with protected groups or individuals
- Race
- Religion
- Ethnic, national or aboriginal origin
- Sexual orientation
- Mental disability
- Marital status
- Irrational fear of contracting an illness or disease
- Political belief, affiliation or activity

Not every person will let you know -self-identify- if they need accommodation.

WHAT YOU CAN DO

If you suspect that one of your employees requires accommodation here's what to do:

- Talk to the employee confidentially. Invite them to talk about the situation.
- Let them know that what they tell you will not affect them in a negative way.
- Work with the employee to find an arrangement that works.
- Start by going over the job description and figure out what parts of the job the employee can do without accommodation. Then figure out what accommodations you can make to support the employee in doing the other parts of the job.

MORE RESOURCES

You can find more information on “duty to accommodate,” including examples of accommodations other companies use in the workplace, on the website for the Canadian Human Rights Commission. Go to: http://www.chrc-ccdp.ca/preventing_discrimination/toc_tdm-eng.aspx

Following the Law on Diversity

FOCUS ON PUTTING THE “PERSON FIRST”

When you accommodate an employee, you focus on 2 things: 1) making the process fit the individual, and 2) concentrating on the person’s needs rather than on their disability. In this way you put the person first, not their disability.

Here are some tips to help you keep a *person first* focus:⁹

- Ask about what a person needs, not about their disability or condition.
- Characterize a person by their ability, not their disability.
- Refer to a disability or condition as an adjective rather than a noun: “people who are blind or partially sighted” rather than “the blind.”
- Be aware that it takes different people different amounts of time to do or say things — let the other person set the pace.
- Use neutral, plain language and speak professionally. Avoid words that suggest the person has either superior or inferior strengths because of their disability: neither “courageous” nor “afflicted.”
- Speak directly to a person with a disability who is with a companion or aide, rather than speaking through their companion.
- Ask before you help, and ask only if the person seems to need help, don’t assume.
- It is okay to use everyday terms for different actions: “walk” with a person in a wheelchair, and “see” a solution with a person who has a visual impairment.
- Focus on the matter at hand, not on the disability. If the disability has nothing to do with an issue, then it is not necessary to bring it up when you are talking about the issue.

MORE RESOURCES

You can find resources to help you understand and accommodate specific disabilities by going to local advocacy groups and organizations that serve people with disabilities, and websites for national organizations like the [Canadian National Institute for the Blind](#) or [Canadian Mental Health Association](#).

The Canadian Council on Rehabilitation and Work has a Job Accommodation Service. This fee based service offers public and private sector companies advice, consultations, and assessment services in order to assist them in complying with their legal duty to accommodate:

http://www.ccrw.org/main.php?category=programs_services&id=63

⁹ British Columbia Mediator Roster Society (2009). Accommodating people with disabilities – A reference guide for mediators. Victoria, BC.



PILLAR #2: Hiring Practices

The hiring practices pillar supports the creation of a welcoming workplace by outlining how your company's diversity statement will be incorporated in your company to promote fair recruitment and hiring practices. A strong hiring practices pillar will seek to increase the employment of diverse groups within your company by removing organizational barriers.

YOU CAN BUILD A STRONG HIRING PRACTICES PILLAR FOR YOUR ORGANIZATION BY:

- Developing job advertisements that promote a diverse workforce
- Practicing fair selection procedures
- Combating organizational bias that could act as barriers to employment of diverse groups

HOW TO: Develop a Job Ad That Promotes a Diverse Workforce

The job ad you send out will probably be your first communication with people from diverse groups who have the skills you're looking for. Make sure everyone who wants to read your ad can understand exactly what you're looking for. Use language that is simple and straightforward.

For additional information to help you in your hiring decisions, you can complete the "When is the Right Time to Hire" course at www.smartforcenl.ca.

A SUCCESSFUL JOB AD IS BASED ON THE JOB DESCRIPTION.

(To learn how to create an accurate job description, go to **Toolkit Resource #23: How to Create a Job Description**, which can be found at the end of this document). Another template is available in the "Finding Workers" section at www.nlhrmanager.ca.

Follow these tips to write a great job ad:

- Use simple language. People looking for work in Newfoundland and Labrador come from many backgrounds. English may not be an applicant's first language.
- Include only information that people need to know to understand the job.
- Let people know that you are looking for applications from people in diverse groups.
- Do not say "Canadian experience" if you will accept international experience.
- Let people apply using a variety of formats including email, fax, and standard mail.
- Be clear about which qualifications people must have and which ones are a bonus but not required.
- Highlight what's interesting about the job.
- Keep "industry speak" to a minimum.

THINGS TO THINK ABOUT

Older workers may still value traditional media sources as well as online resources. Don't ignore traditional media when placing job ads to not miss out on this key demographic.

Recent immigrants often have strong ties to community groups and government immigration services. Reach out to these groups to better advertise job listings.

Younger people may only check social media sites for job postings. They may not think to try more-traditional channels.

POSTING YOUR JOB AD

You have written your job ad. Now it's time to decide where you are going to advertise and how to reach potential employees from diverse groups. If the people you're looking for don't check the places you usually advertise, they won't even know about your job opening. Here are some places to advertise.

Where most jobs are advertised

- Your company's website
- Career websites such as Career Beacon and Monster
- Kijiji
- Social networking sites such as Facebook and Twitter
- Local newspapers and flyers
- Trade journals

Where you can advertise to diverse groups

- Bulletins and notices sent out by community groups you partner with (**go to pg. 44**)
- Co-op education centres at local universities
- International student associations at local universities
- International recruitment agencies
- Newspapers and flyers published in other languages
- Bulletin boards where you will reach diverse groups

TEMPLATE:

Advertising to Attract Diverse Employees

Before you develop a job ad, you need a job description that outlines the tasks and responsibilities of the job you are hiring for. If you need more information on how to develop a useful job description, go to **Toolkit Resource #23: How to Create a Job Description**. After having developed your job ad you can visit the “Finding Workers” section of www.nlhrmanager.ca to identify ways to advertise job openings. There is also a course on advertising through social media available on www.smartforcenl.ca.

Job Ad Template

Job Title:

Employer's Name:

Location: *Tells where the person will work*

Type of employment: *Tells whether the job is full-time, part-time, permanent, or term contract*

Profile of the company: *Describes the company. The description is brief and to the point*

Role and purpose of the job: *Uses the information from the job description to list the tasks and responsibilities of the job*

Outline of ideal candidate: *Includes qualifications and what experience a candidate must have.*

Instructions for answering the ad: *Tells applicants how to reply to the job ad. Includes contact details such as your mailing address, phone, fax, and email.*

Other: *Includes any other information you want to list such as information about salary and benefits and whether the applicant needs references, and gives your company's website.*

Commitment to diversity: *Summarizes your commitment to diversity, or simply states that the company is an equal opportunity employer.*

*An electronic copy of this template is included at the end of this document.
See Toolkit Resources #5: Diversity Appropriate Job Ad Template.*

ADDITIONAL TIPS¹⁰

Be careful to word the ad so that it does not imply discrimination. Grounds for discrimination include race, sex, disability, sexual orientation, age, religion, or belief. For example, if you say that a job “is suitable for a recent graduate” or a “mature person” you imply discrimination based on age.

Job titles should not include words that cover one sex only, such as “salesman” or “waitress.”

¹⁰ Employment Law Outlook. Equality and Diversity News. March 2010. Age Discrimination in Job Advertisements <http://www.thorntonslaw.co.uk/Newsletters/Employment/EmpLawMar10article7.asp>

HOW TO: Practice Screening Resumes in a Fair and Equitable Way

Use a two-step process to screen resumes. In the first screening, identify everyone who meets the qualifications your ad listed as the ones an applicant must have. These probably include a minimum level of education and experience.

On the second screening, you are looking more closely at a smaller number of applicants. These are some criteria you might use:

- Does the candidate's education or training match the job description?
- Does the candidate's experience match the experience a person needs to do the job?
- Do the candidate's skills and abilities match the job description?

TAKE INTO ACCOUNT CULTURAL DIFFERENCES IN RESUME STYLES

Diverse groups may format their resumes differently.

Example: It is traditional in some cultures for a person to add personal information or their photo in a resume.

Candidates may have useful experience that comes from non-traditional or unconventional areas.

Example: An applicant may have worked at a similar job as a volunteer.

Some people may have followed a non-traditional career path.

Example: Women and people with disabilities may have taken time out of the workforce. New immigrants may take longer to earn a post-graduate degree as they may need time to adapt to their new country, or language.

You can find a template to help you screen resumes at the end of this document.
Go to Toolkit Resource #6: Resume Screener Template.

You can visit the "Finding the Rights Workers" section of www.nlhrmanager.ca or take the "Employee Screening" course on www.smartforcenl.ca to learn more about how to screen job applicants.



HOW TO: Develop Fair Interview Questions

The tool that companies use the most to look for a new employee is the job interview. It not only helps a manager get to know an applicant, but it also helps the applicant get to know the company.

STRUCTURED INTERVIEWS

The best way to interview someone is to decide what questions to use before the interview. This is called a structured interview. In a structured interview, you ask all applicants the same questions and evaluate all their answers in the same way.

You can be more objective when you use structured interviews. Diverse workers will have different ways of behaving and answering questions in an interview. Using structured interviews will help you hire the best person for the job rather than a person who is good at talking in an interview.

MORE RESOURCES:

For more information on how to design structured interviews and conduct them go to this guide from the Public Service Commission of Canada: <http://www.psc-cfp.gc.ca/plcy-pltq/guides/structured-structuree/index-eng.htm>

You can also visit www.nlhrmanager.ca for an interview guide or take “The Interviewing Process” course at www.smartforcenl.ca for more information on this topic.

HOW A STRUCTURED INTERVIEW WORKS¹¹

- Interviewers ask all candidates the same interview questions.
- Interview questions relate to the job description.
- Interview questions focus on ways that applicants behave and examples of their experiences at work, not on their opinions or how they evaluate themselves. Have the applicants describe situations with examples.
- Interviewers invite applicants to ask questions at the END of the interview.
- Interviewers use a rating scale to rate each answer in the interview. The scale provides rates for different types of behaviours so that interviewers can rate all applicants consistently.
- Interviewers score the interview by totaling the scores for each question. For a sample interview question and rating scale go to Toolkit Resource #24: Sample Behavioral Interview Question and Rating Scale.
- Interviewers take detailed notes of how the applicant responds to questions in the interview, not of their impressions of the applicant.

KNOW WHAT YOU CAN AND CAN'T ASK IN THE INTERVIEW:

Human rights legislation protects employees and job applicants from discrimination. Make sure you know what you can and cannot do. Go to page 11 for more information on human rights legislation in Canada or visit <http://www.justice.gov.nl.ca/hrc/publications/guidetothehumanrightscode.pdf> for an Employer's Guide to the Human Rights Code.

For more information on the questions you can and can't ask a job applicant go to this guide from the Nova Scotia Human Rights Commission for employers: <http://www.gov.ns.ca/psc/v2/pdf/employeeCentre/diverseWorkforce/toolkit/guideDraftingJobApplicationFormsAndInterviewQuestions.pdf>

¹¹ Catano, V. M. (2005). Recruitment and selection in Canada. Toronto: Thomson Nelson.

HOW TO: Conduct Fair and Effective Interviews

SOME THINGS TO REMEMBER WHEN YOU DEVELOP INTERVIEW QUESTIONS:

- Avoid language that is too informal. Avoid language that is more complex than it needs to be.
- Avoid terms that an applicant can interpret in many ways, such as “best culture fit.”
- Avoid questions that require a person to understand a specific culture.
- Avoid questions that may mean nothing to a person: words with subtle meanings, colloquialisms, or jokes.
- Make sure the interview questions are at the right level for the job, not more complex.
- Think about conducting the interview in an applicant’s first language if the person does not require good communication skills in a specific language to do the job.

HERE ARE SOME TIPS ON HOW TO CONDUCT FAIR AND EFFECTIVE INTERVIEWS

Before the Interview

- Review key documents (job descriptions, job postings, interview questions).
- Develop interview rating scales and create booklets for note-taking.

During the Interview

- Try and have multiple people conducting the same interviews (a panel), if available to you.
- Make sure to have the same interviewers conduct all interviews.
- Use a standard introduction that is the same for each applicant: explain the format of the interview, the questions to expect, and how the panel will record responses.
- Be aware of cultural differences when conducting interviews. For example, a First Nation applicant may not make eye contact as a sign of respect. Do not assume that lack of eye contact means an applicant is disinterested or disrespectful.
- Use follow-up questions or probes to get more detailed answers from the applicant.
- Conclude the interview by thanking the applicant.
- Provide information on the next steps in the process (e.g. when the applicant will hear back).
- Allow the applicant to ask questions.
- Interviewers should not discuss their rating scores until all candidates have been interviewed and scores have been totaled.

After the Interview

- Review the responses and have each interviewer make a judgment **on their own**.
- Once each judge has scored all candidates, compare the scores.
- Combine these scores with the other information you’ve collected from the applicants, such as resumes, job applications, and reference checks to make a final score for each applicant.

MORE RESOURCES

For more information on how to conduct an effective interview go to this Manager’s Checklist: <http://www.gov.ns.ca/psc/v2/pdf/employeeCentre/diverseWorkforce/quickTips/managersChecklistForInterviews.pdf>, visit the “Finding the Right Workers” section of www.nlhrmanager.ca or take “The Interviewing Process” course from www.smartforcenl.ca.

HOW TO: Check References in a Fair and Equitable Way

The final step in the screening process is to check a person's references. The best references come from a supervisor who has worked directly with the applicant. When you check a reference it is important to ask the right questions. Here are some questions to ask when you call to check someone's references:

- Ask about the most specific information from the job application.
- Ask about the applicant's last job, using questions such as:

"What types of customers did this person serve in their job?"

"How much independence did this person have in their job?"

"How complex was this person's job?"

- Ask the person giving the reference to compare this applicant with other employees at their last job.

Example: "If you gave your worst employee a rating of 1 and your best a rating of 10, what rating would you give this person?"

- Ask the person giving the reference to tell you about how the applicant behaved. Ask for specific information.

Example: "Describe a situation in which this person performed exceptionally well or exceptionally poorly."

- Ask specific questions about how the applicant behaved as they did their job.
- Ask if they would ever rehire the individual. If a reference says 'no' ask why?

TIP:

Be mindful that contacting a current supervisor may place the applicant in a difficult position in their current job. Only contact a current supervisor if it is absolutely necessary, and ask the applicant for permission first.

REFERENCES AND DIVERSITY

When evaluating letters of references, watch out for words and phrases that may stereotype your applicant. Watch out for ways that words and phrases may be used differently by men and women, or applied to men and women differently.

A guide is also available from the Office of Immigration and Multiculturalism's website on hiring immigrants and international students

<http://www.nimmigration.ca/media/18771/final%20employers%20guide%20to%20hiring%20immigrants08-10-27.pdf> .

You can find sample questions to help you check references at the end of this document. Go to Toolkit Resource #7: Reference Check Template.



HOW TO:

Understand and Combat Biases

A bias is something that favours one group over another. Biases often come up unintentionally and are the result of different ways people think. Biases can have a major impact on how welcoming your workplace is.

Biases can come in two forms:

- Personal bias
- Organizational bias

PERSONAL BIAS

Personal bias is an existing belief about a particular group of people, positive or negative¹². Bias can cause us to make incorrect assumptions about others based on our expectations about behaviour rather than actual behaviour.

How to Combat Bias:

Become aware of potential bias: Try to identify some potential sources of personal bias. Remember that bias can apply to any group difference (for example, individuals with a disability or who speak a different language, sex, age, religious beliefs etc.)

- 1 Consider the potential impact of bias:** Acknowledge how the personal bias you identified could affect others. For example, could a bias influence the hiring decisions?
- 2 Analyze the foundation of bias:** Try to determine where you might have learned that particular bias.
- 3 Learn:** increase your understanding. Learn as much as you can about the individuals you work with to help you understand their perspective. Try to understand rather than assume.
- 4 Promote Awareness:** Help increase employee sensitivity toward cultural differences. Help employees become aware of their own personal biases.

For an electronic copy of an exercise dealing with combating personal bias, go to Toolkit Resource #8: Personal Bias Worksheet, on the media attached to the back cover of this document.

ORGANIZATIONAL BIAS

Organizational biases, or biases that are present in the policies, processes and procedures of your workplace, could be as major a barrier to creating a welcoming workplace as personal biases could be.

Organizational biases are not created on purpose. These are often a result of a well-intentioned system within your workplace. Biases show up when the needs of diverse groups aren't considered when putting a system in place.

¹² http://www.workforcediversitynetwork.com/docs/inthenews_DailyRecord_CulturalIgnorance1004.pdf

There are two types of organizational bias: Adverse effect and Systemic bias.

ADVERSE EFFECT:

A neutral employment rule, practice or policy that disadvantages an individual or protected group.

SYSTEMIC DISCRIMINATION:

Rules, policies or practices for recruitment, hiring and promotion that indirectly disadvantage and prevent employment opportunities for protected groups.

For example:

- Posting job application forms only online is biased against people who aren't skilled Internet users.
- Providing extra child-care related vacation to people with families is biased against those employees who do not have families.
- Not making facilities like entrances or bathrooms wheelchair accessible biases your workplace against people who need mobility aids.
- Requiring knowledge that a protected group may not possess. For example, posting a job ad that requires knowledge of the local school board would disadvantage immigrants who have not lived in the area for long.

A good way to check if your organization has biases is to compare your workforce against local demographics to see if it's comparable. Check out the demographics for your community here: nl.communityaccounts.ca

Looking for systemic biases can be difficult as each diverse group has its own unique set of needs. Often times it is easier, more cost efficient (from a time savings standpoint), and effective to bring in an outside resource to check for biases.

Community-based groups will often offer services where they will come to your organization and highlight what groups may be impacted by the way your policies and procedures are designed and managed, as well as offer you suggestions on how to improve your processes to be more welcoming and free from biases and barriers. For a list of possible community partners who offer this service, please consult

Appendix B

If bringing in outside help to review your organization for systemic bias is not possible, it is still recommended that you are mindful of how and where biases can present themselves. Go to **Toolkit Resource #9:** Organizational Bias Worksheet, for a worksheet to help you check your company for biases



PILLAR #3: Employees

The employees pillar supports the creation of a welcoming workplace through acknowledgement, support and celebration of the company's employees.

YOU CAN BUILD A STRONG EMPLOYEE PILLAR FOR YOUR ORGANIZATION BY:

- Working to create a welcoming work environment
- Including diversity in policies and practices
- Helping new hires understand the existing company culture
- Recognizing diversity in performance management
- Developing and putting into practice policies on harassment and bullying
- Setting up a system to monitor, review and gather feedback about your progress in creating a diverse and welcoming workplace

HOW TO: Create a Working Environment That Is Diverse and Welcoming

The best way to create a truly diverse and welcoming workplace is to build the principles of diversity into the foundation and structures of your company. Research has found that short-term stand alone workshops may not give people enough time to make real changes.^{13 14}

However, incorporating workshops and training with other efforts to create a welcoming workplace is likely to be beneficial.

Once you lay your foundation, follow these guidelines to build on it by helping employees and managers adopt your company's values.

GET YOUR STRATEGY OFF THE SHELF – Communicate!

- Let everyone know your strategy and make sure they can find it easily. Post it in a highly visible area such as a lunch area, staff room, and front desk or on the company's website annual reports or newsletters.

MAKE USE OF YOUR OFFICE ENVIRONMENT

- Hang up posters and wall art that highlights diversity. Put these where everyone can see them. Let them show that you believe in diversity in the workplace.

USE YOUR ONLINE PRESENCE

- Find ways to show your company's commitment to diversity on your website, on your social media pages, and in your electronic communications if you use these forms of communication. These are your tools for making a first impression on people who may be looking for work or wanting to become your clients.

START USING A REGULAR DIVERSITY QUOTE

- Use a quote about diversity on your website and change it every week or every month. Send a quote around by e-mail from time to time. Include a quote in the signature line of your e-mail.

MORE RESOURCES:

You can find a number of great ideas for events and activities in the Embracing Diversity Cultural Diversity Yearbook.

Go to:

<http://www.embracingdiversity.ca/icebox/CulturalDiversityYearbook.pdf>

Further information is also available in the "Managing a Diverse Workplace" section of www.nlhrmanager.ca

¹³ <http://www.hrmguide.com/diversity/diversity-training.htm>

¹⁴ http://neweconomist.blogs.com/new_economist/2007/04/diversity_trani.html

CREATE A DIVERSITY CALENDAR

- Highlight holidays from other cultures and traditions. Keep track of weeks and months that have been set aside for special awareness. Find a way to share these calendar dates with everyone in the workplace.
- Encourage employees to add holidays or special events to the calendar.

CELEBRATE DIVERSITY WHEN PLANNING EVENTS

- Be inclusive of all potential domestic relationships. Instead of inviting spouses, extend invites to ‘partners’ to make any gay or lesbian staff feel comfortable in bringing a domestic partner to events.
- Try having different events, celebrations, or activities that focus on diversity.
- Choose and celebrate a holiday or event from your diversity calendar.
- Host a potluck where people bring food from a variety of cultures.

Keep a History of Diversity in Your Company

Start keeping track of your company’s efforts to create a diverse and welcoming workplace. Keep a timeline so that you can watch how your company evolves and develops.

Real change does not happen overnight. Focus first on laying the groundwork so that your commitment won’t lose momentum. If you can only do two things right away, these strategies are a good place to start:

- Get the leaders in your company to commit: Have management make it their priority to create a diverse and welcoming workplace.
- Make sure someone is responsible: Appoint a person or group to act as diversity champion for the company (**go to pg. 32-33**).

You can find more ideas for events and activities ideas at the end of this document.

Go to Toolkit Resource #10: Cultural Diversity Yearbook - Diversity Events and Activity Ideas for Your Workplace.

HOW TO: Include Diversity in All Your Policies and Practices

Having a policy that guides your company's actions around diversity and inclusion lets everyone know what to expect. Written policies make sure you follow the principles you have put in place.

Here are some key elements to consider in your policy:

- Break the details of the policy into sections.
- Identify the people in the company are responsible for the carrying out the policy.
- Outline employees' rights under the policy, such as complaint and investigation procedures for harassment or discrimination.
- Outline the responsibilities that employees have under the policy, such as to act when they become aware of behavior that goes against the company's policy and procedures.
- Show how you will monitor and enforce the policy.
- Outline what will happen if an employee goes against the policy as well as what will happen when it looks as if an employee has gone against the policy.
- State how and when the company will let people know about the policy, such as making it part of a newsletter, performance review, orientation, or training program.
- Give a timeline for when you will review the policy.

Define terms that you use in your policy. For example, a harassment policy should define what you mean by harassment, and include an example to make the definition clear (**go to pg. 36**).

Once you develop your policy, evaluate it to make sure it follows these principles:

- Short and concise
- Simple language
- Easy to read
- Easy to understand

A policy is only as good as how it is enforced.

To keep your policies active, keep these things in mind:

- Write it down.
- Let people know the policies immediately.
- Enforce policies every time.

TEMPLATE:

Building Diversity into a Policy

CREATE A DIVERSITY POLICY

What is your commitment to creating a diverse and welcoming workplace?

What are the details of the policy?

Divide the policy into sections and outline the details by section.

The following are areas you might cover when you create a diversity policy:

- Recruitment and hiring
- Promotion and career development
- Pay schedules (and equal pay for work of equal value)
- Discipline and grievances
- Working hours (and flexibility)
- Partnerships (with community and other organizations)

Who is responsible for putting the policy into action?

How will you put the policy into action?

How will you enforce your policy?

What is the responsibility of the employee?

What is the responsibility of the employer?

How will you monitor your policy?

What happens if someone does not follow the policy?

How will you let your employees know your policy?

How often will you review the policy?

Who is responsible for reviewing the policy?

HOW TO: Help New Employees Adjust to the Culture of the Company

What is the best way to support new employees and help them learn the company's culture? The culture of a company is the way people interact, the values they share, and things they tend to expect and do.

MAKE THE ORIENTATION USEFUL

An Orientation helps a new employee learn how your company's culture works. It helps them learn what you expect of them, lowers their anxiety, and helps you keep employees longer.

Tips for a successful employee orientation:

Set Goals: Give the new employee structure and make your orientation more successful by setting goals for what you want your orientation to do.

Take Your Time: Use the orientation to give the new employee only the information they need most, so you don't overwhelm them. Give them more information over time.

Make It Fun: Make your new employee's first day a celebration. Let them feel that you are happy to welcome them into the company.

Get the Employee Involved: Find ways to help new employees feel productive on their first day without overwhelming them.

Ask for Feedback: Follow up with new employees about how they experienced the orientation process. Ask for honest feedback and put the suggestions into practice to make positive changes. Try to have a follow-up meeting with new employees at one, three, six, and 12 months after they start work.

What successful orientations do:

- *set goals for a specific purpose*
- *take enough time*
- *make an employee's first day productive*
- *make the first day a celebration*
- *use feedback to improve the process*

SCHEDULE REGULAR MEETINGS TO FOLLOW UP THE ORIENTATION

Regular follow-up meetings over the first 6 months to a year let you check in and find out how a new employee is doing. You can deal with issues about the work environment, relationships with co-workers, and general operations that may not come up right away and you can let new employees feel that you continue to support them.

MORE RESOURCES:

For more information on how to develop orientations for employees, and for tips implementing them go to the virtual toolkit Supporting Employers Embracing Diversity

http://www.embracingdiversity.ca/ROltoolkit/o_designEffectiveOrientations.cfm

Additional information can be found on "The Basics of HR" section of www.nlhrmanager.ca or by completing the "Managing the Onboarding Process" course on www.smartforcenl.ca.

CHECKLIST:

Supporting New Employees

ORIENTATION CHECKLIST

Before Day 1

- Give the new employee a “Welcome Package.” Include a letter to congratulate them on the new job, let them know how to report in on the first day, and give them guidelines on how to dress.
- Choose someone to act as a sponsor or mentor for the new employee.
- Set the employee’s workspace up with everything they might need.
- Let other employees know when the new employee will arrive, where they are coming from, and what they will be doing.

Day 1

- Introduce the new employee to their co-workers, other staff, and key personnel including senior managers.
- Give the new employee a tour of their work area and their department.
- Make sure the employee gets the keys, security codes, and passes they need.
- Set aside time to eat lunch with the new employee and their sponsor or mentor on the first day, if possible.
- Go over your company’s Environmental Health and Safety Information.
- Go over these things with the new employee:
 - a) **Expectations for the Job**
 - Responsibilities that come with this job
 - Overview of the job description and duties
 - Role of the supervisor
 - b) **Departmental Procedures**
 - Dress code and notes about appearance
 - Guidelines about confidentiality
 - Length of the probation period
 - Pay schedule
 - Role and standards for customer service
 - Guidelines for personal calls and visitors
 - c) **Work Schedule**
 - Work hours
 - Lunch and break times
 - Rules for overtime
 - Rules around being on time
 - Rules for using a time clock or time sheets
 - Guidelines for storm days
 - Guidelines for taking time off
 - Rules around taking sick leave and reporting illness
 - d) **Important Information**
 - Phone and email lists for all employees
 - Schedules for staff meetings

Week 1

- Go over the company’s policies and let the employee know where to find the policies.
- Go over the process the company uses for performance appraisals if you have one.
- Help the employee to understand the company’s annual goals. Invite them to help write their own goals.
- Talk about how the department works and go over these points:
 - Department chart – highlight the names and duties of key personnel and who to contact if their supervisor is not available
 - History of the department
 - Goals of the department
 - The department’s current and future needs, including its mission and vision
 - How the employee’s job fits into the company as a whole and contributes to its success and core values

*You can find a copy of this checklist at the end of this document.
Go to Toolkit Resource #13: Orientation Checklist.*

HOW TO: Make Sure Your Employees Understand and Support Your Diversity Plan

The most effective way to do this is to use the holistic approach outlined in this toolkit, and to keep moving forward to reach your goals. You need to find ways to take action that you can sustain.

These three strategies will help you create a sustainable plan that your workforce can understand and support.

STRATEGIES TO HELP YOU CREATE MOMENTUM YOU CAN SUSTAIN

Build diversity into your company's values and strategic business goals. When you write your business goals, include strategies that will hold you accountable and give you room to build diversity into the foundation of the company (**go to pg. 2 and 6**).

Find someone to take on the role of diversity champion. Even if you take on the role yourself, the diversity champion is responsible to lead the company in taking action on diversity and making sure you keep your commitments.

Have employees use the company's values and diversity values when they set their own goals; have management pay attention to these values when they manage performance reviews. A diversity champion may lead the company as it moves forward, but everyone needs to play a part if you want to create a diverse and welcoming workplace. All employees at all levels of the company are responsible for supporting the company's values (**go to pg. 28-34**).

Having a diversity champion is key to creating and maintaining a welcoming workplace.

However, not all businesses have enough personnel to be able to appoint a diversity champion from the staff; in these cases management should adopt the role of diversity champion.

Selecting a Diversity Champion

WHAT IS A DIVERSITY CHAMPION?

The person who leads a company in taking action on diversity

WHAT TYPES OF THINGS DOES A DIVERSITY CHAMPION DO?

Things like these:

- Takes responsibility for all the diversity activities within your workplace.
- Makes sure the company does not stray from their commitment to diversity and inclusion.
- Identifies barriers and brings suggestions to management on how to keep the workplace fair and impartial.
- Builds partnerships with other companies that focus on diversity.
- Lets staff know how diversity benefits them in the workplace.
- Tracks the company's progress and the actions it takes to create a workplace that is diverse and welcoming.

HOW DO YOU SELECT A DIVERSITY CHAMPION?

You can ask for volunteers or appoint a diversity champion. A diversity champion can be from any level of the company, and does not need to be an expert on diversity. These qualities are useful:

- Listens well.
- Treats others with respect.
- Will feel comfortable bringing employees' concerns and suggestions to management.
- Will feel comfortable communicating with people at all levels of the company.
- Will take the role seriously.
- Is able to take the time they need to do the work.

WHAT KIND OF TIME DOES A PERSON NEED TO ACT AS A DIVERSITY CHAMPION?

The job may take more time at the start, but once the process has started it should take an average of an hour a week.

Respect a champion's work on diversity by having them spend an hour less a week on their regular job. Be flexible with the person's job so that they have time to be effective in their new role.

You can find more information on selecting a diversity champion at the end of this document. Go to Toolkit Resource #14: Diversity Champion Guide, which is a detailed guide developed by SEED: Supporting Employers Embracing Diversity.

¹⁵ <http://www.embracingdiversity.ca/icebox/DCBackgrounderGuide.pdf>

HOW TO: Recognize Diversity in Performance Management

You can help make your company a more diverse and welcoming workplace by following these 3 practices as you manage your employees' performance reviews:

- 1** Find ways to avoid bias when you evaluate employees
 - Allow employees to add to the process of setting goals and measuring performance.
 - Encourage your employees and managers to find objective measures they can use when they do performance reviews.
 - Review employees' goals and accomplishments with them regularly.
- 2** Support other managers as you develop and promote your diverse staff
 - Encourage employees to add goals for their professional development as well as for their performance.
 - Hold review meetings regularly where managers talk to employees about their goals for professional development.
- 3** Hold employees accountable to support the company's values and principles for diversity
 - Include the company's values and your diversity values when you talk with employees about their goals.
 - Set clear expectations for employees so that they can behave in ways that fit with company's values and culture.

Tip: Employees from certain cultural backgrounds may be uncomfortable talking about their individual accomplishments. Allow them to talk about their work in terms of how it fits with their team's successes and failures to make them feel comfortable'

Here are some goals you could include as part of an employee's performance review:

- *Seems to understand what diversity in the workplace means.*
- *Takes part in events that focus on diversity.*
- *Looks at processes in the workplace that create barriers for diverse workers.*

FOLLOW THESE FIVE STEPS TO SUPPORT DIVERSITY IN PERFORMANCE MANAGEMENT

Step 1: Have employees and supervisors work together to complete a performance review, and to develop the process and create a template to use for the process.

Step 2: Make sure supervisors and employees agree on the standards they will use to measure each goal. As much as possible, use objective measures to show an employee's progress (**go to pg. 35**).

Step 3: Make sure that all employees include the same goals and objectives for creating a diverse workplace, and that everyone measures these goals in the same way. These goals are meant to hold staff accountable for supporting the values of your company.

Step 4: Have supervisors and employees do performance reviews every quarter. This process allows employees to look at what they have done, go over their plans, and look for support from management.

Step 5: Redo these plans once a year, starting with Step 1 each time.

TEMPLATE: Managing Evaluations

PERFORMANCE REVIEW PLAN

Name of Employee _____ Position _____

Manager _____ Date _____

Company's Strategic Goals	Goals for the Team (if applicable)	Individual's Goals	Did Well	Do Better

FIRST REVIEW: EXPECTATIONS

Name of Employee _____ Position _____

Manager _____ Date _____

THREE-MONTH REVIEW: PERFORMANCE

Overall comments from employee:

Overall comments from manager:

INDIVIDUAL'S PLAN FOR PROFESSIONAL DEVELOPMENT

Employee's Strategic Goals	Actions and Steps They Plan to Take	Resources They Need	Deadline for Taking Action	Date It Is Actually Finished	How Measured & Results

FIRST REVIEW OF INDIVIDUAL'S GOALS

Name of Employee _____ Position _____

Manager _____ Date _____

THREE-MONTH REVIEW OF INDIVIDUAL'S GOALS

Name of Employee _____ Position _____

Manager _____ Date _____

You can find a template to create a performance review plan, and a template to create an individual development plan at the end of this document. Go to Toolkit Resource #15: Performance Review Plan Template and #16: Individual Development Plan Template. For more information on performance management, complete "Day to Day Performance Management" on www.smartforcenl.ca or review "The Basics of HR" section on www.nlhrmanager.ca.

HOW TO: Develop Policies and Procedures on Harassment and Bullying

“ Harassment is any unwanted physical or verbal conduct that offends or humiliates you. Such conduct can interfere with your ability to do a job or obtain a service.”¹⁶

- BULLYING
- RACISM
- DISCRIMINATION
- VIOLENCE
- SEXUAL HARASSMENT



It doesn't matter what you call it – what matters is how you deal with it.

Every company should have a Harassment Policy. However, **no one policy will work for all companies.** Each company needs to develop a policy that meets the needs of its management and employees. These guidelines will help you develop a harassment policy and procedures:

- Define harassment clearly and give examples of behaviours that make your definition clear.
- Apply the policy and procedures consistently and fairly.
- Develop a fair and confidential process for filing a complaint (**go to pg. 38**).
- Review and revise the policy and procedures regularly.
- Let everyone in the company know what the policy and procedures are and where to find them.

What Does Zero Tolerance Mean in a Harassment Policy?

Zero tolerance does NOT mean that your company will fire an employee because someone has a complaint filed against them.

A zero tolerance policy means that you have these in place:

- Procedures for someone to make both formal and informal complaints
- A history of investigating **ALL** complaints in ways that are consistent and fair
- A record of disciplining people appropriately, regardless of their position

How to Take Action on Harassment Policies and Procedures:

1. DISTRIBUTE	2. EDUCATE	3. ENCOURAGE	4. TRAIN	5. FOLLOW THROUGH
Let all employees see the harassment policy, post copies of it on bulletin boards throughout the company, and if possible make it available on line.	Hold education sessions to let employees know what is in the policy; give them definitions and examples of harassment.	Encourage employees to report harassment. Give them easy and confidential ways to make complaints.	Train managers in ways to prevent harassment. Make sure they know about the company's policy and what it says.	Act quickly to follow the policy as soon as someone files a complaint or as soon as you know about the harassment.

¹⁶ Canadian Human Rights Commission

CHECKLIST:

Dealing with Harassment and Bullying

Use this checklist to help you develop a harassment policy and procedures:

REVIEW THE POLICY YOU HAVE

- Do you have a harassment policy?
- Have you defined harassment clearly?
- Have you included examples that clarify your definition?
- Have you updated the policy within the last year?
- Does your policy meet the standards set by provincial and federal legislation?

ADJUST IT TO MEET YOUR NEEDS

- Will you use a zero tolerance policy?
- What procedures in the policy will help you keep the workplace free from harassment?
- Do you have a process in place for making a formal complaint? **(go to pg. 38)**
- Do you have a process in place for making an informal complaint?
- Does your policy say who will investigate complaints?
- Do you have good guidelines for disciplining someone who goes against the policy?

REVIEW AND REVISE

- Have you had a lawyer check that the policy follows the law, including the privacy laws?
- Have you set aside enough money to allow you to follow through with the practices and procedures you have outlined in your policy?
- Do you have someone in charge of reviewing and revising the policy and procedures from time to time?

SPREAD THE WORD

- Have you posted the policy on information bulletin boards and internal web pages where all employees can see it?
- Have you given a copy of the policy to all employees? A good time to give new employees a copy of the policy is when you are giving them an orientation to the company.
- Have you trained your company's supervisors on harassment and how to keep the workplace free from harassment?
- Do your employees know how to complain and who to talk to if they feel discriminated against or harassed? **(go to pg. 38)**

*You can find a sample harassment policy at the end of this document.
Go to Toolkit Resource #17: Sample Harassment Policy.*

HOW TO:

Deal with Complaints of Harassment

Having the right process for filing a complaint is an important part of preventing harassment and bullying in the workplace. Encourage employees to use the complaint process.

Getting more complaints means that people are following the process and your policies and procedures are serving their purpose.

GETTING MORE COMPLAINTS IS A SIGN OF POSITIVE CHANGE.

INFORMAL AND FORMAL COMPLAINTS:

Employees should be able to submit a complaint about harassment in both formal and informal ways. Having both encourages people to let you know about all types of harassment.

Types of Informal Complaint Processes:

Direct Approach: Use this approach only if the complainant feels comfortable meeting with the harasser face to face. A complainant may write a letter or talk to a harasser to ask them to change their behaviour.

Intervention by a Third Party: Have a manager try to resolve the problem by bringing together the people involved.

Indirect Approach: Use this approach to try to change a harasser's behaviour without actually talking to them. Meet with all staff, for example, to talk about the company's harassment policy.

STEPS IN THE FORMAL COMPLAINT PROCESS:

1 Start the Complaint

Someone writes a formal complaint and gives it to a manager.

2 Investigate

The manager gathers all the information they need to fully understand the situation.

3 Interview

The manager interviews all the staff who is involved in the incident/issue. This includes the person who filed the complaint, the harasser, and all those who witnessed what happened.

4 Take Action

The Company makes sure someone has gathered and evaluated all the facts and then decides what action to take.

You can find a checklist for investigating complaints about harassment and a sample harassment complaint form at the end of this document. Go to Toolkit Resources #18: Investigating Harassment Complaints Checklist and #19: Sample Harassment Complaint Form.

CHECKLIST: Finding Out if Your Workplace is at Risk for Harassment

Take this short survey to find out if your workplace is at risk for harassment.

WORKPLACE CULTURE	YES	NO
Do people at your workplace show signs of prejudice in their attitudes?		
Do people often use words that you think of as racist or sexist?		
Do people often tell jokes that you think of as racist or sexist?		
Does anyone send around jokes by email that you could interpret as racist or sexist?		
Is there a balance of diverse employees that matches the demographics of your area?		
Do people avoid talking about cultural backgrounds?		
Are all the managers from similar backgrounds?		
STAFF ATTITUDES		
Do any staff members feel hostile toward other staff or dislike other people on staff?		
Do staff members act in unfair ways toward one another?		
Do staff members seem to have negative feelings about other cultures or races?		
Do staff members always speak their minds before thinking about what they are saying?		
Do staff members seem to have negative feelings toward one another?		
Do people in leadership positions act in any of these ways?		
If you answered YES to any of the questions in these two sections, your workplace may be at risk for harassment.		
POLICIES AND PROCEDURES		
Does your company have a harassment policy?		
Do you talk about harassment when you train or orient new employees?		
Are there processes for making complaints? Do all employees know what they are?		
Does your company have a history of dealing with complaints about harassment?		
If you answered NO to any of the questions in this section, your workplace may be at risk for harassment.		

HOW TO: Monitor, Review and Gather Feedback About Your Progress on Creating a Diverse and Welcoming Workplace

Creating a welcoming workplace is an ongoing effort. Monitor, review and gather feedback so that you can see what is working and what isn't and ensure that the changes you are making are having a positive effect.

MONITOR

- Set specific goals and timeframes. Check in at each deadline to evaluate your progress.
- Follow the guidelines you set out in your strategic plan to evaluate the progress you are making toward specific goals.
- Hold regular meetings with management, your diversity champion, or both, to keep supporting them and to help you keep moving forward. A diversity champion is the person who leads the company in taking action on diversity (**go to pg. 32**).
- Make yourself accountable to others. Update managers and employees quarterly on the progress your company has made.

REVIEW

- Take time once a year to re-evaluate your workplace. Use the **Diversity Assessment on page x**.
- Make a note of the changes you have made and celebrate these changes.
- Identify areas where you need to do better and set new goals and objectives to help you make appropriate changes.

Make sure the employee knows that their responses will be confidential and will not affect their references or letters of recommendation.

GATHER FEEDBACK

- Talk to people outside the company to find out if they've noticed any changes.
- Give employees a chance to talk about the changes you make. Interview employees, ask them to fill out a survey, or hold an open meeting to get their feedback. Ask them how well the changes you've put in place have succeeded.
- Use exit interviews to gather information from employees when they leave your company. Look for this type of information:
 - The reason the person is leaving
 - Training that would be useful to employees
 - Goals for building good relations between employees and managers

You can find additional information on planning and conducting an exit interview at the end of this document. Go to Toolkit Resources #20: Exit Interviews

Evaluating Your Progress

You can evaluate your company's progress towards diversity in both objective and subjective ways. Each way of measuring gives you different and useful information. The best system for evaluating uses both ways of measuring your progress.

OBJECTIVE EVALUATIONS

These evaluations measure facts and figures that you can count, like these:

- **Percentages or ratios** such as the percentage of employees that the company interviewed and hired in the past six months who were from diverse groups.
- **Things you can count or how often things happen** such as the number of job applicants in the past year who came from diverse groups.

SUBJECTIVE EVALUATIONS

These evaluations gather people's opinions and observations and use tools like these:

- **Rankings and ratings** such as finding out that your company is rated as one of the top 20 employers in your area.
- **Questionnaires or surveys** such as asking employees to fill out a survey on how they feel about diversity.
- **Checklists** such as listing the goals and objectives your company has met in the last year.
- **exit interviews** that a company gives to employees who are leaving, such as this example:
 - What did you enjoy about your job?
 - What did you not like about your job?
 - Did you have any issues with other employees?
 - What would you most like to have changed about your job?
 - What skills do you feel would have helped you in your role?
 - What training would you like to have taken?

If you have the resources, ask the employee to do a follow-up interview six or 12 months after they leave. You can do this over the phone, on line, or through the mail. This allows the employee to gain perspective on the time they spent with your company and offer insights that they may not be able to give in an exit interview.



PILLAR #4: Partnerships

The Partnerships pillar supports the creation of a welcoming workplace through developing relationships with community groups. Often companies will focus all their change efforts internally. Building partnerships connects companies with community groups that can provide expertise and support to companies working towards becoming a more welcoming place to work. Community groups are also an excellent way to connect with diverse populations for recruitment and hiring efforts.

YOU CAN BUILD A STRONG EMPLOYEE PILLAR FOR YOUR ORGANIZATION BY:

- Developing relationships with community groups

HOW TO:

Create Partnerships with Local Community

PARTNERS IN THE COMMUNITY

Community groups have well-developed resources and networks. Developing relationships with them gives you access to these. A community group such as ISIS (Immigrant, Settlement and Integration Services) knows how to help you find and talk to potential workers who come from many backgrounds – ones that you may overlook on your own.

WHAT CAN COMMUNITY GROUPS DO FOR YOU?

- Pre-screen people who want to apply to work at your company.
- Support employees who need help around language or accessibility.
- Get your job ads to the right people.
- Give you a list of publications or media sources that will be useful as you become more diverse.
- Help you learn how to create an unbiased process for recruiting employees.
- Find someone from a community group to sit on your panels for job interviews.
- Help you understand some of the challenges that people from diverse groups face.
- Offer you training on how to be more culturally competent, so that you can understand and work with cultural differences.
- Show you how to make your work environment more inclusive.

Remember, a partnership is a two-way street. To keep a good working relationship, don't just call when you need something. Meet with your partners once a year just to keep channels of communication open.

The Partnership Agreement

A useful way to build a partnership that benefits your company and a community group over a long time is to create a "Partnership Agreement." You write an informal agreement that commits both parties to working together to develop a partnership. The agreement outlines each party's commitment to the other and what each of you wants to accomplish by being partners.

You can find a sample partnership agreement at the end of this document. Go to Toolkit Resource #21: Sample Partnership Agreement.

Working with Local Community Groups

There is no 'right way' to set up a partnership with a community group, but there are things you can do to make the process easier. Each community group serves a particular group of people. Before you approach a community group, decide what you need help with.

What diverse groups would you like to work with?

Go to Appendix B to find the community groups and associations that can help you connect with people you want to work with.

Be clear about the type of support you want from a community group:

Example: I would like find out how I can reach immigrants with my job ads.

Finally, match your needs with the community group that matches them the best.

- Visit their webpage to find out what services they offer.
- Go to an information session if they offer them.

Feel free to call a community group even if all you want to talk about is the issues of the diverse employees they represent. Part of their mandate is to help employers make workplaces more welcoming and they will want to talk with you.



Appendices

- **Appendix A:** Index of Toolkit Resources
- **Appendix B:** Community Group Contacts

Appendix A:

Index of Toolkit Resources

You can find these resources in electronic format on media attached to the back cover of this document: Toolkit Resource Numbers

1. Developing a Diversity Statement Worksheet
2. Building a Business Case for Diversity Template
3. Diversity Goals Action Plan Template
4. Diversity Communication Plan Template
5. Diversity Appropriate Job Ad Template
6. Resume Screener Template
7. Reference Check Questions and Template
8. Personal Bias Worksheet
9. Organizational Bias Worksheet
10. Cultural Diversity Yearbook - Diversity Events and Activity Ideas for Your Workplace
11. Diversity Policy Template
12. Sample Diversity Policy
13. Orientation Checklist
14. Diversity Champion Guide
15. Performance Review Plan Template
16. Individual Development Plan Template.
17. Sample Harassment Policy
18. Investigating Harassment Complaints Checklist
19. Sample Harassment Complaint Form
20. Exit Interviews
21. Sample Partnership Agreement
22. Employee Assessment
23. How to Create a Job Description

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Toolkit Resource #1: Developing a Diversity Statement Worksheet

Developing a Diversity Statement Worksheet

Start by looking at your company's values, mission, and vision statements.

Values:

Mission:

Vision:

If you do not have statements that set out your company's values, mission, or vision you may want to create them now.

Go to this website for an article that takes you through that process step by step:

www.axi.ca/tca/mar2004/associatearticle_1.shtml

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Write a first draft of your diversity statement:

Tips

- Choose key words from your values, mission, and vision statements.
- Find ways that these same words can also apply to diversity.
- Use these key words as you create your diversity statement.

SPOT CHECK:

How does your diversity statement link to your values, mission, and vision?

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Toolkit Resource #2: Building a Business Case for Diversity Template

Answer the questions in each section of this template to give you a good start at building your case for diversity. Remember, your business case does not need to be lengthy, just impactful. A few key pieces of information in each section that will help get your point across may be more impactful than a lengthy report.

STATE THE ISSUE

What are the issues? Why should your company care about creating a diverse and welcoming workplace now?

PROPOSE A SOLUTION

Describe the actions you want to take. Try not to take on too much at once. Choose a few actions that are reasonable to complete at a time.

1.

2.

3.

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For each action, estimate what taking these actions will cost. Make a list of resources you will need to take these actions and show how the actions will address the issues.

	<i>Resources Needed</i>	<i>Estimated Cost</i>	<i>How actions address issues stated above</i>
<i>Action 1:</i>			
<i>Action 2:</i>			
<i>Action 3:</i>			

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OUTLINE THE RISKS

What risks does your company face if you do not take action to address the issues?

What legal risks do you face if your company does not become a diverse and welcoming employer?

These resources tell you what the law says about diversity in the workplace, and the risks you face when your company does not create a workplace that is diverse and welcoming:

- *Canadian Human Rights Commission*
<http://www.chrc-ccdp.ca/>
- *Newfoundland and Labrador Human Rights Commission*
<http://www.justice.gov.nl.ca/hrc/index.html>
-

How would it affect your ability to attract new employees?

How would it affect your clients?

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HIGHLIGHT THE BENEFITS

How does your company benefit from taking this action?

Business Case:

Show the financial benefits of becoming more diverse and welcoming company.

Moral Case:

If equity and fairness are part of your company's values, mission, and vision, show how you promote these principles when you become a diverse and welcoming workplace.

Legal Case:

Outline the benefits of being proactive. Show how you benefit from meeting the legal responsibilities around human rights issues such as accommodation, harassment, and discrimination.

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Toolkit Resource #3: Diversity Goals Action Plan Template

Are you ready to set goals? Use the checklist below to check your progress...

<input type="checkbox"/>	My company has developed a diversity statement.	If no, see page 3 of the toolkit
<input type="checkbox"/>	I have completed a diversity assessment of my company.	If no, see the assessment on page ix of the toolkit
<input type="checkbox"/>	I have surveyed my employees to find out what they think about diversity.	If no, see Toolkit Resource #22 Employee Assessment
<input type="checkbox"/>	I have met with all managers to go over the Diversity Assessment and the Employee Assessment.	

Once you have completed the checklist, move on to the next page...

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Set Measurable Goals and Objectives

What are three ways you can improve or change your company practices to encourage diversity?

Make a Plan	Set Three Goals with Measurable Objectives		
	Goal #1	Goal #2	Goal #3
Objective What do you hope to do?			
Action What actions will you take to reach this goal?			
Responsibility Who will be responsible for reaching this goal?			
Evaluate How will you evaluate your progress? (go to pg. 41)			

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Involve Employees How will you involve employees in the process? (go to pg. 27 - 36)			
Communicate How will you let people know what you are doing? (go to p 9)			
Time How long will it take you to reach your goal?			

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Toolkit Resource #4: Diversity Communication Plan

Communication Plan Template

What are your key messages?

-

-

-

What are your communication goals? (What do you want the message to tell people about the company?)

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Who Is Your Audience? Who do you want to read your message? (clients, employees)	How Will You Communicate? How will you let people know? (by e-mail, on your website, in a newsletter etc.)	Why Are You Doing This Now? What do you want people to know? What is your message?	What Result Do You Want? What do you hope to change by sending this communication?	Who Will Do This? Who is responsible to make sure this communication happens?	When and How Often? When do you want to send the first communication? How often will you send other communications?
<i>Employees</i>	<i>E-mail memo</i>	<i>Update employees on the actions we are taking with the diversity strategy</i>	<i>Remind employees about the strategy. Let them know what goals we have reached.</i>	<i>Committee</i>	<i>Once every three months</i>

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Who Is Your Audience?	How Will You Communicate?	Why Are You Doing This Now?	What Result Do You Want?	Who Will Do This?	When and How Often?

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Toolkit Resource #5: Diversity Appropriate Job Ad Template

Before you develop a job ad, you need a job description that outlines the tasks and responsibilities of the job you are hiring for. If you need more information on how to develop a useful job description, download the Job Description Template from www.nlhrmanager.ca.

Job Ad Template

Job Title:	
Employer's name:	Location: Tells where the person will work.
Type of employment: Tells whether the job is full-time, part-time, permanent, or term contract.	
Profile of the company: Describes the company. The description is brief and to the point.	
Role and purpose of the job: Uses the information from the job description to list the tasks and responsibilities of the job.	
Outline of ideal candidate: Includes qualifications and what experience a candidate must have.	

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Instructions for answering the ad: Tells applicants how to reply to the job ad. Includes contact details such as your mailing address, phone, fax, and email.

Other: Includes any other information you want to list such as information about salary and benefits and whether the applicant needs references, and gives your company's website.

Commitment to diversity: Summarizes your commitment to diversity, or simply states that the company is an equal opportunity employer.

Additional Tips:¹

- Be careful to word the ad so that it does not imply discrimination. Grounds for discrimination include race, sex, disability, sexual orientation, age, religion, or belief. For example, if you say that a job “is suitable for a recent graduate” or a “mature person” you imply discrimination based on age.
- Job titles should not include words that cover one sex only, such as “salesman” or “waitress.”

¹ Employment Law Outlook. Equality and Diversity News. March 2010. Age Discrimination in Job Advertisements <http://www.thorntonlaw.co.uk/Newsletters/Employment/EmpLawMar10article7.asp>

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Toolkit Resource #6: Resume Screener Template

Posting a job ad often means receiving tens, if not hundreds, of resumes. Examining each one in detail can be time consuming. A great way to quickly isolate which resumes are promising is to develop a resume screener. A screener is a list of the knowledge, skills, abilities and other characteristics (KSAOs) that are necessary to perform the job adequately. You can quickly compare a resume against your list to determine if the applicant might be a good fit for the position.

When compiling your list of KSAOs to screen resumes, be sure to differentiate between ‘must have’ qualifications and ‘nice to have’ qualifications.

Some examples of ‘must have’ qualifications are:

- Valid driver’s license for a delivery driver position
- Valid CPR training for a life guard position
- Ability to read, write and speak French for a tourism job in Cheticamp

Essentially, ‘must have’ qualifications are those that a candidate has to have in order to be able to perform the job. This type of qualification usually includes certifications, licenses, training or very specific experience.

‘Nice to have’ qualifications are those that will help with job performance but aren’t necessary. Some examples are:

- Sales experience for a retail position
- A graduate degree for a laboratory research position
- Management experience for a construction foreman position

These are examples of things that would help with job performance but are not necessary in the sense of being a specific skill. Possessing these qualifications may make an applicant more attractive, but not possessing them should not disqualify a potential hire. Do not screen out resumes based on lacking ‘nice to have’ qualifications. Only screen out a resume based on it lacking ‘must have’ qualifications.

Here is an example of some “Must Have” and “Nice to Have” qualifications for a day care worker:

Must Have

- First aid
- Cardiopulmonary resuscitation (CPR)
- Early Childhood Education Diploma
- Child Abuse Registry Check
- Criminal Background Check

Nice to Have

- Experience working with children
- Experience working with children with mental and physical disabilities
- Experience working with infants

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Resume Screening Worksheet

Screening Criteria: Select the set of Essential, 'must have' qualifications, those that a candidate has to have in order to be able to perform the job. For example, certifications, licenses, training or very specific experience.

MUST HAVE QUALIFICATIONS:

1. _____
2. _____
3. _____
4. _____
5. _____

Example:

Applicant	Qualification #1	Qualification #2	Qualification #3	Qualification #4	Qualification #5	Meets Screening Criteria
1. Doe		✓	✓		✓	-
2. Smith	✓	✓	✓	✓	✓	✓

Applicant	Qualification #1	Qualification #2	Qualification #3	Qualification #4	Qualification #5	Meets Screening
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						
16.						

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Toolkit Resource #7: Reference Check Questions Template

CANDIDATE NAME: _____

INTERVIEWER: _____ DATE: _____

QUESTION FOR REFERENCES	DETAILS
1. When did (name) work for your company? Could you confirm starting and ending employment dates? When did s/he leave the company? Would you rehire (name) if the opportunity arose?	
2. Why did (name) leave the company?	
3. Did (name) miss a lot of work? Was s/he frequently late? Were there any issues you are aware of that impacted her/his job performance?	
4. How did (name) handle conflict? How about pressure? Stress?	
5. Did you evaluate (name's) performance? Can you speak to his/her strong and weak points? What was noted as needing improvement during this performance review?	
6. If I describe the position we are hiring for to you, could you describe how good a fit you think (name) would be for the position?	
7. Can you describe this person's experience working as a member of a team? What are the Candidates three strongest qualities	
8. Is there anything I haven't asked that you would like to share with me?	

Notes:

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Toolkit Resource #8: Personal Bias Worksheet

Personal Bias Worksheet

List some of your personal biases: What are some beliefs that you hold about different groups?

Having trouble getting started?

Try carrying a notebook with you for a few days and watch the first thought that comes into your mind when encountering a member of another group (e.g., deaf, Asian). Be honest and ask yourself, would I feel the same way about this encounter if this person were just like me?

Impact of Bias: Select three of the above biases that you feel are the most damaging. What impact could these biases have in your workplace?

Bias is not always a negative belief. Bias can be a positive assumption about a group as well. Positive stereotypes can be just as damaging. For example, the belief that a younger individual is better suited for a technology related promotion might lead you to give more opportunity or attention to a younger candidate and ignore a more qualified older worker.

Analyze the Foundation: Determine where these biases came from?

Think about the three biases you chose above, where might you have learned or developed those biases?

How many people do you know that actually conform to the bias?

Learn: What assumptions might be impacting your workplace?

List the different groups you have in your organization. Speak to employees from those groups and learn as much as you can about the individual employees who are members of these groups.

Promote Awareness: List some things you can do to help fight bias in your organization and promote awareness of cultural differences in your workplace.

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Examples of some sources of cultural differences and misunderstandings²:

Body Language: Body language can be interpreted differently in different cultures. For example, in Canada eye contact is associated with honest communication and when it does not happen it can be taken as a sign of evasiveness. In some Latin and Asian countries, however, averted eyes are a sign of respect. Similarly, people from some cultures do not feel comfortable shaking hands. A Canadian worker or manager may view this as lack of respect or ignorance.

Religion: In many cultures, religion is a more dominant part of life than it is in Canadian culture. For example, workers from some Muslim cultures may want to pray three times a day in accordance with their beliefs. There may also be religious holidays where people of certain religions need to follow certain customs. These differences need to be respected, where possible, and not ignored.

Personal Appearance: Hygiene and grooming, eating habits, and attire can vary from country to country and culture to culture. For example, some people may wear attire such as a headdress as part of their custom and beliefs. To remain true to their beliefs, some workers may want to wear this dress in their workplace.

² <http://www.charlotteworks.org/clbpositionpaper.pdf>

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Toolkit Resource #9: Organizational Bias Worksheet

If bringing in outside help to review your organization for systemic bias is not possible, it is still recommended that you are mindful of how and where biases can present themselves. Keeping in mind that diverse workers can be the object of bias in a number of ways that can't all be covered here, here is a helpful overview of how to look for systemic biases.

Systemic Bias Worksheet

What diverse groups are likely to be employed in your organization? Use your area's demographic information as a guide. Also consider if special needs groups are capable of performing jobs. Just because a group doesn't work in your organization now doesn't mean they aren't capable.

What special needs do these groups have: For each group listed above, write down a list of what needs or special characteristics they may have.

Are these needs addressed in your policies, procedures and processes?: Look for ways that people from these groups may have difficulty working in your organization. These problem spots are where systemic biases exist.

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How can your organizations systems be changed: Based on difficulties identified in the above section, in what ways can systems be changed to allow barrier-free access to all diverse groups that are likely to work in your organization.

Create a plan: Once you identify biases and solutions, be sure to create an action plan and set goals on how to resolve these issues to create a barrier free workplace.

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Toolkit Resource #10: Cultural Diversity Yearbook

INTRODUCTION

This **Cultural Diversity Yearbook** provides all the pieces you will need to implement a comprehensive diversity awareness initiative within your workplace – through ongoing cultural diversity messages, activities, and events. It is one of the tools from the Supporting Employer Embracing Diversity project utilizing the innovative **ROI Model** which takes a holistic approach to diversity management, from pre-selection and interviewing (the **Recruitment** stage of the model) through **Orientation** of both existing employees and newcomers to the organization, and continuing with a wide range of **Inclusion** strategies to maximize retention and employee engagement.

There is another tool to support the model – the **ROI Virtual Toolkit of Resources**. Both of these tools are supported by a third resource in this package – **Supporting Employers Embracing Diversity: Diversity Champion’s Backgrounder and Guide**.

By enhancing awareness of the benefits of a diverse workplace, employees and customers or clients from all cultural backgrounds will feel more appreciated, included, and engaged.

To help you achieve those goals, there are main components to this **Yearbook**

1. [Diversity Calendar Listing](#)
2. [Weekly Diversity Quotes](#)
3. [Monthly Diversity Discussions](#)
4. [Quarterly Diversity Events](#)
5. [Diversity Posters](#)

Navigational Tip: As in the list above, you’ll notice hyperlinked text throughout this document (indicated by blue or purple underlined text). Simply click on the text to be taken directly to the section named in the link (e.g., clicking on “Weekly Diversity Quotes” above will take you directly to the Quote section of this document). If you’re seeking to return to the main menu (i.e., the Table of Contents) or the section menu (e.g., Weekly Diversity Quotes) simply click on the hyperlinked text at the bottom of the page to return.

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DIVERSITY CALENDAR LISTING

The following pages list special days, weeks, and months related to diversity topics¹. Use this calendar to plan for cultural events within your organization and also to be aware of special holidays that may be significant for some of your employees. Each month is divided into four subsections:

- Special Months
- Special Weeks
- Special Days
- Rotating Holidays (these are placed in the month in which they fell in 2009 and dates listed beside represent the 2009 dates)

Please note that this listing is far from comprehensive; it is designed as a starting place. As Diversity Champion you can continue to add to it and also encourage the employees in your workplace to contribute dates that are special to them. For more information see www.betterworldcalendar.com. If you'd like to purchase a comprehensive diversity calendar see www.diversityintheworkplace.ca/diversity_web_store_calendar.php.

If you are looking for country-specific holidays, you may find these resources helpful:

- Cultural Profiles Project
 - www.cp-pc.ca/english/ (click on the country and then the holiday link)
 - Wikipedia's list of holidays by country
 - en.wikipedia.org/wiki/List_of_holidays_by_country
-

¹ Calendar sources:

http://www.businesspartnerships.ca/highlights/2009special_dates.pdf
<http://www.pch.gc.ca/pc-ch/calndr/index-eng.cfm>
<http://www.charityvillage.com/cv/charityvillage/event3.asp>
http://en.wikipedia.org/wiki/List_of_holidays_by_country

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Please note: This listing is not all-inclusive and there may exist other cultural observations/occasions not listed here.

JANUARY

MONTH LONG EVENTS

- Alzheimer Awareness Month

WEEK LONG EVENTS

- None

SPECIFIC DAYS

- January 1: New Year's Day
- January 4: Braille Day
- January 11: Sir John A. Macdonald Day
- January 26: International Customs Day
- January 27: Family Literacy Day
- January 27: Holocaust Memorial Day

ROTATING HOLIDAYS

- Chinese Lunar New Year (rotates based on lunar calendar)
-

FEBRUARY

MONTH LONG EVENTS

- Black History Month
- Heart and Stroke Month
- Violence Prevention Month

WEEK LONG EVENTS

- 1st week of February: International Development Week
- 1st week of February: White Cane Week

SPECIFIC DAYS

- February 4: World Cancer Day
- February 15: National Flag of Canada Day
 - Anniversary of the sinking of the *Ocean Ranger* (1982)
- February 20: World Day of Social Justice

ROTATING HOLIDAYS

- Chinese Lunar New Year (rotates based on lunar calendar)
- Family Day (3rd Monday of February)
- Heritage Day (3rd Monday of February)

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MARCH

MONTH LONG EVENTS

- National Epilepsy Month

WEEK LONG EVENTS

- 3rd week of March: National Francophone Week
- 3rd week of March: Week of Solidarity with the Peoples Struggling against Racism and Racial Discrimination
- 3rd week of March: Newfoundland and Labrador Multiculturalism Week

SPECIFIC DAYS

- March 1: Self-Injury Awareness Day
- March 8: International Women's Day
- March 20: Journée internationale de la Francophonie (International Francophone Day)
- March 21: International Day for the Elimination of Racial Discrimination
- March 25: International Earth Hour
- March 26: International Purple Day (Epilepsy)

ROTATING HOLIDAYS

- Commonwealth Day (2nd Monday of March)
 - World Day of Prayer (1st Friday of March)
-

APRIL

MONTH LONG EVENTS

- Daffodil Month (Cancer Awareness)

WEEK LONG EVENTS

- 3rd week of April: National Volunteer Week

SPECIFIC DAYS

- April 2: World Autism Day
- April 17: Equality Day

ROTATING HOLIDAYS

- Yom Hashoah / Holocaust Remembrance Day (rotates according to the Hebrew calendar)
- Passover begins
- Good Friday
- Easter Sunday
- Vaisakhi (Punjabi festival)

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MAY

MONTH LONG EVENTS

- Speech and Hearing Awareness Month
- Asian Heritage Month

WEEK LONG EVENTS

- 1st week of May: International Youth Week
- 1st week of May: National Mental Health Week
- 2nd week of May: Intergenerational Week
- May 22-25: Aboriginal Awareness Week

SPECIFIC DAYS

- May 15: International Day of the Family
- May 17: International Day Against Homophobia
- May 21: World Day for Cultural Development

ROTATING HOLIDAYS

- Victoria Day (Monday before May 25th)
 - Mother's Day (2nd Sunday in May)
-

JUNE

MONTH LONG EVENTS

- Deaf-Blind Awareness Month
- Senior's Month

WEEK LONG EVENTS

- None

SPECIFIC DAYS

- June 20: World Refugee Day
- June 21: National Aboriginal Day
- June 24: Saint-Jean-Baptiste Day / Fête nationale du Québec
- June 27: Canadian Multiculturalism Day

ROTATING HOLIDAYS

- Canadian Forces Day (1st Sunday in June)

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JULY

MONTH LONG EVENTS

- None

WEEK LONG EVENTS

- None

SPECIFIC DAYS

- July 1: Canada Day

ROTATING HOLIDAYS

- None
-

AUGUST

MONTH LONG EVENTS

- None

WEEK LONG EVENTS

- None

SPECIFIC DAYS

- August 9: International Day of the World's Indigenous People
- August 12: International Youth Day
- August 15: National Acadian Day
- August 23: International Day for the Remembrance of the Slave Trade and Its Abolition

ROTATING HOLIDAYS

- Civic Holiday
- Ramadan begins (based on lunar calendar)

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SEPTEMBER

MONTH LONG EVENTS

- None

WEEK LONG EVENTS

- None

SPECIFIC DAYS

- September 8: International Literacy Day
- September 21: International Peace Day

ROTATING HOLIDAYS

- Labour Day (1st Monday of September)
- Eid ul Fitr (Islam, based on lunar calendar)
- Jewish New Year – Rosh Hashana (Judaism, based on calendar)
- Yom Kipur (Judaism, based on calendar)

OCTOBER

MONTH LONG EVENTS

- Autism Awareness Month
- Eye Health Canada Month
- Healthy Workplace Month
- Islamic History Month
- Learning Disabilities Month
- Women's History Month

WEEK LONG EVENTS

- 1st week of October: Mental Illness Awareness Week
- 2nd week of October: National Family Week

SPECIFIC DAYS

- October 1: International Day of Older Persons
- October 18: Persons Day

ROTATING HOLIDAYS

- Thanksgiving Day (2nd Monday of October)
- Eid ul Adha (Islam, based on lunar calendar)

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NOVEMBER

MONTH LONG EVENTS

- None

WEEK LONG EVENTS

- 1st week of November: Down Syndrome Awareness Week
- 2nd week of November: National Seniors' Safety Week
- 2nd week of November: Youth Appreciation Week

SPECIFIC DAYS

- November 11: Remembrance Day
- November 16: International Day for Tolerance
- November 15: Shichi-Go-San (Japanese Rite of Passage)
- November 20: National Child Day
- November 25: International Day for the Elimination of Violence Against Women
- November 29: International Day of Solidarity with the Palestinian People

ROTATING HOLIDAYS

- Ashura Day (Islam, based on lunar calendar)
 - Islamic New Year (based on lunar calendar)
-

DECEMBER

MONTH LONG EVENTS

- None

WEEK LONG EVENTS

- None

SPECIFIC DAYS

- December 3: International Day of Disabled Persons
- December 6: National Day of Remembrance and Action on Violence Against Women
- December 10: Human Rights Day
- December 25: Christmas
- December 26: Boxing Day
- December 26: Kwanzaa begins (African American celebration of black heritage, unity and culture)

ROTATING HOLIDAYS

- Hanukkah – Festival of Lights (Judaism, based on calendar)

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WEEKLY DIVERSITY QUOTES

On a weekly basis share a diversity quote with colleagues. The best way to get the message out will depend on your organization's size and structure. Some suggestions include:

- Place a diversity quote by the time clock or doors to the sales floor
- Send out an email with a diversity quote to all employees
- Post a diversity quote on the company website and/or internal computer network
- Hang posters which include a diversity quote within the workplace (e.g., lunch room)
- Include a diversity quote on pay stubs
- Share a diversity quote at weekly meetings or team huddle

An alphabetized list of diversity quotes is provided to get you started; you'll likely identify others relevant to your group. Also encourage employees and managers to contribute quotes they discover!

For information on purchasing or creating posters, see the **Diversity Posters** section of this toolkit (page 62)

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Although we are in different boats, you in your boat and we in our canoe, we share the same river of life.

~ Chief Oren Lyons, Onandaga Nation

As long as the differences and diversities of mankind exist, democracy must allow for compromise, for accommodation, and for the recognition of differences.

~ Eugene McCarthy

A society that does not recognize that each individual has values of his own which he is entitled to follow can have no respect for the dignity of the individual and cannot really know freedom.

~ Friedrich August von Hayek

Cultural differences should not separate us from each other, but rather cultural diversity brings a collective strength that can benefit all of humanity.

~ Robert Alan

Difference is of the essence of humanity. Difference is an accident of birth and it should therefore never be the source of hatred or conflict. The answer to difference is to respect it. Therein lies a most fundamental principle of peace: respect for diversity.

~ John Hume

Differences challenge assumptions.

~ Anne Wilson Schaef

Diversity for the sake of diversity is not an accomplishment or a step forward. It's what you bring to the table.

~ Charlie Gonzalez

Diversity in the world is a basic characteristic of human society, and also the key condition for a lively and dynamic world as we see today.

~ Jinato Hu

Diversity is not about how we differ. Diversity is about embracing one another's uniqueness.

~ Ola Joseph

Diversity is the magic. It is the first manifestation, the first beginning of the differentiation of a thing and of simple identity. The greater the diversity, the greater the perfection.

~ Thomas Berry

Diversity is the one true thing we all have in common. Celebrate it every day.

~ Unknown

Diversity may be the hardest thing for a society to live with, and perhaps the most dangerous thing for a society to be without.

~ William Sloane Coffin, Jr.

Diversity: the art of thinking independently together.

~ Malcolm Stevenson Forbes

Ecidujerp is prejudice spelled backwards—either way, it makes no sense. ~ Unknown

Everyone is entitled to their own opinion, but not their own facts.

~ Daniel Patrick Moynihan

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For those who have seen the Earth from space, and for the hundreds and perhaps thousands more who will, the experience most certainly changes your perspective. The things that we share in our world are far more valuable than those which divide us.

~ Donald Williams

Human diversity makes tolerance more than a virtue; it makes it a requirement for survival.

~ Rene Dubos

I cannot, and will not judge, by what my eyes may see. For the skin on a man shall not reveal his true identity.

~ Robert M. Hensel

I feel my heart break to see a nation ripped apart by its own greatest strength – its diversity.

~ Melissa Etheridge

If we cannot end now our differences, at least we can help make the world safe for diversity.

~ John F. Kennedy

If you judge people, you have no time to love them.

~ Mother Teresa

I know there is strength in the differences between us. I know there is comfort where we overlap.

~ Ani DiFranco

Insight, I believe, refers to the depth of understanding that comes by setting experiences, yours and mine, familiar and exotic, new and old, side by side, learning by letting them speak to one another.

~ Mary Catherine Bateson

In the dark, equality for all of mankind couldn't seem brighter.

~ Robert M. Hensel

In world history, those who have helped to build the same culture are not necessarily of one race, and those of the same race have not all participated in one culture.

~ Ruth Fulton Benedict

It is time for parents to teach young people early on that in diversity there is beauty and there is strength.

~ Maya Angelou

Let us have but one end in view, the welfare of humanity; and let us put aside all selfishness in consideration of language, nationality, or religion.

~ John Comenius, 17th century philosopher

Life lies in diversity, not in monotony.

~ M.K. Soni

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Living in a multicultural society takes time. It is a long educational process.

~ Jeresa Hren

Men hate each other because they fear each other, and they fear each other because they don't know each other, and they don't know each other because they are often separated from each other.

~ Martin Luther King, Jr.

My hope is for us to come together not only embracing shared beliefs and values, but acknowledging our differences in ways that promote respect and appreciation. To ask for a shared vision is a fair and legitimate human proposal; what is not fair and legitimate is to dictate the ways on how we get there. If we are to emerge from the long shadows that can engulf us, we must talk with each other, come to understand each other, and renew ourselves and our perceptions of each other.

~ Alma Abdul-Hadi Jadallah

Okay, we are different it's true. And I don't like to do all the things that you do. But here's one thing to think through: You're a lot like me and I'm a lot like you!

~ Robert Alan

Our most basic common link is that we all inhabit this planet. We all breathe the same air. We all cherish our children's future. And we are all mortal.

~ John F. Kennedy

Our party believes in diversity, not uniformity.

~ Francis Maude

Peace is not unity in similarity but unity in diversity, in the comparison and conciliation of differences.

~ Mikhail Gorbachev

[People] may be said to resemble not the bricks of which a house is built, but the pieces of a picture puzzle, each differing in shape, but matching the rest, and thus bringing out the picture.

~ Felix Adler

Since when do you have to agree with people to defend them from injustice?

~ Lillian Hellman

Society is unity in diversity.

~ George H. Mead

The love of one's country is a splendid thing. But why should love stop at the border?

~ Pablo Casals

The minute we become an integrated whole, we look through the same eyes and we see a whole different world together.

~ Azizah Al-Hibri

The most certain test by which we judge whether a country is really free is the amount of security enjoyed by minorities.

~ Lord Acton

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The oneness of human beings is the basic ethical thread that holds us together.

~ Muhammad Yunus

The peoples of the earth are one family.

~ Ruth Fulton Benedict

The price of the democratic way of life is a growing appreciation of people's differences, not merely as tolerable, but as the essence of a rich and rewarding human experience.

~ Jerome Nathanson

There are no nations! There is only humanity. And if we don't come to understand that right soon, there will be no nations, because there will be no humanity.

~ Isaac Asimov

There never were in the world two opinions alike, no more than two hairs or two grains; the most universal quality is diversity.

~ Michel de Montaigne

The war we have to wage today has only one goal and that is to make the world safe for diversity.

~ U. Thant

Understand the differences; act on the commonalities.

~ Andrew Masondo, African National Congress

Uniformity is not nature's way; diversity is nature's way.

~ Vandana Shiva

United we stand, divided we fall.

~ Aesop

Variety is the spice of life.

~ Proverb

We all live with the objective of being happy; our lives are all different and yet the same.

~ Anne Frank

We all should know that diversity makes for a rich tapestry, and we must understand that all the threads of the tapestry are equal in value no matter what their color.

~ Maya Angelou

We are increasingly recognizing and accepting, respecting and celebrating, our cultural diversity.

~ Julie Bishop

We are of course a nation of differences. Those differences don't make us weak. They're the source of our strength.

~ Jimmy Carter

We can find common ground only by moving to higher ground.

~ Jim Wallis

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We have a stake in one another ... what binds us together is greater than what drives us apart, and ... if enough people believe in the truth of that proposition and act on it, then we might not solve every problem, but we can get something meaningful done for the people with whom we share this Earth.
~ Barack Obama

We have the ability to achieve, if we master the necessary goodwill, a common global society blessed with a shared culture of peace that is nourished by the ethnic, national and local diversities that enrich our lives.
~ Mahnaz Afkhami

We may have come over on different ships, but we're all in the same boat now.
~ Whitney Young, Jr.

We may have different religions, different languages, different colored skin, but we all belong to one human race.
~ Kofi Annan

We must learn to live together as brothers, or we are going to perish together as fools.
~ Martin Luther King, Jr.

We need diversity of thought in the world to face the new challenges.
~ Tim Berners Lee

We need to give each other the space to grow, to be ourselves, to exercise our diversity. We need to give each other space so that we may both give and receive such beautiful things as ideas, openness, dignity, joy, healing, and inclusion.
~ Max de Pree

We need to reach that happy stage of our development when differences and diversity are not seen as sources of division and distrust, but of strength and inspiration.
~ Josefa Iloilo

We ought to think that we are one of the leaves of a tree, and the tree is all humanity. We cannot live without the others, without the tree.
~ Pablo Casals

What divides us pales in comparison to what unites us.
~ US Senator Edward Kennedy

What we have to do... is to find a way to celebrate our diversity and debate our differences without fracturing our communities.
~ Hillary Clinton

What we need to do is learn to respect and embrace our differences until our differences don't make a difference in how we are treated.
~ Yolanda King

When you learn something from people, or from a culture, you accept it as a gift, and it is your lifelong commitment to preserve it and build on it.
~ Yo-Yo Ma

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MONTHLY DIVERSITY DISCUSSIONS

On a monthly basis share a diversity article or video clip with your colleagues to stimulate in- depth discussion. A week prior to the discussion, distribute the article or the link to the video clip.

Tips for facilitating discussions:

- Review the resource prior to the scheduled discussion; take note of your own impressions
- Copy the article or arrange to show the video clip at the discussion session
- Create a safe environment where ideas are presented openly, honestly, and respectfully
- Invite general impressions of the article or video to begin the session
- Use the discussion questions as a guide to structure the discussions
- Use an Appreciative Inquiry approach to help keep conversations positive and constructive
- Familiarize yourself with the Tips for Diversity Discussions and Difficult Conversations section of the Diversity Champion’s Backgrounder and Guide
- After your first Diversity Discussion reflect on the outcomes and set goals for the next discussion

The two tables in the following sections describe diversity articles and videos that could work for your monthly discussions; they are sorted alphabetically according to focus. Choose those most relevant to the diversity challenges within your own organization. Encourage others to contribute relevant articles or videos to keep the collection fresh and relevant.

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FREE SHORT ARTICLES / RESOURCES

Tool	Focus
<p>Differences Between Traditional Aboriginal Culture and Mainstream Western Culture www.aboriginalhr.ca/en/resources/getstarted/cultures</p> <p>Description:</p> <ul style="list-style-type: none"> • Contrasts traditional Aboriginal and mainstream Western cultural values <p>Discussion Questions:</p> <ul style="list-style-type: none"> • Reflecting on the Aboriginal (traditional) and Western (mainstream) cultural differences presented in this article, did you learn anything new? • How can the differences listed contribute to misunderstandings and miscommunication in the workplace? • How can we build upon this knowledge to enhance the way we do business and our interactions with co-workers and/or clients/customers? • How can we use diverse viewpoints in a positive way? What should we be doing more of/less of/differently? 	<p>Aboriginals</p>
<p>Mastering Aboriginal Inclusion: Creating Workplaces-of-Choice for Aboriginal Talent www.aboriginalhr.ca/en/programs/MAI</p> <p>Description:</p> <ul style="list-style-type: none"> • Reflects on the economic need for Aboriginal workforce inclusion • Stresses creating stronger relationships with the Aboriginal community <p>Discussion Questions:</p> <ul style="list-style-type: none"> • How are the economic changes noted in this article (e.g., price of oil, retirement of the baby boomers), or others that you know of, impacting our workplace? • How can a focus on Aboriginal inclusion help us navigate these economic changes? • How could the creation of partnerships with Aboriginal communities and the strengthening of Aboriginal relations benefit our workplace? • How can we make diversity more than a “buzzword” in our workplace? 	<p>Aboriginals</p>

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Tool	Focus
<p>Questions to Help Guide Development of an Aboriginal Inclusion Strategy www.aboriginalhr.ca/files/file/programs/MAI/Module%20One%20Tip%20Sheet_pdf.pdf</p> <p>Description:</p> <ul style="list-style-type: none"> • Tip sheet to guide development of an Aboriginal inclusion strategy through aligning goals/strategies, assessment, commitment, employment, alliances, and measurement • A variety of reflective questions are posed for consideration • See other modules at www.aboriginalhr.ca/en/programs/MAI/modules <p>Discussion Questions:</p> <ul style="list-style-type: none"> • What was one question proposed in this tip sheet that really got you thinking and why? • What positive things are we currently doing to create an inclusive organization? What can we do more of/less of/differently? 	<p>Aboriginals</p>
<p>Why Aboriginal People Leave Their Job www.aboriginalhr.ca/en/resources/getstarted/leavejobs</p> <p>Description:</p> <ul style="list-style-type: none"> • Provides preliminary findings regarding Aboriginal retention issues <p>Discussion Questions:</p> <ul style="list-style-type: none"> • How do you feel about the reasons for Aboriginal people leaving the workplace? • Have you encountered some of the same issues noted in the article (either personally or through association)? How did these make you feel? • Were you surprised by any of the reasons listed within the article? If so, why? • What things are we doing to create a more welcoming work environment for Aboriginal people and other diverse workers? • Based on this article, how can we improve upon what we are already doing? 	<p>Aboriginals</p>

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<p>Be a Champion of Workplace Diversity Link to Article No Longer Available</p> <p>Description:</p> <ul style="list-style-type: none"> • Short article by Aurelia Tokaci, Manager of Employment Services at Settlement and Integration Services Organization of Hamilton, Ontario, prepared for the 2007 Canada Career Week in Hamilton • Introduces four strategies for being a diversity champion • For more information go to www.iechamilton.ca <p>Discussion Questions:</p> <ul style="list-style-type: none"> • Why do you think diversity is such a big deal these days? • How can you be a champion of diversity within the workplace? • In what ways do we as an organization and as individuals champion diversity within the workplace? • How can you be inquisitive? • How can you be respectful? • How can you be open? • How can you be human? 	<p>Diversity (General)</p>
<p>Celebrating BC’s Cultural Diversity www.llbc.leg.bc.ca/public/PubDocs/bcdocs/403776/CulturalDiversity.pdf</p> <p>Description:</p> <ul style="list-style-type: none"> • Article from the BC provincial government highlighting what makes BC’s cultural diversity unique and successful <p>Discussion Questions:</p> <ul style="list-style-type: none"> • What do you think makes BC distinct from other provinces in Canada in regards to our immigrant population? • How is diversity benefiting our province and our organization? • What lessons can we learn from our long history of immigration and our positive immigration experiences? How can we build upon these to create a positive future? • What are some of the experiences that you have had regarding diversity and its positive effect on you and your work? 	<p>Diversity (General)</p>

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Tool	Focus
<p>Cultural Diversity in the Workplace www.bredin.ab.ca/ImmigrantServices/Employment%20Preparation/Cultural%20Diversity%20in%20the%20Workplace.aspx</p> <p>Description:</p> <ul style="list-style-type: none"> • Short article discussing impact of globalization and need for diversity in the workplace • Adapted from <i>A Business Case For Diversity</i> by Dr. Jeffrey Gandz, Professor and Associate Dean at Richard Ivey School of Business, University of Western Ontario, London, Ontario <p>Discussion Questions:</p> <ul style="list-style-type: none"> • In what ways does diversity contribute to our organization's success and keep us competitive? • How does workplace diversity help us serve diverse clients/customers better (or create a product better suited to diverse clients/customers)? • What impact has globalization had on the need for workplace diversity? • What are your thoughts on case examples within this article? • Can you share a story of a positive experience you've had with diversity in the workplace? • How can we build upon this to create more positive experiences? 	<p>Diversity (General)</p>
<p>Cultural Diversity in the Workplace: How a Diverse Workforce Can Contribute to the Bottom Line www.btobmagazine.com/Articles/2009/February/Cultural_Diversity_in_the_Workplace.html</p> <p>Description:</p> <ul style="list-style-type: none"> • Article by April Nagel, CEO of firstPRO Staffing and Executive Search, discussing cultural differences in communication styles and how to avoid stereotypes and biases • Written from the perspective of a female business owner <p>Discussion Questions:</p> <ul style="list-style-type: none"> • How can "sensitivity training" and open door policies impact diversity in the workplace? • How can assumptions/prejudgements affect your work and impact the organization as a whole? • In what ways do we already incorporate the communication strategies discussed in this paper (e.g., determining each other's ultimate goals and then working backwards from them)? • How can we improve incorporating these communication strategies into our work? 	<p>Diversity (General) Gender</p>

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<p>Cultural Diversity is an Opportunity www.business-marketing.com/store/articleculturaldivopp.html</p> <p>Description:</p> <ul style="list-style-type: none"> Article by Cash Miller, experienced entrepreneur and speaker, highlighting advantages of a diverse workplace to meet needs of an increasingly diverse customer base For more information: www.SmallBusinessDelivered.com <p>Discussion Questions:</p> <ul style="list-style-type: none"> How is cultural diversity an opportunity for our workplace? How can cultural diversity improve customer/client relations? How can we positively benefit from the local market diversity as discussed in the article? What does your ideal workplace look like in terms of diversity? What kinds of relationships and communication would be present? 	<p>Diversity (General)</p>
<p>Diversity Management: Workplace Realities / University Ideals www.geom.unimelb.edu.au/subjects/451_1998/204/Guest%20presentation.Managing%20Diversity%20in%20the%20Workplace.ppt</p> <p>Description:</p> <ul style="list-style-type: none"> PowerPoint presentation by Professor Stephen Nicholas, Australian Centre for International Business, University of Melbourne Discusses contributions to workplace diversity Supports making a business case for diversity management <p>Discussion Questions:</p> <ul style="list-style-type: none"> Reflecting on the workplace diversity model presented: <ul style="list-style-type: none"> How are primary characteristics (i.e., observable personal characteristics) positively impacting your interactions with others in the workplace? How are secondary characteristics (i.e., unobservable personal characteristics) positively impacting your interactions with others in the workplace? How are organizational related characteristics (e.g., company position, skills, work attributes) positively impacting your interactions with others in the workplace? Why do you think there was an emphasis placed on making a business case for diversity? As this presentation was done for an Australian audience, what might be different in Canada? How can we use diversity to our advantage building upon our positive experiences? 	<p>Diversity (General)</p>

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<p>Diversity 101: Dealing with Cultural Differences in the Workplace www.shepellfgi.com/EN-CA/healthyhabits/DealingWithCultural.asp</p> <p>Description:</p> <ul style="list-style-type: none"> • Presents general tips for building inclusive and harmonious workplaces and avoiding misunderstandings <p>Discussion Questions:</p> <ul style="list-style-type: none"> • What are the implications of misinterpreting the behaviour of others? • How can we avoid behaviour misinterpretations within the workplace? <ul style="list-style-type: none"> ○ What can you do to become an international “student”? ○ What are some common connections between cultures? ○ Have you tried role reversal? What does it feel like to put yourself in someone else’s shoes? • How do you feel about some of the suggestions proposed within this article (i.e., acknowledge cultural differences, forget “all work, no play,” and create a diversity committee)? How could we incorporate these suggestions within our workplace to build upon what we are already doing? 	<p>Immigrants</p>

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Tool	Focus
<p>From Seoul to Vancouver www.canadianimmigrant.ca/culture/communityprofiles/article/2429</p> <p>Description:</p> <ul style="list-style-type: none"> • Article from <i>Canadian Immigrant</i> • Discusses Korean cultural values and traditions • Features the story of Mi-Jung Lee, a Korean TV anchor in Vancouver <p>Discussion Questions:</p> <ul style="list-style-type: none"> • What are your impressions of Mi-Jung Lee's story? • Based on the values noted in the article, what are the implications for Korean-Canadian employees within the workplace? • What are the advantages of having workers from Korea (and other countries) within our workforce? 	Immigrants (Korean)
<p>Hiring Immigrants Makes Good Business Sense www.hireimmigrants.ca/resources/?resource=news&id=35</p> <p>Description:</p> <ul style="list-style-type: none"> • Article from Canadian HR Reporter highlighting why hiring immigrants is good for business • Includes reflections from a variety of businesses on hiring immigrants <p>Discussion Questions:</p> <ul style="list-style-type: none"> • What are some of the benefits of having immigrants within our workforce? • How does hiring immigrants make good business sense? • What do you think of the viewpoints presented in the article? 	Immigrants
<p>Integrating Immigrants into the Workplace Takes Time www.financialpost.com/executive/story.html?id=1051967</p> <p>Description:</p> <ul style="list-style-type: none"> • Financial Post article, presenting the results of a University of Calgary study which investigated the acculturation process of immigrants <p>Discussion Questions:</p> <ul style="list-style-type: none"> • What are the dangers of assuming all immigrants are the same? • How does time spent in Canada impact an immigrant's acculturation? • What are the impacts of "negative acculturation"? • What are we currently doing to positively address "negative acculturation" within the workplace? How can we improve upon current practices? 	Immigrants

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Tool	Focus
<p>The Art of Getting it Right – Workplace Ethics in Canada www.cnmag.ca/issue-16/34-issue-16/60-the-art-of-getting-it-right</p> <p>Description:</p> <ul style="list-style-type: none"> • An article reflecting on Sabine Ehgoetz’s experience coming to Canada from India and the differences she noted between cultures • Also touches on cultural differences in work ethics of other countries (e.g., Germany, Japan, Chile) <p>Discussion Questions:</p> <ul style="list-style-type: none"> • Reflecting on Sabine Ehgoetz’s story, how might the fear of losing your job impact your behaviour in the workplace? • What are some of the cultural differences between India, Canada, and other countries noted in the article? How do these cultural differences positively affect our workplace? • How can we be more culturally sensitive to these differences? • The author offers some advice to new immigrants saying “people realize that you are new and don’t expect you to act like you have lived here all your life. Eventually you will get used to the ‘Canadian ways’, but there is no reason to stress yourself out in the beginning if you notice that you haven’t gotten it quite right yet.” What are your thoughts on this comment? How well are we doing embodying this statement? 	<p>Immigrants (Indian)</p>
<p>Iranian Immigrants Hard Hit by Job Rules thethunderbird.ca/2007/12/05/iranian-immigrants-hard-hit-by-certification-laws/</p> <p>Description:</p> <ul style="list-style-type: none"> • Article reflecting on the impact of Canada’s certification laws on immigrants, featuring the story of Ayda as a case example <p>Discussion Questions:</p> <ul style="list-style-type: none"> • What are the impacts of having skilled workers working outside their field of expertise? • What can be taken from Ayda’s story? • What are the implications of these certification requirements in the workforce? 	<p>Immigrants (Persian)</p>

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<p>Girl Power www.canadianimmigrant.ca/immigrantstories/moneybusiness/article/581</p> <p>Description:</p> <ul style="list-style-type: none"> Article from <i>Canadian Immigrant</i> featuring the stories of three female immigrants: Maryam Aghvami (Iran), Debbie Douglas (Grenada), and Ellen Pun (Hong Kong) <p>Discussion Questions:</p> <ul style="list-style-type: none"> How are the stories of Maryam Aghvami, Debbie Douglas, and Ellen Pun similar? How are they different? What is one thing you took away from each of these stories that is relevant in our workplace? 	<p>Immigrants / Gender</p>
<p>Out and About: Being Gay, Lesbian, Bisexual, or Transgendered in the Workplace www.canadianheritage.gc.ca/pgm/pdp-hrp/canada/outandabout/102-eng.cfm</p> <p>Description:</p> <ul style="list-style-type: none"> Discusses discrimination experienced by Gay, Lesbian, Bisexual, and Transgendered (GLBT) persons and workplace implications Defines key terms Increases awareness through examples of homophobic actions <p>Discussion Questions:</p> <ul style="list-style-type: none"> Take a moment to reflect on the office coffee break example provided at the beginning of the article. How could a seemingly harmless conversation such as this impact GLBT individuals within your workplace? What constitutes homophobic ideas or behaviours in the workplace? What are the implications of such ideas or behaviours? How can we be more inclusive of GLBT individuals within the workplace? Is there anything that we are doing that we should be doing more of/less of/differently? After reading this article, do you feel more informed about the experiences of GLBT individuals within the workplace? What small change might you make as a result of this article and discussion? 	<p>Sexual Orientation</p>

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Tool	Focus
<p>Out and About: Improving the Wellbeing of Gay, Lesbian, Bisexual, or Transgendered Individuals in the Workplace www.canadianheritage.gc.ca/pgm/pdp-hrp/canada/outandabout/103-eng.cfm</p> <p>Description:</p> <ul style="list-style-type: none"> • Highlights simple, effective, and inexpensive ways organizations can foster healthy workplaces through respecting diversity and knowing rights/responsibilities • Discusses implications of “coming out” <p>Discussion Questions:</p> <ul style="list-style-type: none"> • What do you think of the quote “The ideal work environment for GLBT persons is the ideal environment for all employees. A place where respect for diversity is not just a nice-sounding motto, but a value that is put into practice on a daily basis. A place where managers and employees all refuse to accept intolerance”? • How can “coming out” impact an employee in the workplace? Discuss the negatives and the positives. • Reflecting on the definitions of harassment and discrimination provided in the article, how can these experiences impact workers? • What are we doing to prevent harassment and discrimination of any individual in the workplace? How can we improve our efforts? 	<p>Sexual Orientation</p>

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FREE DIVERSITY VIDEOS²

Tool	Focus
<p>Racism in the Workplace www.youtube.com/watch?v=b4pblNH4mis</p> <p>Description:</p> <ul style="list-style-type: none"> • A skit depicting racism in the workplace and the impact on employees • Highlights a lack of management sensitivity and effective intervention <p>Discussion Questions:</p> <ul style="list-style-type: none"> • There were a variety of generalizations and assumptions made in the video; why would these generalizations be incorrect? • How can a conversation like the one depicted in the video impact co-workers' relationships and workplace productivity? • Do you think the supervisor was supportive? Why or why not? • What could the supervisor have done differently to address the issues? • In what ways do we create a welcoming working environment? What could we do more of/less of/differently? 	<p>Aboriginals</p>
<p>Communication Between Cultures www.youtube.com/watch?v=2EwsNKkVPog</p> <p>Description:</p> <ul style="list-style-type: none"> • Highlights cultural differences in communications styles and how to avoid miscommunication • Provides guidelines for multicultural collaboration • Contrasts Eastern and Western philosophy <p>Discussion Questions:</p> <ul style="list-style-type: none"> • How does culture shape your own reactions and communication? • How do we as an organization communicate in a culturally relevant way? How could we improve our efforts? • Based on the guidelines presented in the video, how can you improve your communication with coworkers or customers from diverse groups? • What are some differences between Eastern and Western cultures? • How can the recognition of these differences improve communication with each other? 	<p>Diversity (General)</p>

² All videos listed are accessible online at no charge

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Tool	Focus
<p>Cultural Artifact Analysis: The Office www.youtube.com/watch?v=EhXcgHVUJ3o&feature=related</p> <p>Description:</p> <ul style="list-style-type: none"> An analysis of scenes with racist and classist themes from the television show “The Office” <p>Discussion Questions:</p> <ul style="list-style-type: none"> Some of the actions in the video represent overt racist attitudes and others are more covert. What is the impact of these types of actions in the workplace? How might actions like those depicted in the video offend others? As suggested in the video, do you believe the sheer ridiculousness of such clips helps us get past racial/class barriers through laughter? Why or why not? 	Diversity (General)
<p>Diversity www.youtube.com/watch?v=LLtHHDWggq4&feature=related</p> <p>Description:</p> <ul style="list-style-type: none"> A short diversity video answering the question: Why diversity? <p>Discussion Questions:</p> <ul style="list-style-type: none"> What did you think of the images used in this video? How has this video inspired you to make changes within our workplace? 	Diversity (General)
<p>Diversity: Differences Are Essential www.youtube.com/watch?v=qlvK5ITYr9Y&feature=related</p> <p>Description:</p> <ul style="list-style-type: none"> A series of diversity quotes and images set to music <p>Discussion Questions:</p> <ul style="list-style-type: none"> What did you think of the images and quotes used in this video? What was your favourite image/quote and why? What changes at work has the video inspired you to make? 	Diversity (General)

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<p>Effective Multicultural Workplace www.youtube.com/watch?v=BfNKh6v58MA</p> <p>Description:</p> <ul style="list-style-type: none"> Introduces how physical appearance can impact how a worker is treated <p>Discussion Questions:</p> <ul style="list-style-type: none"> What were your impressions of the different wigs the speaker wore? Did you react differently depending on the wig she wore? How can visual differences impact the interactions between co-workers and customers/clients? 	<p>Diversity (General)</p>
<p>The Office “Diversity Day” Promo www.youtube.com/watch?v=j7wr-wsmcl</p> <p>Description:</p> <ul style="list-style-type: none"> Clips from an episode of “The Office” highlighting an unsuccessful “Diversity Day” <p>Discussion Questions:</p> <ul style="list-style-type: none"> How is the main character being offensive and/or culturally insensitive? How are the main character’s assumptions and stereotypes impacting his relationship with his colleagues? What is the impact of this type of behaviour on the workplace and diversity initiatives? Why might this be an unsuccessful “Diversity Day”? 	<p>Diversity (General)</p>
<p>Three Biggest Diversity Blunders www.youtube.com/watch?v=FP_hDDZloZ4</p> <p>Description:</p> <ul style="list-style-type: none"> Short video discussing a tele-seminar on diversity blunders <p>Discussion Questions:</p> <ul style="list-style-type: none"> Reflecting on the election of the first African-American US President in 2009, do you feel that racism is over, coming to an end, or still as strong as ever? How can racial inequality and racism impact the workplace? How do you feel about persistent racial issues such as pay inequity and the uniformity of corporate teams in terms of race and gender? How can we create an equal paying field within our workplace? 	<p>Diversity (General)</p>

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<p>Toxic Testosterone Culture www.youtube.com/watch?v=obiPtVss3FQ</p> <p>Description:</p> <ul style="list-style-type: none"> Examines why women are leaving the workplace Discusses the “toxic testosterone culture” of traditional workplaces not recognizing contributions/potential contributions of women <p>Discussion Questions:</p> <ul style="list-style-type: none"> How do you feel about the “toxic testosterone culture” concept introduced in the video? How can the choice of special work activities (e.g., teambuilding outings) impact the workplace culture and exclude minority groups? Why would offering part-time and flexible work arrangements be a suitable solution to overcoming gender imbalances in the workplace? What are the benefits of part-time and flexible work arrangements for both genders? How do you feel women are represented in our company? How can we improve? 	<p>Gender</p>
<p>Generation Y 2.0: From Awareness to Funky Solutions www.youtube.com/watch?v=TKQAt9B9RHY</p> <p>Description:</p> <ul style="list-style-type: none"> Clips from a presentation on innovative strategies for integrating and retaining Generation Y workers <p>Discussion Questions:</p> <ul style="list-style-type: none"> Why should we care about generational differences? What are the benefits of Generation Y qualities? How do these qualities clash with other generations? How do we currently incorporate Generation Y qualities into the workplace? What might we do to highlight the contributions of Generation Y workers within our organization? 	<p>Generations</p>

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<p>Asian American Identity - Unravelling Asia America www.youtube.com/watch?v=LW4rFV5EJJg</p> <p>Description:</p> <ul style="list-style-type: none"> • Video highlighting the diversity of Asian Americans, the struggle for cultural identity, and difficulties faced between/amongst cultures <p>Discussion Questions:</p> <ul style="list-style-type: none"> • How diverse is the group of Asian individuals interviewed in this video? What might be the differences between being an Asian American and an Asian Canadian? • What are the implications of the diversity portrayed in this video clip? • How might our organization benefit from a similar level of diversity? 	<p>Immigrants (Asian)</p>
<p>Hire an Immigrant www.youtube.com/watch?v=xO2To3-wQec&NR=1</p> <p>Description:</p> <ul style="list-style-type: none"> • Short clip highlighting the discrimination that many immigrants to Canada face during their job search <p>Discussion Questions:</p> <ul style="list-style-type: none"> • How are the views expressed in the video close-minded? • What are we currently doing to avoid such attitudes within our workplace? • What benefits can skilled immigrants offer our workplace? • How can we better appreciate these benefits? 	<p>Immigrants</p>
<p>My Canada, Our Canada, Your Canada www.youtube.com/watch?v=usz3HO_xnQo</p> <p>Description:</p> <ul style="list-style-type: none"> • Video highlighting immigrants' stories <p>Discussion Questions:</p> <ul style="list-style-type: none"> • How do you feel about the immigrants' stories presented in the video? • What does "integrate" mean to you? How is this a two-way street? • How can we better integrate immigrants into our workplace? 	<p>Immigrants</p>

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<p>New Immigrants Coming to Canada www.youtube.com/watch?v=61q0Vd54PfY</p> <p>Description:</p> <ul style="list-style-type: none"> • Video discussing the changing demographics of Canadian society and implications for the workplace <p>Discussion Questions:</p> <ul style="list-style-type: none"> • How are the workplace demographics changing? • What are some of the benefits immigrants can offer our workplace? • How can we overcome language barriers? 	Immigrants
<p>“Asians Rock”: What’s Your Story? www.youtube.com/watch?v=hWey0hhi3Dw&feature=related</p> <p>Description:</p> <ul style="list-style-type: none"> • Interviews with successful Asian Americans <p>Questions</p> <ul style="list-style-type: none"> • How are the experiences shared in the video similar to or different from your own story? • Within our workplace, what assumptions are we making about the diverse members of our team? 	Immigrants (Asian)
<p>Donna Flagg on Cognitive Diversity (Learning Disabilities) www.youtube.com/watch?v=JDsUhhnnlmU</p> <p>Description:</p> <ul style="list-style-type: none"> • Touches on the challenges and benefits of including individuals with learning disabilities into the workforce <p>Discussion Questions:</p> <ul style="list-style-type: none"> • Reflecting on the black dot / white space activity what does the “white space” represent? • What could be “white space” in our organization? • What are the benefits of having “high concept” people in our workforce? • How can we create “multiple impressions” to reach more people? • In what ways is our organization sensitive to cognitive diversity? How could we improve our sensitivity? 	Persons with Disabilities

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<p>In My language www.youtube.com/watch?v=JnylM1hl2ic</p> <p>Description:</p> <ul style="list-style-type: none"> • A cognitively disabled individual shares his “language” and his viewpoints on notions of standard communication/thought • The English “translation” picks up at about 3 minutes. Although it’s quite lengthy, it is highly encouraged that you view the full video <p>Discussion:</p> <ul style="list-style-type: none"> • What are the implications of classifying autistic or other cognitively disabled individuals as non-communicative or non-persons? • What are the implications of non-traditional communication within our workplace and our interactions with co-workers, customers, and/or clients? • How does this video make you feel about your own assumptions about autistic or other cognitively disabled individuals 	<p>Persons with Disabilities</p>
<p>Gay, Lesbian, Bisexual, and Transgender Workplace Issues www.youtube.com/watch?v=Tm--LygvDbw</p> <p>Description:</p> <ul style="list-style-type: none"> • Clips from presentation on workplace-related sexual orientation issues • Touches on the career/life impacts of “coming out” <p>Discussion Questions:</p> <ul style="list-style-type: none"> • How does the presenter’s personal story resonate with you? • Putting yourself in the presenter’s shoes, what would it feel like to lose the support of your family/friends, your job, and your career aspirations? • How do we create a safe working environment? How can we improve? • What are your thoughts on the tug o’ war metaphor? 	<p>Sexual Orientation</p>

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QUARTERLY DIVERSITY EVENTS

The following activities can be used to promote a diverse workplace, elicit understanding/acceptance, and improve communication among team members. For each activity an approximate timeframe, objective, and description/instructions are provided, as well as relevant sources, links, or supplementary materials. When planning diversity events, consider coordinating with specific cultural celebrations highlighted in the cultural calendar of events at the beginning of this yearbook.

Tips for facilitating Quarterly Diversity Events:

- Make arrangements for room bookings, catering, and/or equipment/suppliers for the event within an appropriate timeframe
- Market the event (e.g., create flyer or email announcement, set an RSVP date, follow-up with reminders one week before the RSVP deadline)
- Use the Activity Evaluation Form (Appendix I of the Diversity Champion's Backgrounder and Guide) to collect feedback from participants
- Complete the Diversity Champion's Activity Evaluation Form (Appendix H of the Diversity Champion's Backgrounder and Guide)

Note: These activities have been listed in alphabetical order.

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Celebrate & Educate	43
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For more ideas for your diversity events, refer to the following:

Tool	Focus	Cost ³
<p>50 Activities for Diversity Training</p> <ul style="list-style-type: none"> • 50 ready to use activities and materials covering areas such as diversity icebreakers, cultural and career transitions, and gender at work • Training objectives include awareness and impact of cultural differences, and skills for managing a diverse workforce <p>www.trainingabc.com/xcart/product.php?productid=16296&cat=255&page=1</p>	Diversity (General)	High
<p>Managing Diversity</p> <ul style="list-style-type: none"> • Website containing 15 activities related to diversity • Downloadable handouts available online <p>www.gardenswartzrowe.com/activity.html</p>	Diversity (General)	Free
<p>Trainers Diversity Source Book: 50 Ready-to-Use Activities from Ice-Breakers through Wrap Ups</p> <ul style="list-style-type: none"> • Includes 50 fully developed activities and advice for facilitating diversity training • Ideal for raising awareness at an individual, team, and organizational level • CD-ROM includes the activities and templates for announcement, memos, and report • Available for order online from Chapters and Amazon <ul style="list-style-type: none"> ○ Chapters www.chapters.indigo.ca/books/Trainers-Diversity-Source-Book-Ready-Jonamay-Lambert-Selma-Myers/9781586440633-item.html?ref=Search+Books%3a+%2527lambert+myers+diversity+source+book%2527 ○ Amazon www.amazon.ca/Trainers-Diversity-Source-Book-Ready/dp/1586440632/ref=sr_1_1?ie=UTF8&qid=1240428143&sr=8-1 	Diversity (General)	Mid

³ Low = less than \$50 Mid = \$50 - \$100 High = \$100+

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A COMMON THREAD: MULTICULTURAL QUILTS

Approximate Time: 20 minutes

Objective:

- To bring about an awareness of cultural diversity within the group

Description/Instructions:

Each participant will get one square piece of paper for this activity. Participants will be given various materials (e.g., felts, magazines) and asked to create a picture that represents one aspect of their culture. Once all pictures have been completed, all pictures will be combined to create a quilt. The quilt can be hung on the wall for the remainder of the event (or longer).

Source:

A Common Thread: Multicultural Quilts by Joanne Roueche, Utah State University

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BARNGA-2 – A SIMULATION GAME BY THIAGI

Approximate Time: 20-30 minutes for playing and 20-30 minutes for debriefing

Objective:

- To create an understanding among players regarding communication issues

Description/Instructions:

Barnga is a popular game used in diversity training. The game works by creating an atmosphere where players make assumptions about other players. Players are first divided into separate groups with 4 players in each. Each group is given a set of instructions for a card game; the instructions differ slightly between groups but players aren't told that – they believe they are all playing by the same rules. No talking or writing is allowed – all communication during the game is non-verbal. After playing one round with their own group, the winners from each group move to a new group and they begin playing the game again. Due to the different rules, confusion and other emotions begin to surface.

Once the game is complete the trainer debriefs with the group. The Barnga-2 kit includes a section for trainers with a six-step model on how to debrief the group and also includes discussion questions.

Number of Players:

Minimum 8 players. Maximum 100

Supplies:

One deck of cards per group, instruction handouts

To Purchase:

Cost for the game: \$35.00 plus S&H (decks of cards extra; regular playing cards can be used)

http://69.94.91.6/Merchant2/merchant.mvc?Screen=PROD&Store_Code=TTG&Product_Code=B25&Category_Code=G

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CELEBRATE & EDUCATE

Approximate Time: 15 minutes – 1.5 hours

Objective:

- To learn more about co-workers and superiors

Description/Instructions:

Choose a special cultural day that is celebrated by one or more employees and celebrate this day within the workplace at either a coffee break or lunch hour, incorporating food and music (if applicable). Have one or more employees provide a brief presentation on the significance of the day and allow the opportunity for others to learn more through asking questions.

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CULTURAL INTRODUCTIONS

Approximate Time: 10-15 minutes (30-45 minutes expanded version)

Objective:

- To further an understanding, respect, and appreciation of participants' own culture and that of others

Description/Instructions:

This activity will have participants divided into small groups. Within the groups, participants are asked to introduce themselves and tell the group something about their heritage. If time is limited, after each participant has shared within his or her smaller groups, all participants can reconvene to form a large group where one participant from each group will report on what his or her group members shared. If time is not limited, participants can remain in their small groups to create a short skit to present what group members reported. Whether completing the shortened or lengthened version of this activity, a group debrief can be conducted afterwards.

This activity and more information on it such as equipment needed, procedures, debriefing questions, and key points is available from the book *Trainer's Diversity Source Book: 50 Ready-to-Use Activities from Icebreakers Through Wrap Ups* and is available for purchase online at

http://www.amazon.ca/Trainers-Diversity-Source-Book-Ready/dp/1586440632/ref=sr_1_1?ie=UTF8&qid=1240242843&sr=8-1

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CULTURAL PLUNGE

Approximate Time: 1 hour (per plunge)

Objective:

- To expose people to new or different cultures

Description/Instructions:

With the Cultural Plunge activity, individuals are encouraged to expose themselves to people or groups from a different culture. The difference could be ethnicity, language, socioeconomic status, sexual orientation, or physical differences. To view requirements of this activity see paragraphs 1 and 3 at the following link:

http://findarticles.com/p/articles/mi_qa3960/is_200601/ai_n16027828/pg_2/?tag=content;col1

(Note: this article is about a cultural plunge for students; within the workplace, rather than an assignment, individuals could debrief with a mentor, coach, supervisor, or diversity champion and, if some individuals were willing, insights could be shared at team meetings or in newsletter articles)

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CULTURAL POTLUCK

Approximate Time: 45 minutes – 1.5 hours

Objective:

- To celebrate diversity amongst employees

Description/Instructions:

Have each employee bring in a food item that is representative of their culture and can be shared with their co-workers. This type of event can stimulate lots of discussion amongst employees as they share each other's traditional foods.

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CULTURAL PURSUIT ACTIVITY

Approximate Time: 20 - 30 minutes

Objective:

- To mingle and to get to know other participants

Description/Instructions:

Provide each person with a copy of the **Find Someone Who...** handout (or create your own). Allow 10 - 15 minutes to mingle with others in the room, talking and collecting signatures of people who know the answer to any of the items in the table. Afterwards, take 10 - 15 minutes to debrief with participants asking them to share what they learned and how they felt about the experience.

Answers:

- Generation-Y
- Islam
- Telecommunications device for the deaf
- Parent over shoulder
- Mahatma Ghandi
- Buddhist New Year
- Jewish Day of Atonement
-



- Muslim New Year
- The Scottish culture
- A dumpling from Japanese cuisine
- Baby Boomer = 1946-1964

This activity is based on the Cultural Pursuit activity featured in the May/June/July 1999 issue of *Diverse Issues*. Accessed online April 15, 2009 from [http://diversityeducation.cas.psu.edu/Newsletters/DI1\(5\).pdf](http://diversityeducation.cas.psu.edu/Newsletters/DI1(5).pdf)

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Find Someone Who...			
Knows which generation is known as the <i>sad generation</i>	Knows what the world's fastest growing religion is	Knows what a "TDD" is	Knows what "POS" means when used in a text message
Knows who advocated a peaceful resistance approach to social protest in India	Celebrates Therevada New Year	Observes Yom Kippur	Celebrates Muharram
Knows the American Sign Language sign for the word "understand"	Knows which culture typically celebrates Robbie Burns Day	Knows what a Gyoza is	Is a baby boomer

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CULTURE GALLERY

Approximate Time: 15-30 minutes

Objective:

- To learn about one another and to enhance awareness that “differences are sometimes only skin deep”

Description/Instructions:

An excellent “icebreaker” activity to be used with a group of participants that do not know each other very well. On a blank piece of paper participants are asked to write down personality descriptions of themselves. It is important that participants not write their names on their pieces of paper. Next, post all papers around the room. Participants go from paper to paper and attempt to identify the participant the paper belongs to. To view the requirements and how to play see page 5 of the following link:

[http://diversityeducation.cas.psu.edu/Newsletters/D11\(9\).pdf](http://diversityeducation.cas.psu.edu/Newsletters/D11(9).pdf)

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DIVERSE PERSPECTIVES

Approximate Time: 30-90 minutes

Objective:

- To help participants view topics from different viewpoints, while participants “consider how they form their [own] opinions and perspectives”

Description/Instructions:

Four posters with the following statements will be posted around the room: Strongly Agree, Agree, Disagree, Strongly Disagree. The facilitator will then read statements on various topics and participants are to stand next to the poster based on how they feel about the topic. After all statements have been read, the group will debrief. To view the requirements and procedures for this activity, see page 5 of the following link:

[http://diversityeducation.cas.psu.edu/Newsletters/DI1\(8\).pdf](http://diversityeducation.cas.psu.edu/Newsletters/DI1(8).pdf)

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DIVERSITY IN YOUR LIFE

Approximate Time: 45-60 minutes

Objective:

- To become aware of the diverse day-to-day interactions

Description/Instructions:

Provide participants with a handout: One column is for listing the names of 10 people seen most often in a month, the other columns list a variety of characteristics (e.g., race, first language). Participants complete the matrix by recording an “S” for similar or a “D” for dissimilar for each characteristic as relevant for each person listed (in comparison to the participant him or herself). After the handouts are completed, debrief with the group.

For more information on this activity, including a copy of the handout and descriptions of materials, procedure, and questions for discussion, go to:

<http://www.gardenswartzrowe.com/images/DIVERSITY%20IN%20YOUR%20LIFE.pdf>

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EVEN EXCHANGE

Approximate Time: 30 minutes

Objective:

- To identify group similarities and differences

Description/Instructions:

Participants are divided into two equal groups for this activity. Each group is asked to stand on opposite sides of the room. Participants are each asked to select a member from the other group who seems most similar to him or herself. Once all participants have been paired up, the pairs will discuss why they made the selection they did and are asked to find something dissimilar between them. After the pair discussions, debrief the activity with the large group.

This activity and more information on it such as equipment needed, procedures, debriefing questions, and key points is available from the book *Trainer's Diversity Source Book: 50 Ready-to-Use Activities from Icebreakers Through Wrap Up*, available for purchase online at http://www.amazon.ca/Trainers-Diversity-Source-Book-Ready/dp/1586440632/ref=sr_1_1?ie=UTF8&qid=1240242843&sr=8-1

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I CAN'T SEE FOR LOOKING

Approximate Time: 15 minutes

Objective:

- To become aware of the potential challenges of communicating based on unfamiliar norms and behaviours

Description/Instructions:

Each participant is given a set of instructions with rules for how to act (e.g., avoid eye contact, stand six inches closer to your partner than you normally would). Next, participants are asked to pair up with someone, engage in a general discussion, and identify two of their “rules” (participants are not allowed to directly disclose their instructions/rules to their partner). After discussions have ended, the large group will reconvene to debrief the activity.

This activity and more information on it such as equipment needed, procedures, debriefing questions, and key points is available from the book *Trainer's Diversity Source Book: 50 Ready-to-Use Activities from Icebreakers Through Wrap Ups*, available for purchase online at http://www.amazon.ca/Trainers-Diversity-Source-Book-Ready/dp/1586440632/ref=sr_1_1?ie=UTF8&qid=1240242843&sr=8-1

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MY LIFE IN A BAG

Approximate Time: 40-45 minutes

Objective:

- To clarify cultural identities and build pride

Description/Instructions:

For this activity, participants are asked (before a meeting or workshop) to collect 5 items that represent who they are and put them in a bag. Of the 5 items, one item should be an award or certificate while another should be something that represents the participant's culture or ethnicity. If an item is too big to fit in a bag, the participant should write a description of the item on a piece of paper. To view the procedures for this activity, see page 5 of the following link:

[http://diversityeducation.cas.psu.edu/Newsletters/DI1\(10\).pdf](http://diversityeducation.cas.psu.edu/Newsletters/DI1(10).pdf)

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OH THE PLACES WE'LL GO

Approximate Time: 30-45 minutes

Objective:

- To develop a better understanding of barriers to diversity change

Description/Instructions:

On a worksheet, participants will respond to several questions:

1. Identify an experience you have never had that is enticing to you (a place, an activity, etc.)
2. What would it take to get you to do this?
3. What is holding you back?
4. What would you gain by doing it?
5. What's the application of this to working with diversity in your organization?

Once worksheets are completed, participants can form small groups to discuss their responses, specifically focussing on enticing experiences, motivating factors, obstacles, potential benefits, barriers, etc.

For more information on this activity, such as a copy of the handout, materials, procedure, and questions for discussion, go to: <http://www.gardenswartzrowe.com/activity.html#OH>

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WHAT DOES IT MEAN TO YOU

Approximate Time: 15 minutes

Objective:

- To demonstrate that different people define things differently

Description/Instructions:

In this activity, participants will be divided into small diverse groups. Each participant is given a handout with a table with 2 columns. The facilitator will read out a word or phrase, each participant is to write down the word or phrase in the first column and the definition or what the phrase means to them in the second column. Next participants are to discuss what the words or phrases mean to them.

This activity and more information on it such as equipment needed, procedures, suggested words and phrases, debriefing questions, and key points is in the book *Trainer's Diversity Source Book: 50 Ready-to-Use Activities from Icebreakers Through Wrap Up*, available for purchase online at http://www.amazon.ca/Trainers-Diversity-Source-Book-Ready/dp/1586440632/ref=sr_1_1?ie=UTF8&qid=1240242843&sr=8-1

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OTHER TRAINING & WORKSHOPS

If you are seeking a more formal training/workshop on diversity consider the options below:

Local Trainers

Tool	Focus	Cost ⁴
Get Diversity.com <ul style="list-style-type: none"> Consulting, educational and research Focused on diversity, inclusion, equity, and preventing racism www.getdiversity.com/index.html	Diversity (General)	Free
Inter-Cultural Association of Greater Victoria (ICA) <ul style="list-style-type: none"> Non-profit organization offering a wide range of workshops/seminars related to diversity, immigration, and multiculturalism. Contact: <ul style="list-style-type: none"> Tel: (250) 388-4728 ext 116 Email: sbaileys@icavictoria.org www.icavictoria.org	Diversity (General)	High
Justice Institute: CCR121 – Developing Your Cultural Fluency <ul style="list-style-type: none"> Face to face workshop (14 hours): available by contract only Addresses bias/stereotyping, promotes intercultural communication, and touches on conflict resolution Prerequisites include CCR180-Mediation Skills Level I and one of CCR100-Foundations of Collaborative Conflict Resolution or CCR101-Foundations of Collaborative Conflict Resolution: Workplace Focus Contact: Kent Highnam <ul style="list-style-type: none"> Tel: (604) 528-5615 learning.jibc.ca/TP2005/tp2000web.dll/Public%20Course/COURSENO=COUR2003060311095401295626	Diversity (General)	High
Life Strategies Ltd. <ul style="list-style-type: none"> Customized workshops to meet your diversity needs. Contact: <ul style="list-style-type: none"> Phone: 604-464-2382 Email: info@lifestrategies.ca www.lifestrategies.ca	Diversity (General)	High

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Tool	Focus	Cost
RLM Learning Innovations Inc. <ul style="list-style-type: none"> Engaging corporate education/training workshops focused on a variety of aspects including diversity and multiculturalism Contact: <ul style="list-style-type: none"> Email: rlm@learninginnovations.ca www.rlmlearninginnovations.ca/index.html	Diversity (General)	High
Safe Harbour (AMSSA) <ul style="list-style-type: none"> Free, two-hour Safe Harbour orientation which highlights celebrating differences and creating welcoming communities which support diversity Participating organizations are designated a “Safe Harbour” with a certificate and other signage. Contact: <ul style="list-style-type: none"> Tel: (604) 718-2776 Email: nationalsafeharbour@amssa.org www.safeharbour.ca/bc/index.html	Diversity (General)	Free
Vancouver Community College: CRN 20456 – Sociocultural Competency Training Workshop <ul style="list-style-type: none"> Foundational workshop in Sociocultural Competency Trainers Contact: Michael Yue, Project Coordinator <ul style="list-style-type: none"> Tel: 604-871-7011 Email: myue@vcc.ca 	Diversity (General)	High

Other Trainers

Tool	Focus	Cost ⁵
Disability Sensitization Workshop <ul style="list-style-type: none"> Workplace diversity “lunch and learn” PowerPoint presentation by Jeff Sparks of Kaleidoscope Management Solutions Inc. Touches on numerous aspects of diversity including working with people with disabilities, cultural sensitivity, and defining equality/equity Details of the New Brunswick Workplace Diversity Projects are also provided Contact: Jeff Sparks <ul style="list-style-type: none"> Tel: (506) 650-6318 Email: jeff.sparks@diversityscope.ca Website: www.diversityscope.ca Link to Presentation No Longer Available	Diversity (General)	Free

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Tool	Focus	Cost
<p>Diversity Training 101</p> <ul style="list-style-type: none"> • Six month online course including 11 lessons focusing on reducing possible conflict introduced by diversity in the workplace • Discusses how to implement diversity in the workplace while avoiding civil rights violations (US-based in Florida) • Contact: Universal Class <ul style="list-style-type: none"> ○ Tel: 1-866-661-6352 Fax: (646)-349-2779 ○ Email: info@universalclass.com <p>www.universalclass.com/i/course/diversity-training-101.htm</p>	Diversity (General)	Low
<p>Humanext: Employee Training, Management Development, Learning and Culture Change Resources</p> <ul style="list-style-type: none"> • Comprehensive training and communication tools to create a more positive and productive workplace. Topics include: sexual harassment prevention, team building, leadership development, ethics, diversity, and communication. • e -Learning tools available in print, video and online; free newsletter • Contact: HumaNext LLC <ul style="list-style-type: none"> ○ 8 Brownstone Terrace, Hawthorne, New Jersey 07506 USA ○ Tel: 973-427-3004 ○ Email: info@HumaNext.com <p>www.humanext.com</p>	Diversity (General)	Med - High
<p>InterPlay Theatre: Embracing Diversity</p> <ul style="list-style-type: none"> • Customized, interactive workshops and training sessions that enhance communication and address diversity issues. The focus is getting people involved using different methods including theatre games and interactive performances. • e-Books / training exercises available online. Also available on the “Games and Exercises” web page is a free interactive activity • Note: Indiana based company • Contact: InterPlay <ul style="list-style-type: none"> ○ Tel: (765) 414-2050 ○ Email: katherine.burke@gte.net <p>Link to Presentation No Longer Available</p>	Diversity (General)	High

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Tool	Focus	Cost
<p>Prism Diversity</p> <ul style="list-style-type: none"> • Offers consulting, e-learning, and training services • Provides clients with tactics to grow, profit, and develop a competitive advantage in the marketplace • Topics include: leveraging diversity, inclusion, increasing cross cultural effectiveness, and harassment/discrimination prevention • Online store resources include: kits, videos, books, and DVDs • Contact: PRISM International, Inc. <ul style="list-style-type: none"> ○ First Sanford Tower, 312 West First Street, Suite 301, Sanford, Florida USA 32771 ○ Tel: (407) 324-5290 / 1-888-997-7476 (toll free) ○ Fax: (407) 324-0148 ○ Email: info@prismdiversity.com <p>www.prismdiversity.com</p>	Diversity (General)	Low-High
<p>Valuing Diversity in Successful Work Relationships</p> <ul style="list-style-type: none"> • 1-3 day interactive course, using Discovering Diversity Profile, Myers Briggs Type Indicator, The Family A/Family B Model of Paradigms, Organizations as Step-Families, and The Emotional Computer Model • Web-based training available • Contact: Resource International (Stephen Haslam) <ul style="list-style-type: none"> ○ 6119 Bankside, Houston, Texas 77098 ○ Tel: 713-305-1812 ○ Fax: 713-779-6537 <p>www.resource-i.com/programs_relations.html</p>	Diversity (General)	High

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DIVERSITY POSTERS

Diversity posters are a great way to infuse your workplace with the message of awareness, acceptance, sensitivity, and tolerance. The following table lists sources for purchasing diversity posters. An excellent alternative, if you are working on a tight budget or want something customized, is to stretch your creative muscles and customize a poster. Instructions and resources are included below as well.

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DIVERSITY POSTERS LISTING

Poster	Preview	Cost ⁶
<p>Art.com Diversity Posters</p> <ul style="list-style-type: none"> Sizes vary depending on poster selected. Available in art print, photographic print, or framed art print Contact: Art.com <ul style="list-style-type: none"> Tel: 800-952-5592 (toll free) or 1-919-831-0199 (international) Email: support@art.com <p>www.art.com/asp/default-asp/_posters.htm?ui=33A3BD9AC7CE4B02B00F89E8662CD4C5 (search diversity)</p>	Available online	Low – High
<p>Better World Movement</p> <ul style="list-style-type: none"> Downloadable posters advocating tolerance <p>www.betterworld.net/movement/paths/tolerance-handouts.htm</p>	Available online	Free
<p>Café Press Diversity Art & Posters</p> <ul style="list-style-type: none"> Over 1,000 diversity art and posters to choose from Available in a variety of sizes with framing options available for some Contact: Café Press <ul style="list-style-type: none"> Tel: 650-655-3000 or 877-809-1659 (toll free) Fax: 650-655-3002 Email: info@cafepress.com <p>art.cafepress.ca/diversity</p>	Available online	Low-Mid
<p>Point of View Posters from HSBC</p> <ul style="list-style-type: none"> Downloadable PDF posters from HSBC <p>Link to Presentation No Longer Available</p>	Available online	Free
<p>Grantland Diversity Posters</p> <ul style="list-style-type: none"> Diversity posters featuring Grantland cartoons 8 ½" x 11" or 11" x 14 ¼" posters printed on 80# glossy cover stock Minimum order of six posters. Discounts available for bulk orders over 25. Contact: Grantland <ul style="list-style-type: none"> Tel: 434-964-1238 Fax: 434-964-1298 Email: posters@grantland.net <p>www.grantland.net/diversityposters.htm</p>	Available online	Low

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Poster	Preview	Cost
<p>Unity In Diversity Poster Series</p> <ul style="list-style-type: none"> • Series of six posters available for purchase as a set or individually • 18" x 24" or 36" x 48" posters available in plain paper, laminated, or framed • Contact: Jaguar Educational <ul style="list-style-type: none"> ○ Tel: (800) 941-5006 (toll free) Fax: (519) 942-8489 ○ Email: info@jaguared.ca <p>www.jaguared.ca/catalog/product/UnityInDiversityPosterSeries,991.aspx</p>	Available online	Low – High
<p>Zazzle Diversity Posters</p> <ul style="list-style-type: none"> • Choose from 147 different diversity posters, highlighting a variety of diversity issues • Size and print quality vary depending on poster selected. Framing options available for some posters. • Contact: Zazzle <ul style="list-style-type: none"> ○ Tel: 1-888-8ZAZZLE (892-9953) or (408) 983-2800 <p>www.zazzle.com/diversity+posters</p>	Available online	Low – High

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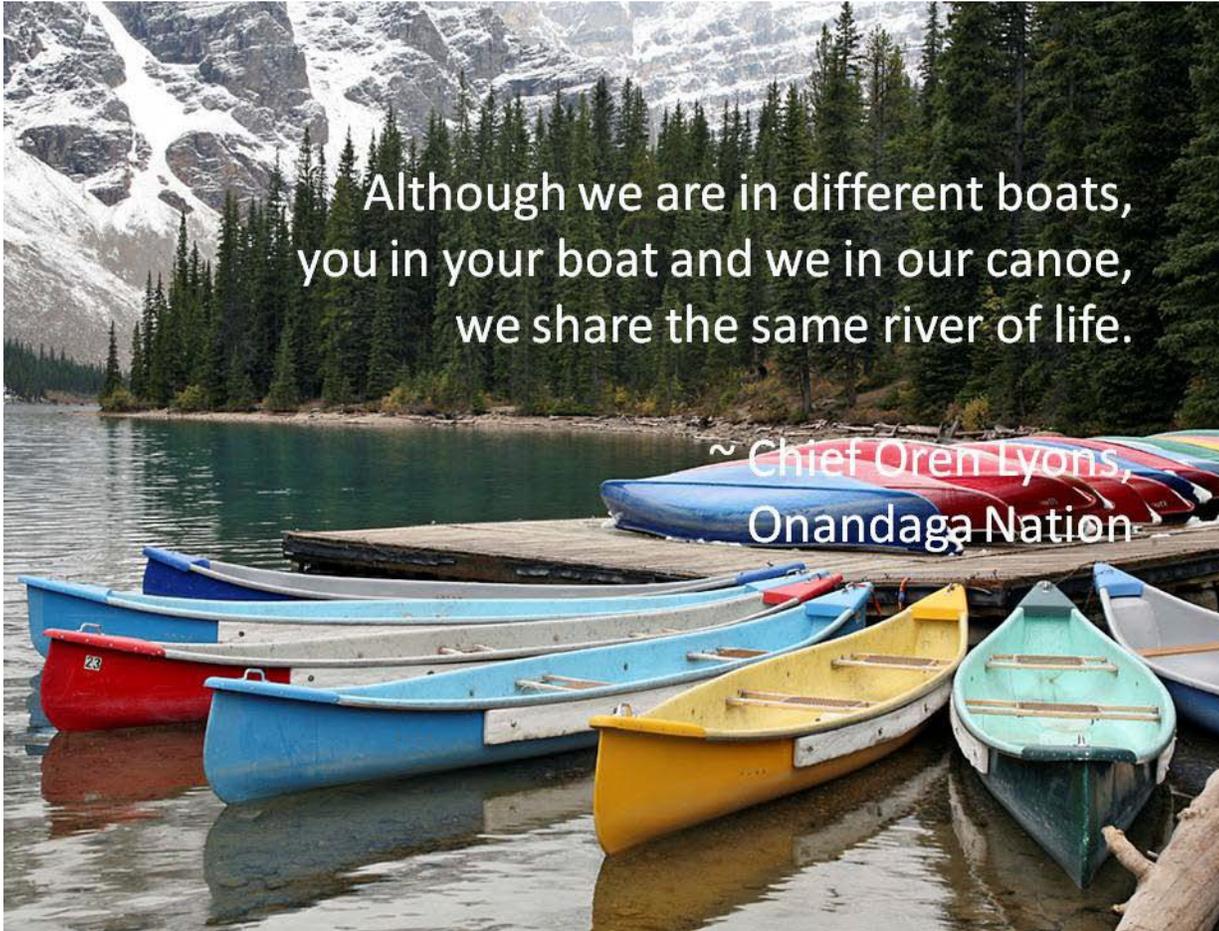
CUSTOMIZING YOUR OWN DIVERSITY POSTER

- Select a diversity quote from the weekly diversity quote listing in the Yearbook
- Use the PowerPoint poster templates document available www.embracingdiversity.ca/DiversityQuotePoster.ppt (see example in Appendix Q) or find/purchase images yourself (see options below). Be sure you have the rights to reproduce the images.
- Insert the quote into the template or create a new slide and use the image you've found/purchased.
- Print the specific slide using a high quality printer and paper for best results
- Optional: Convert to PDF and send to your colleagues

Poster Images	Preview	Cost ⁷
Clip Art <ul style="list-style-type: none"> • Images available through MS office programs • Access via Insert menu feature 	Available within the program	Free
Inmage <ul style="list-style-type: none"> • Over 5000 diversity images available • Contact: Inmage <ul style="list-style-type: none"> ○ Tel: 1-832-220-8023 ○ Email: info@inmage.com www.inmage.com/searchterms/diversity.html	Available online	High
Fotosearch <ul style="list-style-type: none"> • Over 500 high resolution individual images and a variety of CD image packages to choose from related to diversity • Contact Fotosearch <ul style="list-style-type: none"> ○ Tel: 1-800-827-3920 ○ Email: fotosearch@fotosearch.ca www.fotosearch.ca/photos-images/diversity.html	Available online	High
iStockphoto <ul style="list-style-type: none"> • Over 70,000 diversity images available for purchase in a wide range of resolutions • Subscriptions available for purchase • Contact: iStockphoto <ul style="list-style-type: none"> ○ Tel: 1-866-478-6251 ○ Email: help@istockphoto.com www.istockphoto.com/index.php (search diversity)	Available online	Low – High

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APPENDIX Q: CUSTOMIZED POSTER SAMPLE



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Toolkit Resource #11: Diversity Policy Template

Diversity Policy Template

What is your commitment to creating a diverse and welcoming workplace?

What are the details of the policy?

Divide the policy into sections and outline the details by section.

The following are areas you might cover when you create a diversity policy:

- recruitment and hiring
- promotion and career development
- pay schedules (and equal pay for work of equal value)
- discipline and grievances
- working hours (and flexibility)
- partnerships (with community and other organizations)

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Who is responsible for putting the policy into action?

How will you put the policy into action? How will you enforce your policy?

What is the responsibility of the employee? What is the responsibility of the employer?

How will you monitor your policy?

What happens if someone does not follow the policy?

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How will you let your employees know about the policy?

How will the policy be communicated to employees?

How often will you review the policy?

Who is responsible for reviewing the policy?

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Toolkit Resource #12: Sample Diversity Policy

1.1 Commitment to Diversity

Our workplace recognizes its talented and diverse workforce as a key competitive advantage. Our business success is a reflection of the quality and skill of our people. [company name] is committed to seeking out and retaining the finest human talent to ensure top business growth and performance.

[Company name] believes in treating all people with respect and dignity. We strive to create and foster a supportive and understanding environment in which all individuals realize their maximum potential within the company, regardless of their differences. We are committed to employing the best people to do the best job possible. We recognize the importance of reflecting the diversity of our customers and markets in our workforce. The diverse capabilities that reside within our talented workforce, positions [company name] to anticipate and fulfill the needs of our diverse customers, providing high quality products/services. We believe that the wide array of perspectives that results from diversity promotes innovation and business success. Managing diversity makes us more creative, flexible, productive and competitive.

1.2 Details of Policy:

[Company name]'s diversity policy covers 4 areas: recruitment, career development and promotion, employee support and community programs. This policy applies to all employees, prospective employees, customers, clients, contractors, vendors and all others who do business with or are in contact with [company name].

1.2.1 Recruitment

We believe that our employees from many different cultural, linguistic and national backgrounds provide us with valuable knowledge for understanding complex international markets. We have established outreach programs to identify talented women and individuals from under-represented backgrounds for recruitment.

1.2.2 Career development and promotion

[Company name] rewards excellence and all employees are promoted on the basis of their performance. All managers are trained in managing diversity to ensure that employees are treated fairly and evaluated objectively.

1.2.3 Employee Support

[Company Name] provides a safe and pleasant environment for our employees. We offer:

- Flexible working time arrangements
- Employee education assistance
- Employee network and support groups
- Open communications
- Childcare assistance
- Mentor programs

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1.2.4 Community programs

[Company name] recognizes that there are distinct demographic groups that have long been disadvantaged. We recognize that racism, ageism, sexism and other forms of discrimination are problems both for our organization and society as a whole. [Company name] is committed to tackling cultural stereotypes both within and outside our organization. We have clear reporting procedures for any type of discrimination or harassment combined with follow-up procedures to prevent future incidents (see Harassment Policy).

[company name] combats discrimination in the wider community through partnerships with community based groups. We work closely with [.....].

1.3 Party Responsible for Policy:

Diversity Committee

Our commitment to diversity is led by our diversity champions who come from all levels of the company, from top management to the shop floor. The diversity champions make up a diversity committee, which is responsible for ensuring that our diversity policy is articulated in the day to day running and the strategic direction of the company.

1.4 Policy Enforcement:

1.4.1 Monitor

All employees are expected to be aware of [company name]'s policies around diversity and share the responsibility of upholding the policies. All employees undergo diversity training. Diversity training encompasses raising awareness about issues surrounding diversity and developing diversity management skills. If an employee notes that a section of the policy is not being upheld they should bring it to the attention of one of the members of the diversity committee.

1.4.2 Enforce

Issues and non-compliance will be brought to the attention of members of the diversity committee and dealt with on a case by case basis by member of the committee and individuals involved in the incident or non-compliance.

1.4.3. Review

The diversity committee will review the diversity policy with the board of directors or management once yearly.

1.5 Communication of Policy

All new employees will be given a copy of this policy upon commencement of employment. Updates will also be distributed yearly if changes are made to the policy during the yearly review. The policy will be posted, along with the names and contact information for members of the diversity committee on [Name and Location] bulletin boards and on the company website at: [website address].

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Toolkit Resource #13: Orientation Checklist

Before Day 1

- Give the new employee a “Welcome Package.” Include a letter to congratulate them on the new job, let them know how to report in on the first day, and give them guidelines on how to dress.
- Choose someone to act as a sponsor or mentor for the new employee.
- Set the employee’s workspace up with everything they might need.
- Let other employees know when the new employee will arrive, where they are coming from, and what they will be doing.

Day 1:

- Introduce the new employee to their co-workers, other staff, and key personnel including senior managers.
- Give the new employee a tour of their work area and their department.
- Make sure the employee gets the keys, security codes, and passes they need.
- Set aside time to eat lunch with the new employee and their sponsor or mentor on the first day, if possible.
- Go over your company’s Environmental Health and Safety Information.
- Go over these things with the new employee:
 - a) Expectations for the Job
 - . responsibilities that come with this job
 - . overview of the job description and duties
 - . role of the supervisor
 - b) Departmental Procedures
 - . dress code and notes about appearance
 - . guidelines about confidentiality
 - . length of the probation period
 - . pay schedule
 - . role and standards for customer service
 - . guidelines for personal calls and visitors
 - c) Work Schedule
 - . work hours
 - . lunch and break times
 - . rules for overtime
 - . rules around being on time
 - . rules for using a time clock or time sheets
 - . guidelines for storm days
 - . guidelines for taking time off
 - . rules around taking sick leave and reporting illness
 - d) Important Information
 - . phone and email lists for all employees
 - . schedules for staff meetings

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Week 1

- Go over the company's policies and let the employee know where to find them.
- Go over the process the company uses for performance appraisals if you have one.
- Help the employee to understand the company's annual goals. Invite them to help write their own goals.
- Talk about how the department works and go over these points:
 - department chart – highlight the names and duties of key personnel and who to contact if their supervisor is not available
 - history of the department
 - goals of the department
 - the department's current and future needs, including its mission and vision
 - how the employee's job fits into the company as a whole and contributes to its success and core values.

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Toolkit Resource #14: Diversity Champion Guide

BACKGROUND

About this Diversity Initiative

S.U.C.C.E.S.S. Employment Services, with funding from the Canada-British Columbia Labour Market Development, has developed a framework/model and toolkit to support cultural diversity initiatives within the workplace. The funded initiative has created a multi-dimensional toolkit which provides organizations numerous supports and options for customizable diversity interventions. With the SEED initiative the focus is not on single interventions such as stand-alone diversity awareness workshops or training sessions; rather, the initiative takes a comprehensive and ongoing approach to enhancing cultural diversity within the workplace at all stages of the employment process – from recruitment through retention. According to an article in Time magazine¹ “Studies show that any training generates a backlash and that mandatory diversity training in particular may even activate a bias. Researchers also see evidence of

‘irresistible stereotypes,’ or biases so deeply ingrained that they simply can't be taught away in a one-day workshop.” Diversity needs to be fully engrained inside an organization's practices in order to be effective.

S.U.C.C.E.S.S.' Supporting Employers Embracing Diversity (SEED) initiative has been designed to make it easy for a diversity champion, at any level of the organization, to access relevant resources, facilitate awareness activities, and support managers and employees in developing a workplace culture that honours and appreciates diversity. Development of the framework and tools for this project was informed by an environmental scan, consisting of a topical review of published academic literature and publicly available resources for employers, as well as input from the Employer Advisory Committee supporting this project, and the SEED project team at S.U.C.C.E.S.S. To test and strengthen the framework and toolkit, this initiative was piloted for three months by a diverse set of organizations representing a range of industries and organizational structures/sizes; feedback from test sites was incorporated into the final version of the tools.

ABOUT THIS GUIDE

This **Diversity Champion's Backgrounder and Guide** supports all of the tools developed for this project, including a toolkit linking to relevant websites, a comprehensive diversity awareness program, a Diversity Champion's network, and assessment tools to measure the impact of the initiative.

The background section of the guide provides context for the project, including expectations of the **Diversity Champion** and a description of the **ROI Model for Supporting Employers Embracing Diversity** – in this case, ROI is an acronym for the three phases of the process: **Recruitment, Orientation, and Inclusion**. Of course, it is also anticipated that the project will reap a positive **Return on Investment** – hence the conscious decision to use ROI in the model's name. The model is built to accommodate a broad definition of cultural diversity; however, based on employer feedback about needs within British Columbia in 2009, a primary focus is on enhancing the inclusion of immigrants within the workplace.

¹Employee Diversity Training Doesn't Work available at

<http://www.time.com/time/magazine/article/0,9171,1615183,00.html?artId=1615183?contType=article?chn=us>

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The next section describes two comprehensive tools developed for this project: a virtual toolkit of resources to support each phase of the ROI model and the **Cultural Diversity Yearbook**,

designed to support the Diversity Champion in coordinating an effective campaign to build awareness throughout the workplace of the benefits of embracing cultural diversity.

The final section presents a strategic process for supporting a culturally diverse workplace – from making a business case, through customizing interventions to suit organizations of various sizes and sectors, to measuring the impact of the initiative. Tips are provided for taking an “appreciative inquiry” approach to engaging in difficult conversations about diversity. It is widely recognized that cultural diversity support services are not a quick fix. Therefore, the ROI model supports each stage of employment – from pre-selection through recruitment, orientation, and inclusion; it even describes how to benefit from exit interviews when, inevitably, someone does leave. Similarly, the **Yearbook** provides more than a year’s worth of interventions, ranging from brief weekly messages, to monthly discussions, and quarterly events with diversity-focused activities. A comprehensive approach is the only effective way to embed an appreciation for cultural diversity within the workplace. This Guide is designed to make it easy for champions from a wide range of backgrounds to launch and sustain an organization-changing cultural diversity initiative. Several Appendices provide tools, tips, and contacts to further support the Diversity Champion.

UNDERSTANDING DIVERSITY

The term “cultural diversity” has been used to describe a wide-range of differences, including but not limited to:

- Newcomers (e.g., Skilled Immigrants / Foreign-Trained Workers)
- Ethnicity (e.g., Visible Minorities)
- Aboriginal Peoples
- Religion
- Gender (i.e., Men / Women)
- Sexual Orientation (e.g., Gay, Lesbian, Bisexual, Transgendered)
- Generations (e.g., Gen Y, Gen X, Boomers, Traditionalists)
- Persons with Disabilities

Clearly, none of these categories are mutually exclusive; an individual worker may be an immigrant, a member of a visible minority, a male in a female-dominated workplace, a devout follower of a non-dominant religion, and an older worker with a disability. We are all multi-faceted individuals with diverse cultural influences.

It is important to recognize that diversity considerations are not just related to employees; organizations committed to diversity should also consider the diversity of their suppliers and clients, ensuring that all individuals they interact with feel welcomed and respected.

Although the ethnic background of immigrants is commonly the first thing that comes to mind when thinking about cultural diversity, as you can see from the preceding list there are multiple types of diversity to consider. For example, workers from different generations tend to have different work values. According to recent research, Gen Y workers value honesty, respect, learning and development, and mentoring². A workplace employing (or seeking to employ) young workers needs to ensure that these values are addressed within the corporate culture and the work itself. Similarly, if an organization’s goal is to attract employees or customers/clients with a variety of disabilities, it will be important to ensure that the workplace is accessible and, where necessary, provides appropriate accommodations.

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Gardenswartz and Rowe³ developed a model of diversity that you may find helpful (Figure 1). They conceptualized diversity as an onion with four distinct layers: personality, internal dimensions, external dimensions, and organizational dimensions.

- Personality: An individual's traits/characteristics which influence his/her behaviour. This is the core element of the model
- Internal Dimensions: Personal characteristics which individuals have *no* control over (e.g., gender, ethnicity, age)
- External Dimensions: Personal characteristics which individuals have *some* control over (e.g., educational background, appearance, personal habits)
- Organizational Dimensions: Those elements under the control of the organization, which individuals have a *limited capacity* to influence (e.g., work location, union status, and divisions or departments)

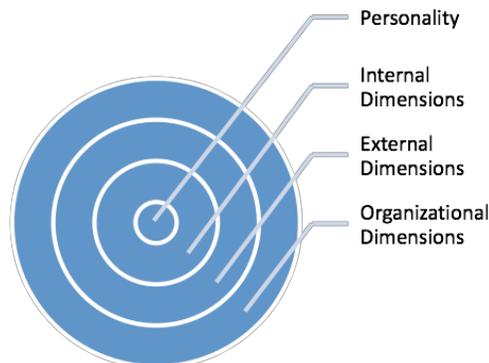


Figure 1: Gardenswartz and Rowe Four Layer Diversity Model

ABOUT THE DIVERSITY CHAMPION

The Diversity Champion is the individual who has volunteered (or been appointed) to head the diversity initiative within the organization. The Diversity Champion can be from any level of the organization (e.g., a co-op student, receptionist, front-line employee, supervisor, HR professional, manager, director, or owner of the company). Champions who are new to the team or those in less senior positions will find managerial support of the project key in assuring workplace participation. Management can help Champions communicate with co-workers regarding the SEED toolkit and how it can positively impact the workplace. Champions have the unique opportunity to influence and reshape the organizational culture by contributing to creating a workplace which fosters respect and acceptance of diversity, creating a safe place for everyone to work.

This individual will be responsible for coordinating and customizing all the diversity activities within the workplace using the Diversity Yearbook as a resource. He or she will also be the “go to person” for diversity-related questions and concerns – the ROI Virtual Toolkit of Resources will be helpful to point managers, supervisors, and others within the organization to articles, videos, workshops, or websites that can further support cultural diversity within the workplace. It is anticipated that the Diversity Champion’s role will require one hour per week, on average, with an additional one day per quarter to plan, coordinate, and attend a 1 to 1.5 hour cultural diversity “event.” Please keep in mind that during the initial stages of this project, as with anything, you may need to devote extra time to familiarize yourself with the toolkit, conceptualize your role, and connect with management. Also, if you’re an especially enthusiastic individual with a passion for diversity, please keep in mind this project has the potential to become quite large. Keep your work manageable by setting a work schedule and sticking to it, as well as remembering that you can always start out small and expand later.

³ The Concept of Diversity (http://dwashingtongllc.com/images/pdf/publications/the_concept_of_diversity.pdf)

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Four strategies for being a champion of diversity in the workplace are introduced in a short article⁴ by Aurelia Tokaci. Tokaci proposes that diversity champions should be inquisitive, respectful, open, and human. For more information visit www.iechamilton.ca.

Although the approach taken within this model is based on a Diversity Champion taking the lead in implementing diversity initiatives, it is important to recognize that the significance of diversity must be acknowledged at all levels of an organization and everyone is responsible for managing it.

The resources in the Virtual Toolkit are designed to support an organizational culture that embraces and appreciates diversity through on-going consistent messaging and meaningful opportunities for dialogue. The ultimate goal is to fully engage *all* members of your team.

To help the Diversity Champion get started please see Appendix A for a **Diversity Champion Prep Checklist**. This checklist provides the Diversity Champion with guidance about what tasks need to be completed and in what order, with a proposed timeline for the first year of implementation. Please keep in mind, however, that this initiative has been designed to be flexible enough for organizations to set their own timelines and pace.

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THE ROI MODEL: RECRUITMENT, ORIENTATION, AND INCLUSION

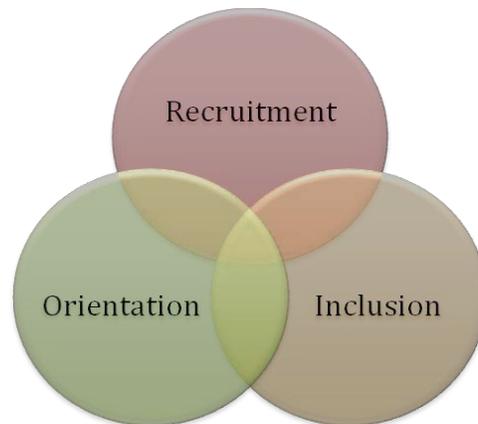


Figure 2: ROI Model

The ROI model represents the overarching strategy for this diversity initiative. The image depicts the overlap existing between the three areas: Recruitment, Orientation, and Inclusion. Diversity interventions can take place within each component, a combination of two, or in all areas. The model was informed by:

- An environmental scan (including a literature review and analysis of relevant resources)
- An Employer Advisory Committee meeting
- An Employer Advisory Committee survey, and
- On-going support from the SEED project team at S.U.C.C.E.S.S.

This research surfaced a need for a holistic approach to diversity support services for employers.

The ROI model provides a comprehensive strategy for diversity support services, from recruitment to orientation to inclusion of workers. Isolated interventions at only one of these stages are unlikely to be successful. For example, attracting and selecting employees from a minority culture, without providing adequate orientation for the new or existing workers is not likely to result in retention, engagement, or productivity for either group – the long-term employees or the newcomers. Strategic orientation and inclusion activities can be arranged to promote diversity and foster the success of both newcomers and existing employees. For example, the unique needs of recent immigrants could be supported through onsite English language classes or tutors, workshops leading to required certifications, scholarships or tuition reimbursement for formal training, or a mentoring program to fast-track underemployed workers to return to their pre-immigration level of contribution.

The process of hiring staff can be a significant expense for businesses; retention and inclusion strategies, therefore, can have a substantial impact on the bottom line. The tools that have been developed to support this framework have been designed to provide tips, strategies, and resources that employers can use to recruit, orient, and include new and existing employees while building a culture of diversity within the organization.

⁴ Be a Champion of Workplace Diversity
Link to Article No Longer Available

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TOOLS FOR SUPPORTING EMPLOYERS EMBRACING DIVERSITY

The first tool, the **ROI Virtual Toolkit of Resources**, is a web-based resource centre to support understanding and resolution of diversity-related issues. The second tool is the **Cultural Diversity Yearbook**, a customizable year-round program to develop an organizational culture that embraces diversity. The Cultural Diversity Yearbook is also web-based and downloadable as a PDF file. The third tool is the **Diversity Champion's Network**, which provides an online meeting place for Champions to connect, share, and learn from each other.

All of these tools will be instrumental to the Diversity Champion(s) within an organization, to support efforts that will help to ensure that issues related to cultural diversity issues do not prevent workers from effectively performing their jobs.

The ultimate goal of this project is to ensure that the workplace provides a safe and productive environment in which *all* workers, regardless of culture, can fully engage and contribute.

THE ROI VIRTUAL TOOLKIT OF RESOURCES

This collection of web-based resources is for the use of managers, supervisors, executives, and Diversity Champions. The Virtual Toolkit is easily searchable and resources are organized into the three sections of the ROI framework: Recruitment, Orientation, and Inclusion, as well as topical areas (e.g., Diverse Groups, How to Get Started, Supports for Diversity). The Virtual Toolkit is designed to be used on an "as needed basis." As diversity-related concerns and/or questions are identified, use the toolkit to access relevant resources. For example, your organization might be interested in recruiting a diverse workforce but not certain how to ensure the interview process is fair to diverse groups. In this case, you could access potential resources either through browsing within the Recruitment section of the Virtual toolkit or selecting Interview Applicants within the How to Get Started topical section.

In the **Recruitment** section of the Virtual Toolkit you will find information to assist recruiting efforts including:

- Planning for recruiting a diverse workforce
- Preparing existing employees for diversity
- Intentionally recruiting members of under-represented populations, with a primary focus on recruiting skilled immigrants.

The next step is **Orientation**; this section of the Virtual Toolkit introduces key concepts and strategies for appropriately orientating a diverse workforce through a focus on:

- Creating a welcoming workplace
- Introducing mentorship
- Describing career development opportunities.

Finally, the **Inclusion** section of the Virtual Toolkit supports the long-term success of diverse workers, by:

- Supporting managers and supervisors to have effective career/coaching conversations
- Equipping individuals to manage their careers
- Supporting managers to fast-track under-employed workers from diverse groups (Appendix M)
- Introducing an Appreciative Inquiry approach to investigate what's working well and what could be even better
- Providing tips for conducting exit interviews and analyzing the results for themes and patterns
- Revisiting of the cultural diversity plan to continuously improve it

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CULTURAL DIVERSITY YEARBOOK

This tool is designed for use by the Diversity Champion. The Yearbook will support each phase of the ROI model by:

- Increasing awareness of the benefits of a diverse workforce
- Improving workforce capacity
- Enhancing the cultural competency of all workers and managers
- Providing leadership opportunities (e.g., rotating the role of “Diversity Champion”)
- Clearly demonstrating organizational/executive level commitment to cultural diversity

The Yearbook is a comprehensive resource for the Diversity Champion supporting coordination and customization of a full year of activities which highlight the benefits of diversity. This has a better likelihood of shifting an organizational culture than focusing on a single “diversity initiative.” The Yearbook supports three distinct levels of intervention:

- Diversity Calendar
- Weekly Diversity Quotes
- Monthly Diversity Discussions
- Quarterly Diversity Events

Diversity Calendar Listings

This listing of diversity-related holidays and special awareness weeks/months is a great starting point for organizing diversity-related activities within the workplace. Pick a date that would be important within your organization and plan a discussion or event that fits.

Weekly Quotes:

Diversity Champions will share diversity quotes on a weekly basis with colleagues. The Yearbook provides over 70 diversity quotes to choose from. The weekly approach will ensure that the diversity message stays fresh, reminding employees of the organization’s ongoing commitment to embracing diversity. Instructions are also provided for integrating quotes into customized diversity posters for your workplace.

Monthly Discussions:

The Yearbook also provides over 40 suggestions for monthly Diversity Discussions based on short articles and video clips which can be incorporated into regular team meetings. Links to the articles and video clips are provided, supported with discussion starters and facilitator’s notes. Each discussion is intended to last approximately 10 minutes.

Quarterly Events:

The final piece of the Yearbook supports the quarterly Diversity Events. The Yearbook provides 15 suggestions for “Cultural Celebrations” which could be incorporated into regular organizational events such as training, teambuilding, luncheons, picnics, BBQs, or recognition celebrations. These activities are intended to serve a dual purpose: fun and education. Designed to celebrate diversity and enhance diversity awareness, each event should include an element of information sharing, through a short presentation or facilitated discussion.

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DIVERSITY CHAMPION'S NETWORK

A **Diversity Champion's Network** is available to connect Diversity Champions with one another. This online network will facilitate sharing ideas, best practices, and strategies for overcoming challenges. Some ways to effectively use this network include:

- Holding weekly e-meetings or teleconferences to discuss what's working and what's not
- Planning next steps for achieving diversity goals
- Exchanging new ideas and/or best practices
- Supporting other network members in developing strategies to overcome challenges or potential resistance in the workplace
- Sharing ideas for evaluating outcomes.

The network is also a place where Diversity Champions can personally learn and grow. You could engage in diversity awareness activities yourself and share your learning with others in the network. For example consider taking a "Cultural Plunge" (i.e., immersing yourself in a culture different from yours) or interviewing a "Cultural Informant" (see the Appreciative Inquiry section of this guide for tips on structuring positive questions). Reflect on your learning and then share the results with other Champions through the online network.

Keep in mind that this network is a positive environment designed to share resources/tips, overcome challenges, and celebrate achievements. Please follow the discussion guidelines available in Appendix C. It will be important to respect confidentiality as Champions openly share successes and challenges.

To access the Diversity Champions' Network, see instructions in Appendix E.

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PROCESS FOR SUPPORTING A CULTURALLY DIVERSE WORKPLACE

GETTING STARTED

As a Diversity Champion, be sure to take the time to:

- Make a business case for diversity and focus on how this initiative can benefit your organization; the next section of this guide provides guidance and support for this stage
- Work with managers, supervisors, and human resources professionals – leadership buy-in and active support will be important to the initiative's success
- Set goals for your organization by using the SMART Goals model⁵: **S**pecific, **M**easurable, **A**ttainable, **R**ealistic (or **R**elevant), and **T**imely
- Review all the components of the initiative but keep in mind that the Virtual Toolkit is a reference tool; you do not need to read all the resources provided. Simply take some time to become familiar with the type of information and resources included in the Virtual Toolkit so that you will know what to go back to when specific diversity related issues surface within your organization
- Select activities and events that fit for your organization's size, structure, and cultural climate
- Refer to the diversity calendar in the Yearbook and note special cultural events, holidays, and celebrations that are relevant for your organization. These are excellent opportunities to introduce diversity into the workplace and to integrate specific quotes, discussions, and events/activities from the Yearbook
- Get organized by creating a schedule for a year of diversity discussions and activities. Use any downloadable calendar template (available online or within MS Word) and/or set task reminders (e.g., within Outlook) to ensure the initiative doesn't get set aside
- Remember – you don't have to be all things to all people

To assist you in getting started a **Cultural Diversity Prep Checklist** (Appendix A) has been created with helpful suggestions for activities and timelines for completion. The initiative is divided into four sections:

1. Laying the Groundwork and Gaining Support (Month 1 -2)
2. Getting Online and Implementing the Initiative (Month 2-3)
3. Managing the Initiative and Maintaining Interest (Month 4-11)
4. Evaluating Impact and Looking Forward (Month 12)

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MAKING A BUSINESS CASE

Not everyone will be thrilled to be taking part in a diversity initiative in the workplace. At times, initiatives such as these can be viewed as frivolous, useless, and unnecessary additional work for managers and employees. To make a compelling business case for the value of embracing a diverse workforce:

- Compare demographics to determine if any cultural groups are currently under-represented
- Highlight the impact of inclusion initiatives on the bottom line
- Protect your most valuable asset – your people – through intentional retention efforts
- Investigate relevant diversity awards
- Present your business case to influential leaders within your organization.

The following sections provide tips, suggestions, and recommended resources to support you to make a strong business case.

⁵ <http://www.goal-setting-guide.com/smart-goal-setting-a-surefire-way-to-achieve-your-goals>

Compare Demographics

A good way to demonstrate diversity gaps within your organization is to compare your company's demographic profile to that of your community, province, and/or Canada as a whole. The Community Profiles from Statistics Canada are an easy way to investigate such gaps.

Keep in mind that all the data collected by Statistics Canada may not be tracked within your organization, and vice versa.

To access the Community Profiles:

- Go to <http://www12.statcan.gc.ca/census-recensement/2006/dp-pd/prof/92-591/index.cfm?Lang=E>
- Type in the appropriate place name and select your province/territory
- Particular areas of interest may include: immigrant status and period of immigration, major field of study, occupation, industry, and visible minority population characteristics
- Connect with the manager and/or human resources professional to compare this data to your organization's employee demographics.

Aboriginal population profiles are also available through Statistics Canada:

- Go to <http://www12.statcan.gc.ca/census-recensement/2006/dp-pd/prof/92-594/Index.cfm?Lang=E>
- Type in the appropriate place name and select your province/territory
- Particular areas of interest for relevant Aboriginal identity populations may include major field of study, occupation characteristics, and industry characteristics

Highlight Impact on Inclusion and the Bottom-line

As Diversity Champion, you may need to “sell” the benefits of a diversity initiative and get others to “buy in” to the Diversity Yearbook activities or other initiatives supported by the Virtual Toolkit. One of the ways to do this is to make a business case for diversity initiatives in the workplace by demonstrating how they can improve worker productivity and contribute to the bottom line.

Focus on the potential savings: diversity initiatives can save your organization money through reducing employee turnover, absenteeism, and lawsuits and contribute to your organization's growth by improving marketplace understanding, creativity/innovation, problem solving, leadership effectiveness, and global relationships.⁶

Savings to your organization may not be immediately apparent. According to KMPG research, when people at work have to hide who they are or what they believe they engage in evasive circular discussions, known as closeted conversations, in order to avoid being “discovered.”

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These conversations could be about anything from politics to religious beliefs to how one spent the weekend. For example, during an election an individual might have to avoid disclosing a personal opinion about a debate. Similarly, an employee who spent the weekend at a spiritual retreat or religious celebration might not feel safe disclosing this to coworkers; when asked a seemingly simple question like “What did you do this weekend?” a complicated web of lies and half-truths is constructed or the question is evaded altogether. This results in lost time and wages. KMPG calculated that if only 15 minutes each day were invested in such closeted conversations, the result would be 65 hours a year in wasted time. To calculate ROI for diversity awareness initiatives, just multiple this loss by the number of potentially “closeted” employees you have at their hourly rates.

Protect Your Most Valuable Assets – People

As a lot of resources are put into recruiting and hiring new workers, employers need to protect their investment. Orientation is not just important for new recruits. As the organization welcomes diverse workers, it’s essential that longer term workers are equipped to welcome them and work productively with them. Orientation for longer-term employees could include providing generic information about the customs, etiquette, and cultural background of new workers who will be joining the team. Similarly new workers can be supported by a coach, mentor, or cultural informant who can help them understand “the way things are done around here.” Diversity Champions can take on the general task of observing how new employees are being included and providing tips, strategies, and support for ensuring that new employees don’t end up feeling disrespected, disconnected, or disengaged. This alone is a retention strategy that will reap positive ROI for the organization.

Investigate Potential Diversity Awards

To support your business case, it may be helpful to introduce some of the awards available to organizations and individuals who demonstrate excellence in diversity. Being a recipient of a diversity award publicly demonstrates your organization’s commitment to diversity. It can also be good for business, making it easier to recruit new workers from diverse backgrounds, reach out to diverse customers/clients, promote your organization, and distinguish yourself amongst competitors.

There are countless awards for employees or organizations within specific sectors which can be found online (e.g., the **Award of Excellence and Employment Equity and Diversity Award** for Public Service of Canada employees or the **Equality and Diversity Award** for members of the Canadian Bar Association of BC). Generic diversity awards include:

- Canada’s Best Diversity Employers
 - <http://www.canadastop100.com/diversity/>
- Best Employers for New Canadians
 - <http://www.canadastop100.com/immigrants/>
- Best Employers Award for 50 Plus Canadians
 - http://www.canadastop100.com/older_workers/
- Canada’s Top Family-Friendly Employers
 - <http://www.canadastop100.com/family/>
- Canada’s Top Employers for Young People
 - http://www.canadastop100.com/young_people/

⁶ Robinson and Dechant (1997) as cited in HRM Business Case for Diversity Management (<http://www.managementmarketing.unimelb.edu.au/mcib/include/diversity/HRM%20Business%20Case%20for%20Diversity%20Management.pdf>)

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Present Your Case

After sifting through the facts and highlighting relevant points, it is time to present your case to influential leaders within your organization to get their “buy-in”. Set a date, time, and place that works well for you and the leaders; request 15 – 30 minutes to briefly introduce the SEED initiative, highlight the relevance of the initiative for your company, and focus on the overall positive impact it will have and the potential return on investment (e.g., increasing employee inclusion, retention, and the bottom line). Clearly communicate what will be expected of the organization and specific stakeholders, so they know exactly what they are signing on for. Strive to create a collaborative working relationship and keep the lines of communication open between yourself and the management/executive team.

For more information on making a business case for diversity, see the *HRM Business Case for Diversity Management* -

<http://www.managementmarketing.unimelb.edu.au/mcib/include/diversity/HRM%20Business%20Case%20for%20Diversity%20Management.pdf>

THE APPRECIATIVE INQUIRY APPROACH

The Appreciative Inquiry approach focuses on affirming successes – what your organization is doing right. It is about asking questions that can help organizations celebrate and learn from their successes, appreciating or adding value to what already exists. This approach helps organizations to create change from a positive perspective instead of a traditional problem-solving approach which typically starts from a negative stance of examining what’s *not* working. Appreciative Inquiry is based on the belief that the positive things that are already happening within an organization can be built upon to create positive change.

A key aspect of the Appreciative Inquiry approach is asking provocative or powerful questions. These are questions that really stimulate thought and reflection, and invite creative approaches and new ideas.

For more information on the Appreciative Inquiry approach, visit:

- Appreciative Inquiry Commons: What is Appreciative Inquiry?
<http://appreciativeinquiry.case.edu/intro/whatisai.cfm>
- Appreciative Inquiry: Asking Powerful Questions
http://stage.transpartisan.net/clientuploads/downloads/Powerful_Questions.pdf

TIPS FOR DIVERSITY DISCUSSIONS AND DIFFICULT CONVERSATIONS

In the Diversity Yearbook there are a variety of discussion questions proposed for short articles or video clips on a wide variety of diversity topics. These discussions may be facilitated by you, as Diversity Champion, or you may support managers and supervisors to host discussions amongst their own intact work groups. Regardless of who leads, here are some tips to support facilitation of those discussions:

- Review the resource prior to discussion and take note of your own impressions
- Copy the article or arrange to show the video clip at the discussion session
- Create a safe environment where ideas may be presented openly, honestly, and respectfully
- Invite general impressions of the article/video to begin the session
- Use the discussion questions as a guide to structure the discussions

The openness of these discussions and active engagement of all participants will help to create an organizational culture that embraces and celebrates diversity. Please remember that these conversations are meant to be constructive and provide opportunities to learn; it is crucial that they are not used to “shame” any of the participants. The goal is to have participants learn about diversity and feel more equipped to work collaboratively within diverse work environments.

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At some points in time you may have to handle potentially “difficult” conversations regarding diversity. Preparing for such discussions will equip you to handle them graciously and effectively, leaving both parties satisfied with the conclusion. Here are some tips to get you started:⁷

- Choose an appropriate time and place
- Approach the other party when s/he is most likely to be receptive
- Signal that you want a constructive discussion
- Acknowledge the other person’s point of view
- Avoid being judgmental, by focusing on behaviour and not opinions
- Introduce difficult issues with “bridging phrases”⁸
- Keep your emotions in check
- Watch for clues in body language
- Focus on future goals
- Listen actively.

Remember that cultural diversity can be a subject that is emotionally charged; it is important to acknowledge the emotions of others. For further information on handling diversity conversations at work, check out http://hrweb.berkeley.edu/CITE_Conversation_Tips.doc.

CUSTOMIZING TO FIT YOUR ORGANIZATION’S UNIQUE NEEDS

The ROI Supporting Employers Embracing Diversity initiative is fully customizable. As Diversity Champion, you are encouraged to pick out quotes, discussions, activities, posters, and images which best suit *your* organization’s structure and diversity climate. As Champion, be creative in how to get the message out and take advantage of interactive features such as blogs/wikis if they will be embraced by workers within your organization (or use more traditional methods, such as suggestion boxes, if they would be a better fit within your workplace). The goal is to provide an opportunity for all interested stakeholders to fully engage, perhaps by contributing new quotes, discussion starters, articles, or other relevant resources). The methods chosen will depend on your organization’s structures and available supports.

Here are a few suggestions for introducing the weekly quotes and monthly discussions provided in the Yearbook:

- Weekly Quotes
 - Post on the company’s website (internal and/or external)
 - Send via email or include in your email signature line
 - Place by the time clock, doors to the sales floor, and/or lunchroom
 - Hang purchased posters or create and post your own
 - Include a diversity quote on pay stubs
 - Read aloud at weekly meetings
- Monthly Discussions
 - Post on the company’s internal website
 - Host electronically using meeting software such as GoToMeeting (www.gotomeeting.com)
 - Present at team meetings or group huddles
 - Support managers or team leaders to facilitate discussions during team meetings.

⁷ Ten Tips: Handling Difficult Conversations

<http://communication.atwork-network.com/2008/05/12/ten-tips-handling-difficult-conversations/>

⁸ Bridging phrases are introductory statements which don’t specifically address the problem at hand (e.g., “Thanks for taking the time to meet with me” or “I’ve been wanting to talk with you for some time now”)

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Don't be afraid to try different methods of getting the message out to determine what works best within your workplace and to keep things fresh. Many of the videos would be easy to replicate "in house" which could further engage your employees. For example, a video based on the You Tube clip "Asian American Identity - Unraveling Asia America" at <http://www.youtube.com/watch?v=LW4rFV5EJJg> would be a wonderful way to showcase the diversity within your own organization.

Special considerations for the diversity events include determining:

- Timing and Location
When and where will the event be held?
- Budget
Is there one?
Will the diversity activity be embedded within an existing event? If so, how much time is available? Is there a budget for resources, handouts, prizes, catering?
- Invitation List
All employees? Employees and partners/families? The whole community?
- Expectations and Requirements
Is attendance required or optional?
What, if any, are the consequences for not participating?
- Marketing
How will the event be publicized?
- Registration
How will participants sign up (e.g., RSVP to whom)? What is the deadline?
- Preparation Requirements
Do any special arrangements need to be made (e.g., booking a venue, special permits or insurance)?
What resources do you need?
Is there any pre-work for participants?
Do you need to form a committee to assist with planning this event?

Although there are numerous events to choose from listed within the **Cultural Diversity Yearbook**, you can further customize your diversity initiative through other related activities. Consider running an art, poster, or poetry contest for employees' children or grandchildren, asking them to define diversity. Perhaps host a contest for employees to submit digital photos from vacations or at "home" – and, with permission, displaying these on an Intranet or in a digital picture frame in the lobby or lunch room.

MENTORSHIP AND SOCIAL GROUPS

Many organizations have found that personal connections are the most effective diversity interventions. Mentorship programs can link new employees with mentors who can introduce them to others and orient them to the corporate culture; mentors thus serve as a liaison and cultural informant between the new employees and others in the organization, helping inform both new and longer-term employees about customs, norms, expectations, and etiquette.

Supporting councils, networks, and social groups can also be effective ways to facilitate culturally diverse workplace. Such groups provide opportunities for employees to engage with others within the organization who share a similar cultural background or interests. They also provide a venue for discussions, advocacy, and strategic problem-solving about diversity-related challenges.

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MEASURING IMPACT

Measuring the impact of a diversity program is not a simple task. In some cases, the success of diversity programs may not be immediately apparent. Shifting attitudes and organizational beliefs can evolve over a long period of time. Collecting information that is both qualitative (e.g., observations and subjective feedback) and quantitative (e.g., survey results; decreased turnover) can help to provide an accurate picture of the effectiveness of the diversity program.

Some of the measurable elements could include:

- Employee attitudes
- Employee participation in diversity activities
- Employee feedback on diversity initiatives/activities
- Complaints, grievances, or reports of harassment or bullying
- Hiring (employee demographics)
- Retention
- Employee promotion
- Customer feedback
- Employer commitment to diversity program

To gather baseline data (which will be important in demonstrating a future return on investment), you may find it helpful to do a temperature check of employee attitudes before introducing the SEED initiative. The SEED Assessment 1 (Appendix F) is designed to serve as a baseline assessment tool. Instruct participants to read each question carefully and fill out the form to the best of their abilities. Although participants can skip questions, it's not encouraged. Have participants select Neutral (3) if they do not want to answer a specific question. Advise participants not to write their names on the survey; let them know that their responses will remain anonymous, and that participation is voluntary.

To obtain your diversity score use the Assessment Summary Table and follow the directions below:

1. Reverse score questions 1, 15, 29, 31, 32, 34, 38 by adjusting the scoring as follows
 - a. Strongly Disagree (1) becomes Strongly Agree (5) and vice versa
 - b. Disagree (2) becomes Agree (4) and vice versa
 - c. Neutral (3) does not change
2. Tally up the number of responses which were Strongly Disagree(1), Disagree(2), Neutral(3), Agree(4), and Strongly Agree(5) to get totals for each column and record on the Assessment Summary Table
 - a. Ensure that you've reversed scored the questions listed in step 1
3. Multiply the totals by the relevant category weight a.
 - a. Strongly Disagree = 1
 - b. Disagree = 2
 - c. Neutral = 3
 - d. Agree = 4
 - e. Strongly Agree = 5
4. Sum across the categories
5. Divide the total by the number of respondents you had
6. Divide by the number of questions (i.e., 42)
7. The final score represents your diversity score out of 5.

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Assessment Summary Table

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Weighted Total
Total						
Weight	x 1	x 2	x 3	x 4	x 5	
Weighted Total						
# of Respondents						
Weighted Total: _____						
÷ # of Respondents: _____						
÷ 42: _____						
Diversity Score: _____						

To measure change, at the end of the initiative (or after a specified period of time), administer the second survey (SEED Assessment 2 – Appendix G). This survey uses a “post-pre” measurement approach, based on the belief that after an intervention such as the diversity initiative, individuals typically have a greater understanding of the elements being rated. Therefore, they can reflect back to their level of knowledge or competency before the initiative began and, in all likelihood, provide a more accurate “pre” rating than they were able to give in the assessment administered at the beginning of the program. The “post” rating provides an accurate and immediate reflection of how their knowledge, skills, or attitudes have changed.

Results can be summarized in a similar fashion as for the original assessment, by creating one table for the “Before” rankings and one for the “Now” rankings. As Diversity Champion, you can track individual and organizational changes by comparing the diversity scores from the two parts of the assessment or by comparing scores from the original assessment to those from the “Now” portion of the second assessment. The written component of the second survey also provides qualitative data that may be helpful in tracking the impact of the SEED initiative.

Some other helpful feedback pieces are available for use during the Quarterly Diversity Events. One form is to be completed by participants (Appendix I) and the other is a self-reflective piece for the organizer/facilitator (Appendix H)

As Diversity Champion, you are encouraged to track the time you spend on the project so that you have a clear picture of the involvement required and effort spent as, from an employer’s perspective, this constitutes part of the investment costs for the project.

Many organizations may already have tools or processes in place to track recruitment, hiring, and retention. It is important to remember that not every employee-employer relationship is a successful one. When this relationship fails, it is important to use this as an organizational learning opportunity. Employers use exit interviews as a way of learning from employees about their experiences with the organization. These experiences can then be used to learn about and build upon what’s working or give insights into how to improve what’s not working. Exit interviews are generally voluntary; although not all exiting employees may wish to participate in one, it is important to provide them with an opportunity to share their experiences. For more information about exit interviews and sample diversity-related questions, see Appendix N.

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If you would like other sources of information on measuring workplace diversity programs, visit:

- Measuring Diversity (Washington State Department of Personnel)
<http://www.dop.wa.gov/DIVERSITY/DIVERSITYMANAGEMENT/Pages/MeasuringDiversity.aspx>
- Implementing a Workplace Diversity Program (see pages 10-13)
<http://www.ossca.tas.gov.au/cd/guidelines-wd.pdf>

We also welcome feedback regarding your experience with the SEED. The Questions to Reflect Upon (Appendix K) and Diversity Champion Feedback Form (Appendix L) forms can be submitted via the Diversity Champion's network.

NEXT STEPS: BEYOND AWARENESS TO BUILDING A CULTURE OF INCLUSION

After championing the diversity initiative within your workplace for one full year, it will be time to assess whether or not the program was a success and reflect on what adjustments can be made for the upcoming year. Solicit feedback from program participants - what did you and your colleagues enjoy and/or dislike? Look at exit interview notes and see if any diversity-related concerns were expressed. To assist you in your evaluation of the program use the **What's Working? What's Not?** worksheet (Appendix J) to organize your thoughts.

This diversity initiative isn't meant to stop after one year. Its focus is to create a welcoming and appreciative workplace for a diverse set of workers by infusing an understanding of diversity at many different levels. For Year 2 and beyond, assign activities and/or discussions to specific departments or employees and invite others to share resources and/or quotes. Getting others involved in the initiative will permeate the message throughout your organization.

There are many associations, agencies, and initiatives within the community who specialize in supporting various culturally diverse groups. Building relationships with key people in these types of organizations and agencies can help you to increase the effectiveness of the diversity initiatives within your workplace. Connections with local agencies and business networks (e.g., Boards of Trade, Chambers of Commerce) can be useful sources of timely information about Career Fairs and other events designed to attract diverse candidates. Creating this type of network can help to sustain your enthusiasm and interest, while potentially introducing new ideas and opportunities that can enhance your workplace diversity initiatives. See Appendix O for networking tips that can help you build relevant relationships within your community.

Looking for more information? There are countless books available for purchase if you would like to learn more. Some optional readings include:

- Barbazette, J. (2006) *Successful New Employee Orientation: A Step-by-Step Guide for Designing, Facilitating, and Evaluating Your Program* (3rd ed.) Hoboken, NJ: John Wiley & Sons
- Barbazette, J. (2001) *Successful New Employee Orientation: Assess, Plan, Conduct, and Evaluate Your Program* (2nd ed.) Hoboken, NJ: John Wiley & Sons
- Bucher, R. D. (2007). *Building Cultural Intelligence (CQ): Nine Megaskills*. Upper Saddle River, NJ: Pearson Education
- Harvard Business School Press (2009). *Managing Diversity: Pocket Mentor Series*. Boston, MA: Harvard Business
- Hofstede, G., & Hofstede, G. J. (2004). *Cultures and Organizations: Software of the Mind*. New York: McGraw-Hill
- Hyter, M., & Turnock, J. (2006) *The Power of Inclusion: Unlock the Potential and Productivity of Your Workforce*. Hoboken, NJ: John Wiley & Sons
- Laroche, L., & Rutherford, D. (2006). *Recruiting, Retaining and Promoting Culturally*

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Different Employees. Oxford: Butterworth-Heinemann.

- Peterson, B. (2004). *Cultural Intelligence: A Guide to Working with People From Other Cultures*. London: Nicholas Brealey Publishing
- Thiederman, S. (2008) *Making Diversity Work: 7 Steps for Defeating Bias in the Workplace*. New York: Kaplan Publishing.

Looking for some diversity-related professional development opportunities? Check out the diversity event listing at www.diversityintheworkplace.ca/events.php.

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APPENDIX A: DIVERSITY CHAMPION PREP CHECKLIST

MONTHS 1 -2: LAYING THE GROUNDWORK AND GAINING SUPPORT		
Step	Activities	Completed
1	Together with management, make the decision that diversity is important to your organization	<input type="checkbox"/>
2	Print a copy of this checklist to help guide the implementation of this initiative	<input type="checkbox"/>
3	Track your time spent on this project by using the Diversity Champion's Hourly Tracking Sheet (Appendix B)	<input type="checkbox"/>
4	Read the Diversity Champion's Backgrounder and Guide to familiarize yourself with the SEED initiative and resources	<input type="checkbox"/>
5	Take a quick look at the Virtual Toolkit of Resources and Yearbook to familiarize yourself with these resources	<input type="checkbox"/>
6	Get the support of others within your workplace – make a business case for diversity (see pages 10-13) of the Diversity Champion's Backgrounder and Guide	<input type="checkbox"/>
7	Introduce the toolkit to your manager/supervisor	<input type="checkbox"/>
8	Check-in with managers, supervisors, and human resources professionals to (1) determine the current state of diversity within your organization and (2) decide how you are going to implement the diversity initiative (e.g., who will be involved, how you'll connect with participants)	<input type="checkbox"/>
9	Develop your "game plan" or strategy for implementation	<input type="checkbox"/>
At the end of month 2 you should have steps 1-9 completed and now be looking forward to implementing the initiative. You should have clear idea of what you're seeking to achieve and beginning to formulate just how you are going to achieve it. You may not have worked out some of the finer details but you're well on your way to implementation.		
MONTHS 2-3: GETTING ONLINE AND IMPLEMENTING THE INITIATIVE		
Step	Activities	Completed
1	Review the Diversity Champion's Network Discussion Guidelines (Appendix C)	<input type="checkbox"/>
2	Sign the Diversity Champion's Confidentiality Agreement (Appendix D) and return to the network facilitator	<input type="checkbox"/>
3	Join the Cultural Diversity Champion's Network (see the Diversity Champion's Network Access Instructions in Appendix E)	<input type="checkbox"/>
4	Post a welcome message and participate in the other Network discussions.	<input type="checkbox"/>
5	Pick out some appealing quotes, discussions, and events/activities from the Cultural Diversity Yearbook	<input type="checkbox"/>
6	Create a schedule for the diversity quotes, discussions, and activities.	<input type="checkbox"/>
7	Administer the Supporting Employers Embracing Diversity Assessment 1 (Appendix F)	<input type="checkbox"/>

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MONTHS 2-3: GETTING ONLINE AND IMPLEMENTING THE INITIATIVE		
Step	Activities	Completed
8	Collect all the completed Supporting Employers Embracing Diversity Assessment 1 forms and calculate your Diversity Score (refer to pages 16-18 of the Diversity Champion Backgrounder and Guide – Measuring Impact)	<input type="checkbox"/>
9	Send/post Diversity Quotes on a weekly basis (see Diversity Yearbook for details)	<input type="checkbox"/>
10	Organize and run Diversity Discussions on a monthly basis (see Diversity Yearbook for details).	<input type="checkbox"/>
11	Organize and run Diversity Events on a quarterly basis (see Diversity Yearbook for details)	<input type="checkbox"/>
12	Identify diversity related issues and refer to the Virtual Toolkit of Resources as needed	<input type="checkbox"/>
13	Connect with management/supervisors to propose relevant diversity solutions acquired from the Virtual Toolkit of Resources	<input type="checkbox"/>
<p>The focus of month 2-3 is really fine tuning and planning the initiative. By month 3 you should have completed steps 1-13 listed above. It's important to begin to plan/schedule the diversity quotes, diversity discussions, and diversity events and keep in mind the ongoing tasks (e.g., posting to the diversity network and tracking your hours). Insure managerial buy-in and communicate with management regarding the initiative and your progress.</p>		
MONTHS 4-11: MANAGING THE INITIATIVE AND MAINTAINING INTEREST		
Step	Activities	Completed
1	Continue to issue Diversity Quotes weekly, host Diversity Discussions monthly, and run Diversity Events each quarter	<input type="checkbox"/>
2	Keep in contact with management regarding the progress of the initiative	<input type="checkbox"/>
3	Continue to identify diversity issues/solutions and apply relevant information from the Virtual Toolkit of Resources	<input type="checkbox"/>
4	Collect feedback and check in with employees to see how they are finding the initiative.	<input type="checkbox"/>
<p>By month 4 the project should be in full swing. Continue to organize the various Diversity Yearbook activities and refer to the Virtual Toolkit of Resources where necessary. The focus should be keeping the initiative active and fresh.</p>		
MONTH 12: EVALUATING IMPACT AND LOOKING FORWARD		
Step	Activities	Completed
1	Continue to issue Diversity Quotes weekly, host Diversity Discussions monthly, and run Diversity Events each quarter	<input type="checkbox"/>
2	Keep in contact with management regarding the progress of the initiative	<input type="checkbox"/>
3	Continue to identify diversity issues/solutions and apply relevant information from the Virtual Toolkit of Resources	<input type="checkbox"/>
4	Administer the Supporting Employers Embracing Diversity Assessment 2 (Appendix G) and calculate	<input type="checkbox"/>

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MONTH 12: EVALUATING IMPACT AND LOOKING FORWARD		
Step	Activities	Completed
5	Collect all the completed Supporting Employers Embracing Diversity Assessment 2 forms and calculate your Diversity Score (refer to pages 16-18 of the Diversity Champion Backgrounder and Guide – Measuring Impact)	<input type="checkbox"/>
6	Tally up your total hours spend on this project (Appendix B)	<input type="checkbox"/>
7	Complete the What's Working? What's Not? worksheet (Appendix J)	<input type="checkbox"/>
8	Complete the Supporting Employers Embracing Diversity: Diversity Champion Feedback Form (Appendix L)	<input type="checkbox"/>
9	Together with management determine a game plan for continuing this diversity initiative in the future (refer to pages 18-19 of the Diversity Champion Backgrounder and Guide – Next Steps: Beyond Awareness to Building a Culture of Inclusion)	<input type="checkbox"/>
Month 12 is the time to evaluate the initiative and plan for the next steps.		

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APPENDIX B: DIVERSITY CHAMPION'S HOURLY TRACKING SHEET

Use this sheet to track the number of hours you spend on this project in your Diversity Champion role.

Month	Dates	Hours Spent
1		
2		
3		
4		
5		
6		
7		
8		
9		
10		
11		
12		
Total Hours		

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APPENDIX C: DIVERSITY CHAMPION'S NETWORK DISCUSSION GUIDELINES

As Diversity Champions, following these basic guidelines will enhance your experience in the Network and facilitate its effective functioning. Please indicate your agreement to these guidelines by signing the confidentiality agreement.

RESPECT CONFIDENTIALITY

- Only post information that you have the right to share
 - Although password-protected, recognize the public nature of this network
 - Obtain management approval before posting sensitive information or case examples
 - Use pseudonyms to preserve confidentiality when discussing specific examples
- Do not pressure anyone to disclose sensitive or proprietary information
- Keep information shared online confidential

RESPECT OTHERS

- Respond to others in a positive manner
- Be solution-focused
- Be professional
- Avoid biased or potentially offensive language

KEEP DISCUSSION FORUMS MANAGEABLE

- Keep posts and responses within one thread for each question
- Build on the contributions of others
- Minimize starting new topical threads unless the topic is relevant but clearly unrelated to any other open forums
- Post on non-diversity related topics within the Café forum
- Avoid “drive by posts” which don’t contribute to the discussions
 - Check back to review and engage with responses to your posts
- Avoid posting responses or questions in the News forum
 - Posts in the News forum are automatically emailed to all participants

The SEED project team reserves the right to delete posts that are offensive, breach confidentiality, or don’t fit within the Network guidelines. For technical support or concerns related to these guidelines, contact: embracingdiversity@success.bc.ca.

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APPENDIX D: DIVERSITY CHAMPION'S CONFIDENTIALITY AGREEMENT

Diversity Champions will have access to information about diversity initiatives and practices within the organizations of other Champions on the network. It is essential that network members commit to keeping this information confidential.

With my signature below, I indicate that I have read and agree to abide by the **Diversity Champion's Network Discussion Guidelines** and maintain the confidentiality of the all participants within the network. Please return signed and dated forms to embracingdiversity@success.bc.ca.

Signature of Diversity Champion

Signature of Witness

Name of Diversity Champion (Please Print)

Name of Witness

Name of Organization (Please Print)

Date

Date

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APPENDIX E: DIVERSITY CHAMPION'S NETWORK ACCESS INSTRUCTIONS

As the Diversity Champion, you will need to open an account with Moodle (the learning management system) in order to access the network. Below are instructions on how to create your account, access the network, and edit your profile. If you run into any issues during the registration process or while online, email embracingdiversity@success.bc.ca for assistance. We will be available for troubleshooting assistance Monday – Friday, 9:00am – 5:00pm.

STEP 1: CREATING YOUR ACCOUNT

1. Go to www.success.bc.ca/embracingdiversity
2. Click on the Diversity Champions Network link
3. Click on **login** in the top right corner
4. Click on **create a new account**
5. Enter in your information
6. Click on **Create my new account**
7. You will be sent an email confirming the addition of your account
 - a. If you have not received the message within 30 minutes, check your junk mail. If the message has not filtered into there, contact embracingdiversity@success.bc.ca and we will set you up manually.
8. Click on the link to activate your account

STEP 2: ACCESSING THE DIVERSITY CHAMPION'S NETWORK

1. Go to www.success.bc.ca/embracingdiversity
2. Click on the Diversity Champions Network link
3. Select **Supporting Employers Embracing Diversity (SEED)** from the menu
4. Click on **Diversity Champion's Network**
5. Enter in the enrolment key: **embracing2009**
 - a. The enrolment key is case sensitive and you will only need to enter in the enrolment key the first time you access the site to confirm your registration

STEP 3: CUSTOMIZING YOUR PROFILE

1. To edit your profile click on **Profile** located on the left hand side of the screen
2. Select the **edit profile** tab
 - a. Click on **show advanced** to reveal all your profile options
3. Review your profile and ensure all information provided is accurate
4. If you do **not** want your email address revealed to others on the network, adjust the option within the **Email display** line
5. The auto-subscribe feature will automatically subscribe you to the discussion forums which you post in. This means you'll receive email notifications whenever anyone posts within the forums. If you would like to be auto-subscribed to the forums adjust the option within the **Forum auto-subscribe** line
6. Within a discussion forum, new posts can be highlighted so you know to attend to those. If you would like this option on, adjust within the **Forum tracking** line
7. Be sure to set the time zone to read **server's local time**
8. You also have the option to update your description or upload a photo
9. When you are finished setting your preferences, select **Update profile**
10. If you are interested in creating a Blog, select the **Blog** tab from the Profile menu and click on **Add a new entry**. Enter in your entry title and blog entry and click on **Save changes** when you are done

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APPENDIX F: SUPPORTING EMPLOYERS EMBRACING DIVERSITY ASSESSMENT 1

Please rate yourself according to the following statements on a 5 point scale
 1= Strongly Disagree / 2= Disagree / 3 = Neutral (Neither Agree or Disagree) /
 4= Agree / 5 = Strongly Agree

1. I assume that others see things the way I do	1	2	3	4	5
2. My organization clearly communicates a message of appreciating diversity	1	2	3	4	5
3. I understand how assumptions about those different than me can be false	1	2	3	4	5
4. My organization provides appropriate orientation for the existing workforce about the needs and expectations of diverse new workers	1	2	3	4	5
5. I avoid making stereotypical assumptions about others	1	2	3	4	5
6. I understand why people from different cultures and backgrounds might be uncomfortable	1	2	3	4	5
7. My organization provides appropriate orientation for new employees	1	2	3	4	5
8. I understand how one's culture and background can impact perceptions	1	2	3	4	5
9. I am aware of some challenges faced by those who are different than me	1	2	3	4	5
10. I empathize with the challenges faced by those who are different than me	1	2	3	4	5
11. I am comfortable interacting with diverse customers/clients	1	2	3	4	5
12. I am comfortable working with diverse coworkers	1	2	3	4	5
13. My workplace does not discriminate based on one's culture or background	1	2	3	4	5
14. I am able to work effectively with diverse individuals	1	2	3	4	5
15. My friends at work are from the same cultural background as me	1	2	3	4	5
16. I respect the culture and customs of those different from me	1	2	3	4	5
17. I accept individuals who are different than me	1	2	3	4	5
18. Management recognizes the benefits of diversity	1	2	3	4	5
19. I respect people who are different from me	1	2	3	4	5
20. Diversity is viewed as important by management	1	2	3	4	5
21. I embrace diversity within the workplace	1	2	3	4	5
22. I feel diversity initiatives within the workplace are important	1	2	3	4	5
23. I support diversity initiatives within the workplace	1	2	3	4	5
24. My organization communicates in culturally appropriate ways	1	2	3	4	5
25. I understand the importance of diversity within the workplace	1	2	3	4	5
26. My workplace is sensitive to diverse employee needs, values, and customs	1	2	3	4	5
27. I see the advantages of a culturally diverse workplace	1	2	3	4	5
28. I am open to learning new things about those who are different from me	1	2	3	4	5
29. Most of my assumptions about others are true	1	2	3	4	5
30. My organization actively promotes diversity through activities/events	1	2	3	4	5
31. My friends at work share the same beliefs as I do	1	2	3	4	5
32. Stereotypes are generally true	1	2	3	4	5
33. There's no reason for someone from another culture to feel uncomfortable	1	2	3	4	5
34. Culture/background shouldn't influence perceptions about right and wrong	1	2	3	4	5
35. I love to learn about other people's backgrounds	1	2	3	4	5
36. My organization addresses diversity within its recruitment efforts	1	2	3	4	5
37. I enjoy learning about other cultures	1	2	3	4	5
38. I find it frustrating to understand different accents	1	2	3	4	5
39. I have friends outside of work with different cultural backgrounds than me	1	2	3	4	5
40. I can be myself at work	1	2	3	4	5
41. I feel included at work	1	2	3	4	5
42. My organization is focused on creating an inclusive organizational culture	1	2	3	4	5

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APPENDIX G: SUPPORTING EMPLOYERS EMBRACING DIVERSITY ASSESSMENT 2

Please rate yourself according to the following statements on a 5 point scale
 1= Strongly Disagree / 2= Disagree / 3 = Neutral (Neither Agree or Disagree) /
 4= Agree / 5 = Strongly Agree

	Before	Now
1. I assume that others see things the way I do	1 2 3 4 5	1 2 3 4 5
2. My organization clearly communicates a message of appreciating diversity	1 2 3 4 5	1 2 3 4 5
3. I understand how assumptions about those different than me can be false	1 2 3 4 5	1 2 3 4 5
4. My organization provides appropriate orientation for the existing workforce about the needs and expectations of diverse new workers	1 2 3 4 5	1 2 3 4 5
5. I avoid making stereotypical assumptions about others	1 2 3 4 5	1 2 3 4 5
6. I understand why people from different cultures and backgrounds might be uncomfortable	1 2 3 4 5	1 2 3 4 5
7. My organization provides appropriate orientation for new employees	1 2 3 4 5	1 2 3 4 5
8. I understand how one's culture and background can impact perceptions	1 2 3 4 5	1 2 3 4 5
9. I am aware of some challenges faced by those who are different than me	1 2 3 4 5	1 2 3 4 5
10. I empathize with the challenges faced by those who are different than me	1 2 3 4 5	1 2 3 4 5
11. I am comfortable interacting with diverse customers/clients	1 2 3 4 5	1 2 3 4 5
12. I am comfortable working with diverse coworkers	1 2 3 4 5	1 2 3 4 5
13. My workplace does not discriminate based on one's culture or background	1 2 3 4 5	1 2 3 4 5
14. I am able to work effectively with diverse individuals	1 2 3 4 5	1 2 3 4 5
15. My friends at work are from the same cultural background as me	1 2 3 4 5	1 2 3 4 5
16. I respect the culture and customs of those different from me	1 2 3 4 5	1 2 3 4 5
17. I accept individuals who are different than me	1 2 3 4 5	1 2 3 4 5
18. Management recognizes the benefits of diversity	1 2 3 4 5	1 2 3 4 5
19. I respect people who are different from me	1 2 3 4 5	1 2 3 4 5
20. Diversity is viewed as important by management	1 2 3 4 5	1 2 3 4 5
21. I embrace diversity within the workplace	1 2 3 4 5	1 2 3 4 5
22. I feel diversity initiatives within the workplace are important	1 2 3 4 5	1 2 3 4 5
23. I support diversity initiatives within the workplace	1 2 3 4 5	1 2 3 4 5
24. My organization communicates in culturally appropriate ways	1 2 3 4 5	1 2 3 4 5
25. I understand the importance of diversity within the workplace	1 2 3 4 5	1 2 3 4 5
26. My workplace is sensitive to diverse employee needs, values, and customs	1 2 3 4 5	1 2 3 4 5
27. I see the advantages of a culturally diverse workplace	1 2 3 4 5	1 2 3 4 5
28. I am open to learning new things about those who are different from me	1 2 3 4 5	1 2 3 4 5
29. Most of my assumptions about others are true	1 2 3 4 5	1 2 3 4 5
30. My organization actively promotes diversity through activities/events	1 2 3 4 5	1 2 3 4 5
31. My friends at work share the same beliefs as I do	1 2 3 4 5	1 2 3 4 5
32. Stereotypes are generally true	1 2 3 4 5	1 2 3 4 5
33. There's no reason for someone from another culture to feel uncomfortable	1 2 3 4 5	1 2 3 4 5
34. Culture/background shouldn't influence perceptions about right and wrong	1 2 3 4 5	1 2 3 4 5
35. I love to learn about other people's backgrounds	1 2 3 4 5	1 2 3 4 5
36. My organization addresses diversity within its recruitment efforts	1 2 3 4 5	1 2 3 4 5
37. I enjoy learning about other cultures	1 2 3 4 5	1 2 3 4 5
38. I find it frustrating to understand different accents	1 2 3 4 5	1 2 3 4 5
39. I have friends outside of work with different cultural backgrounds than me	1 2 3 4 5	1 2 3 4 5
40. I can be myself at work	1 2 3 4 5	1 2 3 4 5
41. I feel included at work	1 2 3 4 5	1 2 3 4 5
42. My organization is focused on creating an inclusive organizational culture	1 2 3 4 5	1 2 3 4 5

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Please briefly respond to the following questions

1. How have your own personal attitudes and behaviours changed?
2. How has your perception of cultural diversity changed?
3. What is something new you've learned?
4. How has the perception of cultural diversity changed within your workplace?
5. How accurate do you think the initial ratings you provided were? Why?

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APPENDIX H: DIVERSITY CHAMPION'S ACTIVITY EVALUATION FORM (SELF-REFLECTIVE)

DIVERSITY CHAMPION'S ACTIVITY EVALUATION FORM (SELF-REFLECTIVE)
Title of Activity:
Number of Attendees: ____
Reflections:
How well prepared were you?
What challenges did you face in preparing for the session?
How well did you market the session?
What went well?
What changes would you make in the future?
What feedback did you receive from attendees?

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APPENDIX I: ACTIVITY EVALUATION FORM (PARTICIPANT)

ACTIVITY EVALUATION FORM
Title of Activity:
Reflections:
How well prepared was the session?
What did you like about the activity?
What did you learn from this activity?
How did the facilitator impact your learning?
What changes would you suggest?

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APPENDIX J: WHAT'S WORKING? WHAT'S NOT?

WHAT'S WORKING?	WHAT'S NOT?
Weekly diversity quotes...	Weekly diversity quotes...
Monthly diversity discussions...	Monthly diversity discussions...
Quarterly diversity events...	Quarterly diversity events...
Diversity posters...	Diversity posters...
Recruiting a diverse workforce...	Recruiting a diverse workforce...
Orientations...	Orientations...
Exit interviews...	Exit interviews...
A sense of inclusion...	A sense of inclusion...
Other...	Other...

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APPENDIX K: QUESTIONS TO REFLECT UPON

QUESTIONS TO REFLECT UPON

1. What are some diversity issues in your workplace?
2. How well does the Supporting Employers Embracing Diversity (SEED) program meet your diversity needs?
3. How did the program impact your workplace?
4. How did you measure that impact?
5. What did you like best about the program? Why?
6. What was the most helpful tool? Why?
7. What was the least effective component of the program for your organization? How might that component be improved?
8. What changes and/or additions would you recommend to this program?

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9. What components of the program are you likely to continue using? Why?

10. Going forward, what supports are in place within your organization to continue with this program?

11. Going forward, what, if anything might negatively impact this program's success within your workplace?

12. Our organization plans to continue with this program for at least one full year – Yes No (circle one).
Please provide a brief rationale for your response

13. I will recommend this program to other organizations – Yes No (circle one). Why or why not?

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APPENDIX L: SUPPORTING EMPLOYERS EMBRACING DIVERSITY: DIVERSITY CHAMPION FEEDBACK FORM

SUPPORTING EMPLOYERS EMBRACING DIVERSITY: DIVERSITY CHAMPION FEEDBACK FORM					
Please rate the tools on the following elements using a 5 point scale (1 is low, 5 is high).					
ROI Model					
Comprehensiveness	1	2	3	4	5
Ease of Use	1	2	3	4	5
Relevance	1	2	3	4	5
Impact	1	2	3	4	5
I liked...					
I would change...					
Virtual Toolkit of Resources					
Comprehensiveness	1	2	3	4	5
Ease of Use	1	2	3	4	5
Relevance	1	2	3	4	5
Impact	1	2	3	4	5
I liked...					
I would change...					

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Cultural Diversity Yearbook					
Comprehensiveness	1	2	3	4	5
Ease of Use	1	2	3	4	5
Relevance	1	2	3	4	5
Impact	1	2	3	4	5
I liked...					
I would change...					
Diversity Champion's Backgrounder /Guide					
Comprehensiveness	1	2	3	4	5
Ease of Use	1	2	3	4	5
Relevance	1	2	3	4	5
Impact	1	2	3	4	5
I liked...					
I would change...					

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Diversity Champion Network

Comprehensiveness	1	2	3	4	5
Ease of Use	1	2	3	4	5
Relevance	1	2	3	4	5
Impact	1	2	3	4	5

I liked...

I would change...

Tools for Measuring Impact

Comprehensiveness	1	2	3	4	5
Ease of Use	1	2	3	4	5
Relevance	1	2	3	4	5
Impact	1	2	3	4	5

I liked...

I would change...

Overall Impressions

I think the entire toolkit is...

I think it's missing...

In my role as Diversity Champion, total hours spent on this project: _____

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APPENDIX M: TIPS FOR FAST TRACKING IMMIGRANT WORKERS

International qualifications/credentials and lack of Canadian work experience can create unintentional roadblocks for newly hired workers and employers. Employers may feel a sense of uncertainty about the integrity of a credential or designation that is not commonly found in Canada. Although foreign work experience may represent the unknown for an employer, it has the potential to add a richness and diversity of experience that might not otherwise exist.

To support managers to fast-track under-employed workers from diverse groups, consider the following:

- Take the time to get to know workers, to learn about their career goals and to explore ways in which the organization can support workers in achieving their goals (e.g., support certification/training needs so that workers can quickly achieve their pre-immigration career level)
- Engage a credential evaluation service (e.g., World Education services⁹, International Credential Evaluation Service¹⁰) for information on foreign-obtained credentials
- Focus on employability skills and competencies required for positions; target questions accordingly when interviewing for initial employment or for performance reviews
- Create and foster a culture of inclusion in the workplace
- Build relationships through open, respectful dialogue in the workplace
- Be culturally aware to avoid potential cultural misunderstandings and unintentional discriminatory practices
- Examine workplace practices and policies that may be unintentionally hindering employee advancement
- Ensure that workplace orientations provide sufficient information about expected values and behaviour to allow workers to adapt to the workplace and perform at the expected level
- Provide coaching and mentorship opportunities.

Many of these tips can also be applied to fast tracking workers who may belong to other culturally diverse groups (e.g., persons with disabilities, visible minorities, Aboriginal peoples, and both men and women, regardless of sexual orientation). It is important to remember that a key component of work satisfaction involves the blending of workers' unique skills and talents with suitable and challenging tasks.

To effectively fast track immigrant workers, you may need to search out external supports. Some potential sources of support include:

- Virtual Toolkit of Resources developed for this project
- Occupational regulatory bodies
- Professional associations
- Immigrant support organizations.

For more information on hiring immigrants and access to a variety of resources, please see www.success.bc.ca/embracingdiversity.

⁹ World Education Services <http://www.wes.org/ca/>

¹⁰ International Credential Evaluation Service (ICES) <http://www.bcit.ca/ices/>

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APPENDIX N: EXIT INTERVIEWS

Exit Interviews are a great way to learn from those employees who are leaving your agency (or have already left); they can help you retain existing employees by highlighting the reasons why someone left.

Begin by creating a standard set of questions which you'll ask employees who are leaving the organization. You may want to consider having a 3rd party conduct exit interviews. By preserving confidentiality, honest answers are more likely to be provided.

For more information on exit interview questions see

- http://jobsearchtech.about.com/cs/interviewtips/a/exit_interview_2.htm
- <http://www.businessballs.com/exitinterviews.htm>
 - Scroll down to the "sample exit interview questions" section
- http://extension.oregonstate.edu/internal/sites/default/files/documents/diversity/Example_Exit_Interview_Questions.docx

SAMPLE GENERAL QUESTIONS

- Was there something specific that triggered your decision to leave?
- Is there something that could have tipped the scales and encouraged you to stay?
- If you are moving to a new organization, what are they offering you that we didn't?
- Did you receive specific and constructive performance feedback?
- Was there someone in the organization that you could speak freely and openly to? If yes, who?
- Would you recommend this organization to others as a good place to work? Why or why not?
- What would need to change before you would consider working here in the future?

SAMPLE DIVERSITY-RELATED QUESTIONS

- From your perspective, how is this organization doing in regards to:
 - Recruiting a diverse workforce?
 - Orientations for new employees?
 - Orientations for longer-term employees to prepare for newly arriving diverse workers?
 - Inclusion of diverse workers?
 - Supporting the career development of workers from diverse cultural backgrounds?
 - Supporting the career development of all workers, regardless of cultural background?
- Despite diverse cultural backgrounds, did you feel accepted and respected by:
 - Colleagues?
 - Supervisors or Managers?
 - Senior Leaders?
 - Customers?

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Did you feel included by your colleagues in activities and events?

- If so, how? If not, what might have helped?
- Do you think your cultural identity posed a problem for inclusion in this workplace? If so, how?
- Did diversity issues impact your job performance? If yes, how?
 - Did you receive enough diversity-related training? If not, what would you have liked?
 - Did you find the diversity initiative within the workplace effective? Why or why not?
- How do you feel this organization could enhance its diversity initiative?

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APPENDIX O: TIPS FOR EFFECTIVE NETWORKING

Intentional networking can serve as a good support for sustaining your enthusiasm in your role as a Diversity Champion and provide you with fresh ideas and resources as you implement diversity initiatives. There will likely be times you will need additional information or to enlist strategic supports (e.g., if you are a recruiter intentionally looking for immigrant candidates, it might be helpful to build a good relationship with a key person within an immigrant-serving agency that runs Job Clubs or other programs for the unemployed).

The following tips are general guidelines to help you network effectively:

- Consider who in your existing network of colleagues, friends, family, and others might have information, ideas, or an interest in the work that you are doing
- Be on the lookout for opportunities that might allow you to meet people in other agencies and associations that could form part of your network
- Understand what it is that you need help with and how you in turn might be able to help others in your network; successful networks rely on a two-way exchange of information
- While attending events, be sure to introduce yourself to people, exchange contact information and consider opportunities for future meetings
- Prepare and practice a 30 second “elevator speech” that you can use as an introduction when meeting new people
- Make a point of connecting with the people in your network regularly
- Be sure to follow-up with new contacts to thank them for any information shared
- Stay connected with the Diversity Champion’s network that supports this initiative.

Remember that networking is about building relationships – as with any relationship, it needs to be nurtured through regular contact.

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Toolkit Resource #15: Performance Review Plan Template

Name of Employee _____ Position _____

Manager _____ Date _____

Company Strategic Goals	Team Targets	Individual Targets / Measurements	Did Well	Do Better

INITIAL REVIEW OF EXPECTATIONS

Name of Employee _____ Position _____

Manager _____ Date _____

6 MONTH PERFORMANCE REVIEW

Overall Employee Comments

Overall Manager Comments

Name of Employee _____ Position _____

Manager _____ Date _____

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12 MONTH PERFORMANCE REVIEW

Overall Employee Comments

Overall Manager Comments

Name of Employee _____ Position _____

Manager _____ Date _____

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Toolkit Resource #16: Individual Development Plan Template

Name of Employee _____ Position _____

Manager _____ Date _____

Individual Strategic Goals	Actions and Steps Required	Resources Required	Required Completion Date	Actual Completion Date	Measures and Results
1.		•			
2.		•			
3.		•			
4.		•			
5.		•			

INITIAL REVIEW OF GOALS

Name of Employee _____ Position _____

Manager _____ Date _____

6 MONTH REVIEW

Name of Employee _____ Position _____

Manager _____ Date _____

12 MONTH REVIEW

Name of Employee _____ Position _____

Manager _____ Date _____

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Toolkit Resource #17: Sample Harassment Policy

Commitment

ABC Company is proud of its tradition of maintaining a work environment in which all individuals are treated with respect and dignity. The company's policy is that all employees have the right to work in an environment free from discrimination and sexual harassment. Sexual harassment in the workplace is illegal and will not be tolerated. All employees, at all levels, must avoid offensive and inappropriate sexual and/or sexually harassing behaviour at work and in any situation related to employment. ABC Company is committed to providing equality and impartiality in resolving complaints without fear and favour.

Scope

This policy applies to all employees, prospective employees, customers, clients, contractors, vendors and all others who do business with or are in contact with ABC Company.

What is Sexual Harassment?

Sexual harassment includes offensive behaviour that is related to a person's sex as well as behaviour of a sexual nature that creates an intimidating, hostile or poisoned work environment. It also includes any behaviour that could reasonably be thought to put sexual conditions on a person's job or employment opportunities. Any sexually harassing conduct during work or work-related activities, whether physical, verbal or psychological committed by a supervisor, non-supervisory personnel, clients, customers or visitors is strictly prohibited. Such conduct may result in disciplinary action, including dismissal.

Examples of sexual harassment include, but are not limited to:

- Unwelcome/unwanted sexual conduct, sexual remarks, invitation or requests
- Displays of sexually explicit, sexist, or other offensive or derogatory material
- Written or verbal abuse or threats
- Jokes or practical jokes of a sexual nature
- Leering, staring, or other offensive gestures
- Unwelcome physical contact such as patting, touching, pinching, hitting
- Unwelcome advances, invitation, propositions of a sexual nature or repeated invitations after previous requests have been refused
- Any advances, invitations or propositions of a sexual nature which might, reasonably, be perceived as placing a condition on a person's employment, work assignment, or on any opportunity for training or promotion
- Requests for sexual favours
- Any verbal or physical conduct based on or related to sex that has the purpose or effect of creating an intimidating, hostile or offensive work environment
- Refusing to work with someone because of their sex or sexual orientation
- Remarks or innuendos about the sexual orientation or personal life of a person
- Sexual assault

[Note: The harasser could be a man or a woman of either the same or opposite sex as the victim]

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What to do if you feel sexually harassed or discriminated against

Do not ignore it. Do not put up with it. Do something. Tell the instigator to STOP the behaviour. Sometimes a strong communication (whether verbal or in writing) that the behaviour is unwelcome is enough. For example: “I need to talk to your about the jokes you’ve been telling lately.” “I find them sexist and offensive.” “I would like you to stop telling them.”

Note: If someone tells you that you did or said something that was inappropriate, offensive or harassing to them, don’t immediately become defensive—listen—and try to see the situation from the other person’s perspective. It may be that you have inadvertently been disrespectful, offensive or inadvertently harassed someone. This is a good time to correct the behaviour and apologize if necessary, before more serious measures are taken to stop the behaviour

Informal Complaint

If you don’t feel comfortable approaching the instigator directly or if the behaviour does not stop, then report the matter to the sexual harasser advisor [name], your supervisor, or the human resources manager. The sexual harassment advisor, supervisor or manager will inquire into the matter and try to resolve it. Document the events as completely as you can, including witnesses, dates, times, locations as this information will be necessary in case you file a formal complaint letter.

Formal Complaint

If the harassment did not cease by the harasser being told to stop the behaviour, or by other informal measures, or if you feel that the matter needs further attention, **file a formal complaint**. You can obtain a complaint form from _____. Be assured that ABC Company will treat your complaint promptly, fairly, seriously and confidentially. Your complaint will be investigated by a qualified individual from inside or outside of the company. You will need to provide information about the harassment such as name of the alleged harasser(s); details of what happened; dates; times; places; how often the behaviour occurred; and witnesses’ names. You will be kept informed about the progress of your complaint, and you will be informed of the investigation findings.

Retaliation Prohibited

All employees have the right to make a complaint or enforce their rights under this policy without fear of retaliation. Retaliation can be any adversely affected term of employment or discrimination against an employee who exercises his/her rights under the policy or the *Human Rights Act* and who files a complaint or assists in the investigation of a complaint. A person who retaliates will be treated in the same manner as a person who has harassed and will be subject to discipline. Examples of retaliation include:

- Undue criticism of the complainant’s work performance
- Failure to give promotion or work opportunities to the complainant
- Changing the complainant’s job assignment
- Isolating or ridiculing the complainant
- Discharge

Complaints of such retaliation will be promptly investigated.

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False Accusation

ABC Company encourages victims of harassment to come forward and file complaints. However, at the same time, it should be pointed out that making false and a fabricated accusation against innocent persons is a serious offense. After investigation, if it is found that the complaint was frivolous, vexatious or not made in good faith, the complainant may be subject to discipline.

Mediation

ABC Company encourages its employees to resolve disputes through mediation. Therefore the company offers mediation services to the parties if they so choose. The company bear all the costs of the mediation including paid time-off for its employees. If the parties choose not to avail themselves of the mediation process then an investigation will take place.

Investigation

An investigation (whether internal or external) will be appointed to investigate your complaint. He/she will conduct a thorough and full investigation following the principles of natural justice and due process and will allow the parties full opportunity to present their case. The investigator will determine whether or not harassment occurred and he/she will provide a written report of the investigation's findings to [Name of Executive in the Organization] who will determine necessary corrective actions and penalties.

The complainant and respondent will be given _____ days to review and comment on the investigator's findings. Comments are to be sent to the Vice-President of Human Resources [or other designate individual].

Corrective Action

If the investigation concludes that sexual harassment did occur, immediate and appropriate corrective and/or disciplinary action shall be taken. Corrective measures, proportionate to the seriousness of the offense, may range anywhere from a verbal or written warning to suspension, transfer, and even dismissal from a harasser. Appropriate remedies will be provided to the victim if so warranted.

Appeals

If dissatisfied with the investigation's findings, the complainant and/or the alleged harasser have the right to file an appeal with [Title and Name of Executive in the Organization] within _____ days of hearing the determination of the investigation. If the executive member mentioned above, believes that there are sufficient grounds to conduct further investigation, he/she may do so.

Consensual Relationships

ABC Company particularly warns supervisors against engaging in sexual or romantic relationships with a subordinate. Due to the fact that it is very difficult to prove that such relationships are consensual, the company is vulnerable to sexual harassment claims. Therefore, supervisors should be aware that the company regards consensual relationships between supervisors and subordinates as inappropriate. In the event that a consensual relationship does develop between a supervisor and a subordinate, the sexual harassment advisor should be notified immediately so that appropriate measures may be taken to protect all parties involved.

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Confidentiality

All persons involved with the investigation of a complaint, including the complainant and the respondent, are required to maintain confidentiality except where disclosure is necessary for the purposes of investigating the matter, imposing a penalty contemplated by this policy, or as required by law. ABC Company will make every effort to ensure the confidentiality of the complainant and the alleged harasser to the degree permitted by law.

Other Avenues of Redress

This procedure does not deny or limit access to other avenues of redress available under the law [i.e., criminal complaint, civil suit, grievance or a complaint with the appropriate human rights commission]. The investigator may decide to postpone, suspend or cancel the investigation should any of these avenues be pursued.

Time Limits

Complaints should be filed as quickly as possible, but not later than ____ months from the time of the alleged incident.

This sample is adapted from the province of Nova Scotia's Welcoming Workplaces toolkit workbook, an initiative of the Atlantic Population Table's Business Engagement Project. Welcoming Workplaces is funded by the Atlantic Canada Opportunities Agency in cooperation with the Nova Scotia Association of CBDCs. This resource has been made available for use by the Department of Advanced Education and Skills, Government of Newfoundland and Labrador.

Policy Distribution

All new employees shall be given a copy of this policy upon commencement of employment. Updates will also be distributed from time to time. Complaint reporting procedure and other pertinent information shall be posted on [Name and Location] bulletin boards and on the company website at: [website address].

ABC Company will review this policy periodically and will make adjustment where necessary. If you have any concerns or comments about this policy please bring them to the attention of [Human Resources Representative]. ABC Company is committed to a harassment free work environment and will do all that it can to achieve it.

[Note: These sample provisions may be adapted to conform to your organization's needs You should consult your lawyer to ensure that these provisions are appropriately modified to conform to your organization's size, structure, policies and other requirements of your particular organization, and privacy and other applicable laws.]

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Toolkit Resource #18: Investigating Harassment Complaints Checklist

INVESTIGATE

- Obtain and review the company's harassment policy
- Understand human rights laws
- Review the complaint carefully
- Make a list of the people involved so you can interview them
- Determine an appropriate location for the interviews
- Review any personnel files or records of the individuals involved
- Prepare a list of questions you would like to ask the individuals involved

INTERVIEW

- Meet separately with all the people involved
- Gather details about the incident (what was said and done? what was the cause?)
- Is there any history of conflict between the parties involved?
- What is the personal and professional relationship between the parties involved?
- Interview all relevant witnesses (ask their reactions to the event)
- Keep detailed notes of all interviews
- Don't be swayed by the emotions of the parties – maintain your objectivity
- Review all documents, emails, and memorandums
- Is there any physical evidence of the incident?
- Have you visited the location of the alleged harassment?
- Prepare a report about the investigation and present it to management

TAKE ACTION

- Management should decide on the discipline, if any
- Communicate the results of the investigation to each individual separately
- Discipline should be appropriate to the severity of the harassment
- Offer training or counseling to the individuals involved (if necessary)
- Talk to the complainant to find out how you can repair the situation
- Encourage the complainant to report any retaliation or further harassment
- Remind all individuals about the company's harassment policy
- Monitor the situation to ensure further harassment is not occurring
- Keep all information and files related to the incident
- Follow up periodically with the complainant to check for further harassment

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Toolkit Resource #19: Sample Harassment Complaint Form

PART I

Complainant's Name: _____

Address: _____

Telephone Number: _____

Department: _____

Position/Job Title: _____

Name of Immediate Supervisor: _____

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PART II

Describe the nature of harassment:

Person who was responsible for the harassment:

Name: _____

Position: _____

Supervisor: Co-worker: Customer/Client: Other:

Date and Time of the Incident: _____

Did it occur more than once? Yes No

- Did it occur during your working hours?
- When did it start?
- When did it stop?
- Is it still going on?

Location of Incident:

1. Was it at the workplace?
2. Was it off of the premises?

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Describe the circumstances in which the incident took place:

What was your reaction?

How did you feel?

Did you do anything to talk to anyone after the incident? Give details:

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List Witnesses to the Harassment:

(1) Name: _____

Department: _____

Home Phone: _____

(2) Name: _____

Department: _____

Home Phone: _____

I understand that the incident(s) described above will be investigated, I will be given an opportunity to explain further, and I will be informed of the results of the investigation.

Complainant's Signature: _____

Date: _____

FOR OFFICE USE ONLY

Matter was referred to investigation on _____ (date)

Investigation was completed on _____ (date)

Final report was produced on _____ (date)

Complaint was: established / not established

Parties were informed of outcome on _____ (date)

Action taken:

[Note: Make the complaint form part of your sexual harassment policy. Consult with your lawyer to ensure that the complaint form is suitable to your organizational needs and meets with the legal requirements of your province.]

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Toolkit Resource #20: Exit Interviews

Some useful principles for planning an exit interview or survey are:

- Universal – interviewing all voluntary leavers provides a more complete understanding of turnover.
- Consistent – using a core set of standardised questions ensures comparability throughout the organisation and across time.
- Comprehensive – the decision to leave can involve an interaction of several issues, some immediate events, others attitudes and perceptions unfolding over time. Including feedback on the culture, attitudes and leadership in addition to immediate reasons for leaving increases usefulness in determining strategies to reduce turnover.
- Independent and confidential–. Employees may wish the interview to be conducted out of their management chain and to remain confidential. This should not preclude the data from the interview being used anonymously as part of aggregate data for the whole organisation.
- Available – Make the data provided by exit interviews available to as many people as possible. This will increase the likelihood of the findings being used to inform strategy and planning.
- Monitored and utilised– its not worth doing exit interviews unless the information is used to develop strategies and targets for the reduction of turnover.

Guidelines for the exit interview content

- Knowledge transfer – do you need to transfer knowledge from the departing employee to colleagues and managers? If so a process separate from the exit interview should be organised, be it a one to one, team meeting, preparation of handover notes etc.
- Devise a standard set of questions for the interview, allowing the interviewer flexibility to explore in more detail any interesting issues that crop up.
- Do not focus solely on reasons for leaving, explore other areas such as culture, attitudes, leadership, colleagues etc to identify the issues and concerns that may not surface when asking about reasons for leaving
- Use open ended questions to help employees explore their reasons for leaving and help employees to move beyond the decision itself by asking about more general issues such as job satisfaction, the work culture, communication, management competency, opportunities for advancement, training etc.
- The system of exit interviews needs to be applied consistently and professionally. Interviewers need to be trained and sensitive to the broader issues which might underpin an employee's decision to leave, whilst remaining impartial and not influencing employee's perceptions of past events.
- If the data from exit interviews is not used then they are a waste of resources. The results should be examined analysed thematically and results aggregated for the organisation and also by levels, by all business functions and job roles and by all geographical locations.

http://www.bitcdiversity.org.uk/research/the_business_case_for_diversity/enhancing_employer_metrics_for_the_future/exit_interviews.html

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Toolkit Resource #21: Sample Partnership Agreement

Partnership Agreement Between

And

The parties in this agreement agree to work together in the development of a partnership for _____ employment.

The parties further agree the development of such a partnership will require the establishment of a relationship involving close co-operation between the parties having individual and joint priorities, responsibilities and authorities in an environment that reflects and fosters:

- ✓ Fairness and equality
- ✓ Consistency of approach
- ✓ Mutual respect and dignity
- ✓ Open communication
- ✓ Trust

The parties agree to work with the Aboriginal community, unions (if applicable), and employees to find ways to:

1. Facilitate constructive cultural relations.
2. Enhance linkages to the Aboriginal labour force.
3. Promote employment, retention and career development opportunities for _____.
4. Identify potential business development initiatives of mutual benefit designed to meet _____ social, economic and educational priorities within the community which generate an opportunity for _____ employment.
5. Develop an action plan indicating both short and long term strategies. Also included in this are:
 - ✓ Coordinated progress of the agreement.
 - ✓ Co-ordinated results of the agreement.

Partnership Agreements are often signed by the partners in a public ceremony. This sends a signal to the staff in the partner organization, as well as to other stakeholders, especially in the community, that senior management is committed to achieving results.

Signed this _____ day of _____, 2012.

On behalf of the Employer

On behalf of the _____ Partner

On behalf of the Union (if applicable)

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Toolkit Resource #22: Employee Assessment

Thank you for taking the time to complete this 5 to 7 minute survey.

The purpose of this survey is to help gather employees' thoughts and attitudes around different issues related to diversity and your experiences as a part of [Company Name]. The survey will help us in developing programs to become a more welcoming workplace. Your responses will be CONFIDENTIAL! You will be given an envelope to seal your survey in before dropping it in the response box. When the data has been analyzed a summary of the results will be available. Please do not put your name on the survey, the answers are CONFIDENTIAL so you can be free to be open and honest.

INSTRUCTIONS: To complete the survey, please read each statement and let us know if you 'Strongly Disagree', 'Disagree', are 'Neutral', 'Agree' or 'Strongly Agree' which each statement by putting a check in the box. For example:

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
I feel like this survey is important.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I make an effort to help coworkers if they are having trouble in their job.	<input type="checkbox"/>				
2. I feel like I am appreciated as an individual here.	<input type="checkbox"/>				
3. I am familiar with [Company Name]'s harassment policy.	<input type="checkbox"/>				
4. I feel comfortable talking about my cultural background at work.	<input type="checkbox"/>				
5. Employees with <i>disabilities</i> "fit in" really well with everyone at [Company Name].	<input type="checkbox"/>				
6. I avoid generalizing the behavior of one person to an entire group. (e.g, "All women are..." "All black people are...")	<input type="checkbox"/>				
7. Hiring employees from different backgrounds makes [Company Name] a less <i>productive</i> company.	<input type="checkbox"/>				
8. [Company Name] is flexible in trying to meet my individual needs as an employee.	<input type="checkbox"/>				
9. If I thought a coworker was being discriminated against, I would talk to HR about it.	<input type="checkbox"/>				
10. I believe young employees are as valuable as older employees.	<input type="checkbox"/>				
11. I make an effort to help new employees fit in.	<input type="checkbox"/>				
12. I apologize when I've offended someone.	<input type="checkbox"/>				
13. Younger employees "fit in" really well with everyone at [Company Name]	<input type="checkbox"/>				
14. Some of my friends at work are different from me in age, race, gender, or cultural background, etc.	<input type="checkbox"/>				
15. I believe French first language employees are as valuable as other employees.	<input type="checkbox"/>				
16. HR takes action to stop discrimination after a complaint has been made.	<input type="checkbox"/>				
17. I believe employees from <i>different backgrounds</i> are <i>not</i> as capable as employees who "fit in" better.	<input type="checkbox"/>				
18. I feel like I am judged by my coworkers because of my diverse background.	<input type="checkbox"/>				
19. I believe Chinese employees are as valuable as other employees.	<input type="checkbox"/>				

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Statement						Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
20. I'm interested in the ideas of people who don't think the same way that I do						<input type="checkbox"/>				
21. Employees from different <i>religious</i> backgrounds "fit in" really well at [Company Name].						<input type="checkbox"/>				
22. If I thought a coworker was being discriminated against, I would talk to my supervisor about the situation.						<input type="checkbox"/>				
23. I believe employees who are immigrants, are as valuable as other employees						<input type="checkbox"/>				
24. Employees from different <i>cultural</i> backgrounds "fit in" really well at [Company Name].						<input type="checkbox"/>				
25. My supervisor takes action to stop discrimination after a complaint has been made.						<input type="checkbox"/>				
26. Having a diverse workforce is important to [Company Name].						<input type="checkbox"/>				
27. I believe an employee who speaks English as a second language is not as efficient as employees who speak English as a first language.						<input type="checkbox"/>				
28. Hiring employees from different backgrounds makes [Company Name] a less enjoyable place to work.						<input type="checkbox"/>				
29. I make an effort to help new employees feel welcome.						<input type="checkbox"/>				
30. I believe Aboriginal employees are as valuable as other employees.						<input type="checkbox"/>				
31. I respect my co-workers opinions even when I disagree.						<input type="checkbox"/>				
32. [Company Name] celebrates staff diversity						<input type="checkbox"/>				
33. When an individual with a disability is hired it is usually to make the company look good.						<input type="checkbox"/>				
34. When an individual from a different cultural background is hired it is usually because of their background not because they were the best person for the job.						<input type="checkbox"/>				
35. I believe employees with a disability are as capable as other employees.						<input type="checkbox"/>				
36. I try to get to know people at work who are different from me.						<input type="checkbox"/>				
37. It is [Company Name]'s responsibility to accommodate employees with disabilities so that they are able to be successful in their jobs.						<input type="checkbox"/>				
38. I feel like the people who work here are a team.						<input type="checkbox"/>				
39. I feel like I am judged by my supervisor because of my diverse background.						<input type="checkbox"/>				
40. There are a few employees here that just don't get along with everyone else.						<input type="checkbox"/>				
41. I try to make sure coworkers who are different from me are respected.						<input type="checkbox"/>				
Age:	<input type="checkbox"/> Under 20	<input type="checkbox"/> 21 - 25	<input type="checkbox"/> 26 - 30	<input type="checkbox"/> 31 - 35	<input type="checkbox"/> 36 - 40					
	<input type="checkbox"/> 41 - 45	<input type="checkbox"/> 46 - 50	<input type="checkbox"/> 51 - 55	<input type="checkbox"/> Over 55						
Sex:	<input type="checkbox"/> M	<input type="checkbox"/> F								
What is your job title:			<i>If you feel that your job title may reveal who you are please feel free to leave this question blank. Thank you!</i>							
Additional Comments:										

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Toolkit Resource #23: How to Create a Job Description

There are four components that go into doing any job. They are:

1. **Knowledge** – what does the employee need to know? (e.g. product familiarity)
2. **Skills** – what hard skills do they need? (e.g. trade certification)
3. **Abilities** – what are some soft skills that might be necessary? (e.g. sales skills)
4. **Other attributes** (e.g. valid driver's license)

How you go about creating a job description will depend on whether the job in question already exists or is a totally new position.

Creating a job description for an ***existing*** position

If the job already exists, the best way to create a job description is to talk to the person who is already doing the job.

Talk to your employees to create a job description!

An interview is only as good as the questions you ask. Here are some suggestions on how to focus your questions when talking to your employees:

- *What do they do?*
- *Who do they report to?*
- *What skills and qualifications do they need to do their job?*

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Job Description Interview Template

Describe your typical day

Who do you report to?

Which staff (if any) report to you? For what reason?

What credentials do you have that are relevant to your job?

What skills do you use in your day to day job?

What is your greatest asset in your current position?

If you could take any training that would improve your ability to do your job, what would it be?

What 'outputs' do you produce?

What experience did you have when you started your job that may be valuable in your current position?

Appendix A:

Index of Toolkit Resources

Creating a job description for a *new* position

Hiring for a newly created position presents several challenges, namely that you don't actually know what the person will be doing day-to-day. You also don't have the luxury of talking to someone who is currently doing the job. However, don't worry! There are a number of ways around this.

Building Buy-in

If you're being proactive and creating job descriptions without an immediate hiring need, be sure to explain to your employees that they don't need to justify their jobs – this can distort actual job duties

The first is to consult an online job description database. These databases, maintained by federal governments, outline KSAOs for a wide variety of positions. They often include job descriptions, typical duties, and educational backgrounds as well.

ADDITIONAL RESOURCES:

Canadian Federal Government database of occupation classifications:

<http://www5.hrsdc.gc.ca/noc/english/noc/2006/Welcome.aspx>

O*NET – United States Government database of occupation classifications:

<http://www.onetonline.org/>

The NL HR Manager:

www.nlhrmanager.ca

Smartforce NL:

www.smartforcenl.ca

You can also sit down and make up a list of likely duties that the successful candidate will perform. Once you have an understanding of what tasks will be involved with the position you can begin to list what qualifications are necessary. Remember to talk in terms of minimal qualifications; listing higher qualifications than necessary can create problems down the road.

Appendix B: Community Group Contacts

Please note: This listing is not all-inclusive and there may exist other organizations and associations who can provide you with assistance in the applicable area.

INDEX:

Disability Organizations and Associations:

1. Active Living Alliance for Canadians with Disabilities - Newfoundland and Labrador
2. AIDS Committee of Newfoundland and Labrador
3. Autism Society
4. Avalon Employment Inc.
5. Canadian Council of the Blind - Newfoundland and Labrador
6. Canadian Council on Rehabilitation and Work
7. Canadian Hard of Hearing Association – Newfoundland and Labrador
8. Canadian Mental Health Association – Newfoundland and Labrador
9. Canadian National Institute for the Blind
10. Cerebral Palsy Association – Newfoundland and Labrador
11. Consumer Health Awareness Network Newfoundland and Labrador
12. Coalition of Persons with Disabilities - Newfoundland and Labrador
13. Don Gallant & Associates
14. Early Psychosis Program
15. Easter Seals Newfoundland and Labrador
16. Epilepsy Newfoundland and Labrador
17. Glenn Roy Blundon Centre for Students with Disabilities
18. Government of Newfoundland and Labrador – Disability Policy Office
19. Huntington Society of Canada
20. Independent Living Resource Center
21. Learning Disabilities Association of Newfoundland and Labrador
22. Longside Club
23. Margeurite's Place
24. Multiple Sclerosis Society
25. Muscular Dystrophy Canada - Atlantic Region
26. Newfoundland and Labrador Association for Community Living
27. Newfoundland and Labrador Association for Spina Bifida and Hydrocephalus
28. Newfoundland and Labrador Association for the Deaf
29. Newfoundland and Labrador Brain Injury Association
30. Newfoundland and Labrador Down Syndrome Society
31. People First of Newfoundland and Labrador
32. Schizophrenia Society of Newfoundland and Labrador
33. Spinal Cord Injury Canada
34. Stella Burry Corporation
35. Tetra Society of North America, Newfoundland and Labrador Chapter
36. The Murphy Centre
37. Vera Perlin Society

Immigration and Multiculturalism Community Contacts:

1. African and Canadian Association of Newfoundland
2. Association for New Canadians
3. Canadian Race Relation Foundation (CCRF)
4. Chinese Association of Newfoundland and Labrador
5. Conseil Scholaire Francophone Provincial de Terre-Neuve-et-Labrador
6. Friends of India Association
7. Government of Canada – Citizenship and Immigration Canada
8. Government of Newfoundland and Labrador - Advanced Education and Skills
9. Government of Newfoundland and Labrador - Department of Education
10. Government of Newfoundland and Labrador – Department of Health and Community Services
11. Government of Newfoundland and Labrador - Eastern School District
12. Government of Newfoundland and Labrador - Intergovernmental and Aboriginal Affairs Secretariat
13. Government of Newfoundland and Labrador - Newfoundland and Labrador Teachers Association
14. Government of Newfoundland and Labrador – Office of Immigration and Multiculturalism
15. Government of Newfoundland and Labrador - Royal Newfoundland Constabulary
16. Hebrew Congregation of Newfoundland and Labrador
17. Hindu Temple (St. John's) Association

Appendix B: Community Group Contacts

Please note: This listing is not all-inclusive and there may exist other organizations and associations who can provide you with assistance in the applicable area.

Immigration and Multiculturalism Community Contacts (Cont.):

18. Italians of Terra Nova
19. Korean Association of Newfoundland and Labrador
20. Labrador Friendship Centre
21. Mariner Resource Opportunities Inc.
22. Memorial University of Newfoundland - International Student Advising Office
23. Multicultural Canada
24. Multicultural Women's Association
25. Muslim Association of Newfoundland and Labrador
26. Newfoundland & Labrador Regional Economic Development Association
27. Newfoundland and Labrador Human Rights Association
28. Newfoundland and Labrador Multicultural Council Inc.
29. Philippine-Newfoundland Organization
30. Refugee Immigration Advisory Council
31. Sharing Our Cultures
32. Teachers of English as a Second Language

Organizations Promoting the Status of Women:

1. Benoit's Cove Native Women's Association
2. Exploits Native Women's Association
3. Government of Newfoundland and Labrador – Women's Policy Office
4. Labrador Native Women's Association
5. Multicultural Women's Organization of Newfoundland and Labrador
6. Newfoundland Aboriginal Women's Network
7. Newfoundland and Labrador Organization for Women Entrepreneurs (NLOWE)
8. Newfoundland Native Women's Association
9. Nunatsiavut Government
10. Office to Advance Women Apprentices
11. Pauktuutit Inuit Women of Canada
12. Provincial Advisory Council on the Status of Women
13. Status of Women Canada
14. Women's Centre Marguerite's Place
15. Women in Resource Development Committee
16. Women in Science and Engineering
17. Women Interested in Successful Employment

Youth Associations and Organizations:

1. Access House – St. John's
2. Adolescent House – St. John's
3. Allied Youth Newfoundland and Labrador
4. Anna Templeton Centre
5. Big Brothers Big Sisters of Eastern Newfoundland
6. Body Image Network
7. Boys and Girls Club of St. John's
8. Bridges to Hope
9. Brighter Futures
10. Career Development and Experiential Learning
11. Carew Lodge
12. Child and Youth Advocate
13. Choices for Youth
14. City of St. John's - Department of Recreation
15. Coalition on Richer Diversity
16. Community Centre Alliance
17. Community Sector Council Newfoundland and Labrador
18. Community Youth Network – Baie Verte
19. Community Youth Network – Bay of Islands
20. Community Youth Network – Bay St. George Area
21. Community Youth Network – Bonavista

Appendix B: Community Group Contacts

Please note: This listing is not all-inclusive and there may exist other organizations and associations who can provide you with assistance in the applicable area

Youth Associations and Organizations (Cont.):

22. Community Youth Network – Botwood
23. Community Youth Network – Burgeo and Area
24. Community Youth Network – Cartwright
25. Community Youth Network – Clarenville
26. Community Youth Network – Corner Brook
27. Community Youth Network – Dunville
28. Community Youth Network – Flower's Cove
29. Community Youth Network – Gander
30. Community Youth Network – Grand Bank
31. Community Youth Network – Grand Falls-Windsor
32. Community Youth Network – Happy Valley Goose Bay
33. Community Youth Network – Harbour Breton
34. Community Youth Network – Harbour Grace
35. Community Youth Network – Hopedale
36. Community Youth Network – Isles of Notre Dame
37. Community Youth Network – L'anse au Loup
38. Community Youth Network – Labrador Regional Office
39. Community Youth Network – Nain
40. Community Youth Network – Plum Point
41. Community Youth Network – Port Aux Basques and Area
42. Community Youth Network – Port Hope Simpson
43. Community Youth Network – Red Bay
44. Community Youth Network – Sheshatshiu
45. Community Youth Network – Southern Avalon
46. Community Youth Network – Southern Labrador/Strait of Belle Isle
47. Community Youth Network – Southwestern
48. Community Youth Network – Springdale
49. Community Youth Network – St. Alban's
50. Community Youth Network – St. Anthony
51. Community Youth Network – St. John's
52. Community Youth Network – St. Lawrence
53. Community Youth Network – West St. Modeste
54. Conservation Corps of Newfoundland and Labrador
55. Discovery Centre
56. Duke of Edinburgh's Award
57. Family and Child Care Connections
58. For the Love of Learning
59. Froude Avenue Community Centre
60. Gathering Place
61. Girl Guides of Canada
62. Government of Canada – Human Resources and Skills Development Canada
63. Government of Newfoundland and Labrador – Child, Youth and Family Services
64. Government of Newfoundland and Labrador - Department of Education
65. Government of Newfoundland and Labrador – Office of Youth Engagement
66. Job Finding Club
67. Junior Achievement Newfoundland and Labrador
68. Keyin College
69. Literacy Newfoundland and Labrador
70. Longside Community Centre
71. MacMorran Community Centre
72. Murphy Centre
73. Naomi Centre
74. New Beginnings
75. Newfoundland and Labrador Youth Centre
76. Northeast Avalon Regional Economic Development
77. Oxford Learning Centre
78. Passport to Safety
79. Pottle Centre
80. Read to Ride Literacy Program
81. Recreation Experiences and Leadership (R.E.A.L.) Program
82. Recreation Newfoundland and Labrador
83. Saint Vincent de Paul Society – St. Teresa's Conference
84. Salvation Army – Newfoundland and Labrador Division

Appendix B: Community Group Contacts

Please note: This listing is not all-inclusive and there may exist other organizations and associations who can provide you with assistance in the applicable area.

Youth Associations and Organizations (Cont.):

85. Scouts Canada
86. Shalom Inc.
87. Skills Canada – Newfoundland and Labrador
88. Students in Free Enterprise (SIFE) Memorial
89. Supportive Community Integration Project
90. Teachers on Wheels
91. Try the Trades
92. Virginia Park Community Centre
93. Waypoints
94. Workplace, Health and Safety Compensation Commission
95. YMCA/YWCA
96. Youth Ventures
97. Youth.gc.ca

Aboriginal Group Community Contacts:

1. Federation of Newfoundland Indians
2. Government of Newfoundland and Labrador – Labrador Affairs Office
3. Innu Nation
4. Labrador Friendship Centre
5. Miawpukek First Nation
6. Mushuau Innu First Nation
7. Nunatsiavut Government
8. **Nunatukavut (aka – Labrador Métis Nation)**
9. Sheshatshui Innu First Nation
10. St. John's Native Friendship Centre

Appendix B: Community Group Contacts

Disability Organizations and Associations

1. Active Living Alliance for Canadians with Disabilities - Newfoundland and Labrador

Southcott Hall, Suite 172
100 Forest Rd.
St. John's, NL A1A 1E5
info@ala.ca
www.ala.ca

2. AIDS Committee of Newfoundland and Labrador

Phone: 709-579-8656
Toll Free: 1-800-563-1575
Fax: 709-579-0559
47 Janeway Place
St. John's, NL A1A 1R71
www.acnl.net

3. Autism Society

Phone: 709-722-2803
Toll Free: 1-866-722-2803
Fax: 709-722-4926
P. O. Box 14078
70 Clinch Crescent
St. John's, NL A1B 4G8
info@autism.nf.net
www.autism.nf.net

4. Avalon Employment Inc.

Phone: 709-579-4866
Fax: 709-579-4892
P. O. Box 2574
St. John's, NL A1C 6K1
aei@avalonemploy.com
www.avalonemploy.com

5. Canadian Council of the Blind - Newfoundland and Labrador

Toll Free: 1-877-304-0968
P. O. Box 222
Avondale, NL A0A 1B0
ccb@ccbnational.net
www.ccbnational.net/Wuzzy
/

6. Canadian Council on Rehabilitation and Work (CCRW)

Phone: 709-754-4941
Fax: 709-754-5941
31 Peet Street, Suite 225
St. John's, NL A1B 3W8
www.ccrw.org

7. Canadian Hard of Hearing Association – Newfoundland and Labrador

Phone: 709-753-3224
Toll Free: 1-888-753-3224
Fax: 709-753-5640
1081 Topsail Rd.
Mount Pearl, NL A1N 5G1
chhanl@nfld.net
www.chha-nl.nl.ca

8. Canadian Mental Health Association – Newfoundland and Labrador

Phone: 709-753-8550
Toll Free: 1-877-753-8550
Fax: 709-753-8537
70 The Boulevard, 1st Floor
St. John's, NL A1A 1K2
www.cmhanl.ca

9. Canadian National Institute for the Blind

Phone: 709-754-1180
Helpline: 1-800-563-2642
70 The Boulevard
St. John's, NL A1A 1K2
www.cnib.ca

10. Cerebral Palsy Association – Newfoundland and Labrador

www.cpnl.ca

11. Consumer Health Awareness Network Newfoundland and Labrador

Phone: 709-753-9922
Toll Free: 1-855-753-2560
Fax: 709-753-1109
284 Lemarchant Road
St. John's, NL A1E 2R1
admin@channal.ca
www.channal.ca

12. Coalition of Persons with Disabilities - Newfoundland and Labrador

Phone: 709-722-7011
Fax: 709-722-4424
Unit 48, 15 Hamlyn Road Plaza
St. John's, NL A1E 6E2
info@codnl.ca
www.codnl.ca

13. Don Gallant & Associates

Phone: 709-437-1504
86 Marine Drive
Torbay, NL A1K 1A7

14. Early Psychosis Program

Phone: 709-634-4506
Fax: 709-634-0160
Early Psychosis Program
Mental Health and Addiction Services
35 Boones Road
Corner Brook, NL A2H 7E5

15. Easter Seals Newfoundland and Labrador

Phone: 709-754-1399
Toll Free: 1-888-601-6767
Fax: 709-754-1398
206 Mt. Scio Road
St. John's, NL A1B 4L5
info@eastersealsnl.ca
www.eastersealsnl.ca

16. Epilepsy Newfoundland and Labrador

Phone: 709-722-0502
Fax: 709-722-0999
351 Kenmount Road
St. John's, NL A1B 3P9
info@epilepsynl.com
www.epilepsynl.com

17. Glenn Roy Blundon Centre for Students with Disabilities

Phone: 709-964-2156
Fax: 709-864-3011
Memorial University of Newfoundland
Smallwood Centre (room 4007)
St. John's, NL A1C 5S7

18. Government of Newfoundland and Labrador – Disability Policy Office

Phone: 709-729-6279
Toll Free: 1-888-729-6279
Department of Advanced Education and Skills
3rd Floor, West Block, Confederation Building
St. John's, NL A1B 4J6
disability.policy.office@gov.nl.ca
www.aes.gov.nl.ca/disabilities/DPO.html

Appendix B: Community Group Contacts

Disability Organizations and Associations (cont...)

19. Huntington Society of Canada

Toll Free: 1-800-998-7398
151 Frederick St, Suite 400
Kitchener, ON N2H 2M2
info@huntingtonsociety.ca
www.huntingtonsociety.ca

20. Independent Living Resource Center

Phone: 709-722-4031
Toll Free: 1-866-722-4031
Fax: 709-722-0147
4 Escasoni Place
St. John's, NL A1B 3V7

21. Learning Disabilities Association of Newfoundland and Labrador

Phone: 709-753-1445
Fax: 709-753-4747
St. John's, NL A1B 3V7
info@ldanl.org
www.ldanl.org

22. Longside Club

Phone: 709-722-4338
Fax: 709-722-4868
41 Shaw Street
St. John's, NL A1E 2W8
longsideclub@nf.aibn.com
www.ccepp.ca/partners/longside_club

23. Margeurite's Place

Phone: 709-753-0220
info@margeuritesplace.ca
www.margeuritesplace.ca
St. John's, NL A1E 3B6

24. Multiple Sclerosis Society

Toll Free: 1-800-268-7582
109 Ilsley Ave, Unit 1
Dartmouth, NS B3B 1S8
Fax: 709-753-3817
170 Cashin Ave. Ext

25. Muscular Dystrophy Canada - Atlantic Region

Toll Free: 1-800-884-6322
Muscular Dystrophy Canada
Suite 222
170 Cromarty Drive
Dartmouth, NS B3B 0G1
infoatlantic@muscle.ca
www.muscle.ca/atlantic-canada/home/

26. Newfoundland and Labrador Association for Community Living

Phone: 709-722-0790
Toll Free: 1-800-701-8511
74 O'Leary Avenue
P. O. Box 8414
St. John's, NL A1B 3N7
nlacl@nlacl.ca
www.nlacl.ca

27. Newfoundland and Labrador Association for Spina Bifida and Hydrocephalus

Phone: 709-579-6581
Fax: 709-576-0076
10 Brownrigg Pl
St. John's, NL A1E 2V3
www.sbhac.ca

28. Newfoundland and Labrador Association for the Deaf

TTY/Voice: 709-726-6672
Fax: 709-726-6650
21 Merrymeeting Rd., 3rd Floor
St. John's, NL A1C 2V6
nlad@nlad.org
www.nlad.org

29. Newfoundland and Labrador Brain Injury Association

Phone: 709-368-7119
http://biac-aclc.ca/en/newfoundland-labrador/

30. Newfoundland and Labrador Down Syndrome Society

Phone: 709-738-3336
Toll Free: 1-877-738-3336
P. O. Box 21054
St. John's, NL A1A 5B2
nldaa@nl.rogers.com
www.nldss.com

31. People First of Newfoundland and Labrador

peoplefirst@nl.rogers.com
www.peoplefirstnl.ca

32. Schizophrenia Society of Newfoundland and Labrador

Phone: 709-777-3335
Fax: 709-777-3524
48 Kenmount Rd.
P. O. Box 28029
St. John's, NL A1B 1X0
info@ssnl.or
www.ssnl.org

33. Spinal Cord Injury Canada

Phone: 709-753-5901
Toll Free: 1-877-783-5901
Fax: 709-753-4224
P. O. Box 21284
342 Freshwater Road
St. John's, NL A1A 5G6
www.spinalcordinjurycanada.ca

34. Stella Burry Corporation

Phone: 709-738-8390
Fax: 709-738-1030
c/o Society of Deaf
142 Military Road
St. John's, NL A1C 2E6
info@stellaburry.ca
www.stellaburry.ca

35. Tetra Society of North America, Newfoundland and Labrador Chapter

Phone: 709-864-8933
Toll Free: 1-877-688-8762
Tetra Society St. John's Chapter
c/o Faculty of Engineering & Applied Science
Memorial University of Newfoundland St. John's,
NL A1B 3X5
tetra.engr.mun.c

36. The Murphy Centre

Phone: 709-579-6606
Fax: 709-579-2655
1 Prince Philip Drive
St. John's, NL A1A 5B2
information@murphycentre.ca
www.murphycentre.ca

Appendix B: Community Group Contacts

Disability Organizations and Associations (cont...)

37. Vera Perlin Society

Phone: 709-739-6017

Fax: 709-739-5532

6 Logy Bay Road

P. O. Box 7114

St. John's, NL A1E 3Y3

veraperlinsociety@nfld.net

www.veraperlinsociety.ca

Appendix B: Community Group Contacts

Immigration and Multiculturalism Community Contacts

1. African and Canadian Association of Newfoundland

Phone: 709-754-8602
P. O. Box 1204, Station C
St. John's, NL A1C 5M9

2. Association for New Canadians

Phone: 709-754-8602
P. O. Box 2031, Station C
St. John's, NL A1C 5R6
www.ancnl.ca

3. Canadian Race Relation Foundation (CCRF)

Toll Free: 1-888-240-4936
Toll Free (fax): 1-888-399-0333
Paton Medical Centre
1 Paton Street
St. John's, NL A1B 4S8
www.crr.ca

4. Chinese Association of Newfoundland and Labrador

P. O. Box 7311
St. John's, NL A1E 3Y5
www.canl.ca

5. Conseil Scholaire Francophone Provincial de Terre-Neuve-et-Labrador

Téléphone: 709-722-6324
Sans frais: 1-888-794-6324
Télécopieur: 709-722-6325
65, Chemin Ridge, suite 212
Saint-Jean, Terre-Neuve-et-Labrador A1B 4P5
conseil@csfp.nl.ca
www.csfp.nl.ca

6. Friends of India Association

www.foinl.ca

7. Government of Canada – Citizenship and Immigration Canada

Fax: 709-772-2929
North Atlantic Building
P. O. Box 13667
31 Pippy Place
St. John's, NL A1B 4G1
www.cic.gc.ca/english/index.asp

8. Government of Newfoundland and Labrador - Advanced Education and Skills

Department of Advanced Education and Skills
P.O. Box 8700
St. John's, NL A1B 4J6
aesweb@gov.nl.ca
www.aes.gov.nl.ca

9. Government of Newfoundland and Labrador - Department of Education

Phone: 709-729-5097
Department of Education
P. O. Box 8700
St. John's, NL A1B 4J6
education@gov.nl.ca
www.ed.gov.nl.ca/edu/

10. Government of Newfoundland and Labrador – Department of Health and Community Services

Department of Health and Community Services
P. O. Box 8700
1st Floor, West Block
Confederation Building
100 Prince Philip Drive
St. John's, NL A1B 4J6
healthinfo@gov.nl.ca
www.health.gov.nl.ca/health/

11. Government of Newfoundland and Labrador - Eastern School District

Phone: 709-758-2372
Fax: 709-758-2706
Suite 601, Atlantic Place
215 Water Street
St. John's, NL A1C 6C9
www.esdnl.ca

12. Government of Newfoundland and Labrador – Intergovernmental and Aboriginal Affairs Secretariat

Phone: 709-729-3164
Intergovernmental and Aboriginal Affairs Secretariat
P. O. Box 8700
St. John's, NL A1B 4J6
www.exec.gov.nl.ca/exec/igas/

13. Government of Newfoundland and Labrador – Newfoundland and Labrador Teachers Association

Phone: 709-726-3223
Toll Free: 1-800-563-3599
Fax: 709-726-4320
3 Kenmount Road
St. John's, NL A1B 1W1
www.nlta.nl.ca

14. Government of Newfoundland and Labrador – Office of Immigration and Multiculturalism

Phone: 709-729-6607
Fax: 709-729-7381
Viking Building,
136 Crosbie Road, Suite #202
St. John's, NL A1B 4J6
P. O. Box 8700
immigration@gov.nl.ca
www.aes.gov.nl.ca/departement/branches/labourmarket/immigration.html

15. Government of Newfoundland and Labrador - Royal Newfoundland Constabulary

Phone: 709-729-8000
Fax: 709-729-8214
1 Fort Townshend,
St. John's, NL A1C 2G2

Appendix B: Community Group Contacts

Immigration and Multiculturalism Community Contacts (cont...)

16. Hebrew Congregation of Newfoundland and Labrador

Phone: 709-726-0480
124 Elizabeth Avenue
St. John's, NL A1C 5L4

21. Mariner Resource Opportunities Inc.

Phone: 709-596-6217
Toll Free: 1-866-506-6766
Fax: 709-596-4473
P. O. Box 520
22 Goff Avenue
Carbonear, NL A1Y 1B9
mron@mron.ca
www.aroundthebay.ca

26. Newfoundland & Labrador Regional Economic Development Association

www.nlreda.ca

17. Hindu Temple (St. John's) Association

Phone: 709-576-2619
Box 23075
St. John's, NL A1B 4J9

22. Memorial University of Newfoundland - International Student Advising Office

Phone: 709-864-8895
Fax: 709-864-6102
Corte Real, Room 1000A
Burton's Pond Apartments
Memorial University of Newfoundland
St. John's, NL A1B 3S7
www.mun.ca/isa/main/

27. Newfoundland and Labrador Human Rights Association

Phone: 709-729-2709
Toll Free: 1-800-563-5808
Fax: 709-729-0790
Human Rights Commission
The Beothuk Building
21 Crosbie Place
P. O. Box 8700
St. John's, NL A1B 4J6
humanrights@gov.nl.ca
www.justice.gov.nl.ca/hrc

18. Italians of Terra Nova

Phone: 709-368-1980
27 Baybulls Road
St. John's, NL A1G 1A4

23. Multicultural Canada

Online Resource
www.multiculturalcanada.ca

28. Newfoundland and Labrador Multicultural Council Inc.

Phone: 709-753-2917
P. O. Box 2544, Station C
St. John's, NL A1C 6K1

19. Korean Association of Newfoundland and Labrador

43 McNeilly Street
St. John's, NL

24. Multicultural Women's Association

Phone: 709-726-0321
Fax: 709-726-0322
Box #9, Nuport Building
Torbay Road
St. John's, NL A1A 2G4
mwonl@mwonl.info
http://mwonl.info/

29. Philippine-Newfoundland Organization

Phone: 709-754-2823
27 Symonds Avenue
St. John's, NL A1B 4J8

20. Labrador Friendship Centre

Phone: 709-896-8302
Fax: 709-896-8731
49 Grenfell Street
P. O. Box 767, Station B
HappyValley-Goose Bay, NL A0P 1E0
www.lfchvgb.ca

25. Muslim Association of Newfoundland and Labrador

Phone: 709-754-7526
430 Logy Bay Road
St. John's, NL A1A 5C6
www.manal.ca

30. Refugee Immigration Advisory Council

Phone: 709-754-4122
Fax: 709-754-4102
204 Water Street, Suite 3000
St. John's, NL A1C 1A9
www.riac.ca

Appendix B: Community Group Contacts

Immigration and Multiculturalism Community Contacts (cont...)

31. Sharing Our Cultures

Phone: 709-753-8951

Fax: 709-753-1474

Box 28107

48 Kenmount Road

St. John's, NL A1B 4J8

32. Teachers of English as a Second Language

Toll Free: 1-800-393-9199

info@tesl.ca

www.tesl.ca

Appendix B: Community Group Contacts

Organizations Promoting the Status of Women

1. Benoit's Cove Native Women's Association

Phone: 709-789-3132
P.O. Box 54, Site 13
Benoit's Cove, NL A0L 10A

2. Exploits Native Women's Association

Phone: 709-489-8425
Fax: 709-489-8417
5 Church Rd. Suite 1
Grand Falls Windsor, NL A2A 1Y9

3. Government of Newfoundland and Labrador – Women's Policy Office

Phone: 709-729-5009
Women's Policy Office
P. O. Box 8700
4th Floor, West Block
Confederation Building
St. John's, NL A1B 4J6.
www.exec.gov.nl.ca/exec/wpo/

4. Labrador Native Women's Association

Phone/Fax: 709-896-5071
Box 542, Stn. B
Happy Valley-Goose Bay, A0P 1S0

5. Multicultural Women's Organization of Newfoundland and Labrador

Phone: 709-726-0321
P. O. Box 9
St. John's, NL A1B 9Z9
mwonl.info

6. Newfoundland Aboriginal Women's Network

Phone/Fax: 709-643-1290
35 Carolina Ave., Suite 131
Stephenville, NL A2N 3P8 www.nawn-nf.com

7. Newfoundland and Labrador Organization for Women Entrepreneurs (NLOWE)

Phone: 709-754-5555
Toll Free: 1-888-656-9311
Fax: 709-754-0079
NLOWE
2nd Floor, Regatta Plaza II
84-86 Elizabeth Avenue
St. John's, NL A1A 1W7
info@nlowe.org
www.nlowe.org

8. Newfoundland Native Women's Association

Phone: 709-789-3430
Fax: 709-789-2207
P. O. Box 22
Benoits Cove, NL A0L 1A0

9. Nunatsiavut Government

Phone: 709-922-2942
Fax: 709-922-2931
P. O. Box 70
12 Sandybanks Road
Nain, NL A0P 1L0
www.nunatsiavut.com

10. Office to Advance Women Apprentices

Phone: 709-757-5435
Fax: 709-757-5437
89 McNamara Drive
Paradise, NL A1L 3W2
www.womenapprentices.ca

11. Pauktuutit Inuit Women of Canada

Toll Free: 1-800-667-0749
520 – 1 Nicholas St.
Ottawa, ON K1N 7B7
info@pauktuutit.ca
www.pauktuutit.ca

12. Provincial Advisory Council on the Status of Women

Phone: 709-753-7270
Fax: 709-753-2606
15 Hallett Cres.
Suite 103
St. John's, NL A1B 4C4
info@pacsw.ca
www.pacsw.ca

13. Status of Women Canada

Toll Free: 1-866-902-2719
123 Slater Street
10th Floor
Ottawa, ON K1P 1H9

14. Women's Centre Marguerite's Place

Phone: 709-753-0220
Fax: 709-753-3817
Marguerite's Place
170 Cashin Avenue Extension
St. John's, NL A1E 3B6
info@margueritesplace.ca 805
www.margueritesplace.ca/home/womens-centre/

15. Women in Resource Development Committee

Phone: 709-738-3713
Toll Free: 1-800-738-3713
Fax: 709-739-3743
53 Bond Street, Suite 300
St. John's, NL A1C 1S9
info@wrdc.nf.ca www.wrdc.nf.ca

16. Women in Science and Engineering

Phone: 709-864-2484
WISE Newfoundland and Labrador
38 Pearson Street, Suite 292
St. John's, NL A1A 3R1
info@wisennl.ca
www.wisennl.ca

17. Women Interested in Successful Employment

Phone: 709-739-1369
Suite 306, Viking Building
136 Crosbie Road
St. John's, NL A1B 3K3
wise@nfld.net
www.wiseprograms.com

Appendix B: Community Group Contacts

Youth Associations and Organizations

1. Access House – St. John’s

Phone: 709-752-4145
133 Empire Ave.
St. John’s, NL A1C 3G1
www.easternhealth.ca

2. Adolescent House – St. John’s

Phone: 709-777-2013
204 LeMarchant Road
St. John’s, NL A1C 2H6
www.easternhealth.ca

3. Allied Youth of Newfoundland and Labrador

Phone: 709-769-1100
Allied Youth Provincial Office
P. O. Box 21145
St. John’s, NL A1A 5B2
info@alliedyouth.ca
www.alliedyouth.ca

4. Anna Templeton Centre

Phone: 709-739-7623
Fax: 709-757-8173
278 Duckworth Street
St. John’s, A1C 1H3
annatempletoncentre@gmail.com
www.annatempletoncentre.com

5. Big Brothers Big Sisters of Eastern Newfoundland

Phone: 709-368-KIDS(5437)
The Village Shopping Centre
Box 10, 430 Topsail Rd.
St. John’s, NL A1E 4N1
www.helpingkids.ca

6. Body Image Network

info@bodyimagenetwork.ca
www.bodyimagenetwork.ca

7. Boys and Girls Clubs of St. John’s

Phone: 709-579-0181
P. O. Box 5012
St. John’s, NL A1C5V3
www.bgclub.ca

8. Bridges to Hope

Phone: 709-722-9225
39 Cookstown Road
St. John’s, NL A1C
info@bridgestohope.ca
www.bridgestohope.ca

9. Brighter Futures

Phone: 709-739-8096
Fax: 709-739-8097
Suite 200, Nuport Building
St. John’s, NL A1A 2G4
info@brighter-futures.net
www.brighter-futures.net

10. Career Development and Experiential Learning

Phone: 709-864-2033
Fax: 709-864-2437
Memorial University
Student Affairs and Services
Smallwood Centre UC-4000
cdel@mun.ca
www.mun.ca/cdel/career

11. Carew Lodge

Phone: 709-738-5055
Fax: 709-579-7855
11 Carew Street
St. John’s, NL A1C 2N5
www.stellaburry.ca/real-homes/carew-lodge/

12. Child and Youth Advocate

Phone: 709-753-3888
TTY: 709-753-4366
Toll Free: 1-877-753-3888
Fax: 709-753-3988
The Office of Child and Youth Advocate
193 LeMarchant Road
St. John’s, NL A1C 2H1
office@ocya.nl.ca
www.childandyouthadvocate.nf.ca

13. Choices for Youth

Phone: 709-754-3047
Fax: 709-754-6102
Youth Services Centre
12-16 Carter’s Hill Place
St. John’s, NL A1N 6N5
info@choicesforyouth.ca
www.choicesforyouth.ca

14. City of St. John’s - Department of Recreation

Department of Recreation
P. O. Box 908
St. John’s, NL A1C 5M2
recreation@stjohns.ca
www.stjohns.ca/cityservices/recreation/index.jsp

15. Coalition on Richer Diversity

Phone: 709-754-4122
Toll Free: 1-899-754-4122
Fax: 709-754-4102
204 Water Street, Suite 3000
St. John’s, NL A1C 1A9
cord@cancord.org
www.cancord.org

16. Community Centre Alliance

Phone: 709-753-5670
Fax: 709-753-8570
200 Newfoundland Drive
Virginia Plaza, Suite 204
St. John’s, NL A1A 3E9
www.ccanl.ca/

17. Community Sector Council Newfoundland and Labrador

Phone: 709-753-9860
Toll Free: 1-866-753-9860
Fax: 709-753-6112
Suite 201, Virginia Plaza
Newfoundland Drive
St. John’s, NL A1A 3E9
csc@cscnl.ca <http://communitysector.nl.ca>

18. Community Youth Network – Baie Verte

Phone: 709-532-2244
Fax: 709-532-2245
c/o Advocate Youth Services Co-operative
P. O. Box 442
Baie Verte, NL A0K 1B0
ayscbaieverte@gmail.com

Appendix B: Community Group Contacts

Youth Associations and Organizations (cont...)

19. Community Youth Network – Bay of Islands

Phone: 709-639-1720
communityyouth.ymca@hotmail.com

20. Community Youth Network – Bay St. George Area

Phone: 709-642-5515
P. O. Box 15, Site 3, RR#2
Port au Port, NL A0N 1T0

21. Community Youth Network – Bonavista

Phone: 709-468-2200
Fax: 709-468-2270
P. O. Box 1638, 24-28
Church Street Bonavista, NL
A0C 1B0
baynet@eastlink.ca

22. Community Youth Network – Botwood

Phone: 709-257-3191
c/o Botwood Boys and Girls Club
P. O. Box 1049, Military Road
Bottwood, NL A0H 1E0

23. Community Youth Network – Burgeo and Area

Phone: 709-886-1555
P. O. Box 759
Burgeo, NL AN 1T0

24. Community Youth Network – Cartwright

Phone: 709-938-7566
P. O. Box 219
Cartwright, NL A0P 4V0

25. Community Youth Network – Clarenville

Phone: 709-466-7711
8E Thompson Place
Clarenville, NL, A5A 1Y9
youthtube@bellalliant.com

26. Community Youth Network – Corner Brook

Phone: 709-639-1720
c/o Humber Community YMCA
P. O. Box 836
Corner Brook, NL A2H 4B5
communityyouth.ymca@hotmail.com

27. Community Youth Network – Dunville

Phone: 709-227-2050
P. O. Box 249
1 Frecker Pl.
Dunville, NL A0B
p4youthcentre@yahoo.com

28. Community Youth Network – Flower's Cove

Phone: 709-456-2444
P. O. Box 228
Flower's Cove, NL A0K 2N0

29. Community Youth Network – Gander

Phone: 709-256-7803
c/o Gander Boys and Girls Club
P. O. Box 124
155 Airport Blvd.
Gander, NL A1V 1W5

30. Community Youth Network – Grand Bank

Phone: 709-832-2692
P. O. Box 1019
Grand Bank, NL A0E 2V0
mainstiyouthcentre@nf.aibn.com

31. Community Youth Network – Grand Falls-Windsor

Phone: 709-489-7601
Fax: 709-489-7622
P. O. Box 11
34 Bond Street
Grand-Falls Windsor, NL A2B 1J4
y2c@live.ca

32. Community Youth Network – Happy Valley Goose Bay

Phone: 709-896-7100
P. O. Box 2143, Stn. B
Happy Valley Goose Bay, NL A0P 1E0

33. Community Youth Network – Harbour Breton

Phone: 709-885-3040
P. O. Box 358
Harbour Breton, NL A0H 1P0 Box 237
hbcyn@nf.aibn.com

34. Community Youth Network – Harbour Grace

Phone: 709-596-2400
Fax: 709-596-2478
Splash Centre
P. O. Box 659
50 Lady Lake Road
Harbour Grace, NL A0A 2M0

35. Community Youth Network – Hopedale

Phone: 709-933-3489
P. O. Box 189
Hopedale, NL A0P 1G0

36. Community Youth Network – Isles of Notre Dame

Phone: 709-629-3220
Fax: 709-629-3223
P. O. Box 40
1 Main Street
Summerfod, NL A0G 4E0 tnwi.cyn@gmail.com

Appendix B: Community Group Contacts

Youth Associations and Organizations (cont...)

37. Community Youth Network – L'anse au Loup

Phone: 709-927-5335
P. O. Box 256
L'anse au Loup, NL A0K 3L0

38. Community Youth Network – Labrador Regional Office

Phone: 709-897-3129
Fax: 709-896-4900
P. O. Box 7000, Stn. C
Goose Bay, NL A0P 1C

39. Community Youth Network – Nain

Phone: 709-922-2240
P. O. Box 400
A0P 1G0

40. Community Youth Network – Plum Point

Phone: 709-247-2005
P. O. Box 120
1 Main Street
Plum Point, NL A0K 4A0
cynplumpoint@gmail.com

41. Community Youth Network – Port Aux Basques and Area

Phone: 709-695-3688
P. O. Box 626
25 Grand Bay Road
Port Aux Basques, NL A0M 1C0
rechousecyn@gmail.com

42. Community Youth Network – Port Hope Simpson

Phone: 709-960-0439
General Delivery
Port Hope Simpson, NL A0K

43. Community Youth Network – Red Bay

Phone: 709-920-2141

44. Community Youth Network – Sheshatshiu

Phone: 709-497-8880
P. O. Box 160
Sheshatshiu, NL A0P 1M0

45. Community Youth Network – Southern Avalon

Phone: 709-728-1032
c/o Town of Cape Broyle
P. O. Box 69
Cape Broyle, NL A0A 1P0

46. Community Youth Network – Southern Labrador/Strait of Belle Isle

Phone: 709-927-5151
Fax: 709-927-5150
P. O. Box 256
L'anse au Loup, NL A0K 3L0
grcyn@nf.aibn.com

47. Community Youth Network – Southwestern

Phone: 709-643-2666
P. O. Box 5600
31 Gallant St.
Stephenville, NL A2N 3P5

48. Community Youth Network – Springdale

Phone: 709-673-3755
P. O. Box 537
Springdale, NL A0J 1T0 icecap@nf.aibn.com

49. Community Youth Network – St. Alban's

Phone: 709-538-3114
Fax: 709-538-3131
P. O. Box 347
St. Alban's, NL A0H 2E0
bdecyn@nf.aibn

50. Community Youth Network – St. Anthony

Phone: 709-454-2582
c/o St. Anthony's Boys and Girls Club
P. O. Box 816
St. Anthony, NL A0K 1S0
communityyouthnetwork@gmail.com

51. Community Youth Network – St. John's

Phone: 709-754-0536
Fax: 709-754-0824
P. O. Box 26067
12-16 Carter's Hill
St. John's, NL A1E 0A5

52. Community Youth Network – St. Lawrence

Phone: 709-873-3434
P. O. Box 338
St. Lawrence, NL A0E 2V0
cynstlawrence@nf.aibn.com

53. Community Youth Network – West St. Modeste

Phone: 709-927-5444
General Delivery
West St. Modeste, NL A0K 5S0

54. Conservation Corps of Newfoundland and Labrador

Phone: 709-729-7265
Fax: 709-729-7270
10 Austin Street, Suite 103
St. John's, NL A1B 4C2
contactus@ccnl.ca
www.ccnl.ca

Appendix B: Community Group Contacts

Youth Associations and Organizations (cont...)

55. Discovery Centre

Phone: 709-726-3500
Toll Free: 1-877-446-4226
info@discoverycentre.nf.ca
www.discoverycentre.nf.ca

56. Duke of Edinburgh's Award

Phone: 709-753-0423
nl@dukeofed.org
www.dukeofed.org

57. Family and Child Care Connections

Phone: 709-754-7090
Fax: 709-754-7091
50 Pippy Place, Unit 22
P. O. Box 13574
St. John's NL
www.childcareconnections.com

58. For the Love of Learning

Phone: 709-722-8848
FTLOL, Inc.
P. O. Box 7231
Station C
St. John's, NL A1E 3Y4
www.ftlol.org

59. Froude Avenue Community Centre

Phone: 709-579-0763
89 Froude Av.
St. John's, NL A1E 3B8
www.froude.ca

60. Gathering Place

Phone: 709-753-3234
The Gathering Place Inc.
172 Military Road
P. O. Box 1761
St. John's, NL A1C 5P5
gatheringplace@nf.aibn.com
<http://www.sistersofmercynf.org/mercyinaction/default.cfm?loadref=56>

61. Girl Guides of Canada

Toll Free: 1-800-565-8111
Toronto, ON, Canada M4S 1A3
www.girlguides.ca

62. Government of Canada – Human Resources and Skills Development Canada

www.hrsdc.gc.ca

63. Government of Newfoundland and Labrador – Child, Youth and Family Services

Phone: 709-729-0760
Department of Child, Youth and Family Services
P.O. Box 8700
St. John's, NL A1B 4J6
www.gov.nl.ca/cyfs/index.html

64. Government of Newfoundland and Labrador - Department of Education

Phone: 709-729-5097
Department of Education
P.O. Box 8700
St. John's, NL A1B 4J6
education@gov.nl.ca
www.ed.gov.nl.ca/edu/

65. Government of Newfoundland and Labrador – Office of Youth Engagement

Phone: 709-729-1167
Department of Advanced Education and Skills
3rd Floor Confederation Building, West Block
St. John's, NL A1B 4J6
youth@gov.nl.ca
<http://www.youth.gov.nl.ca/office-of-youth-engagement.html>

66. Job Finding Club

Phone: 709-579-0144
44 Torbay Rd.
St. John's, NL A1A 2G4

67. Junior Achievement Newfoundland and Labrador

Phone: 709-753-9533
Fax: 709-753-2612
3rd Floor, Delgado Building,
171 Water Street
P. O. Box 7468
St. John's, NL A1E 4V8
info@janl.org
newfoundland-and-labrador.jacan.org

68. Keyin College

Toll Free: 1-800-563-8989
303 Thorburn Road
St. John's, NL A1B 4G3 www.keyin.com

69. Literacy Newfoundland and Labrador

Phone: 709-738-7323
Toll Free: 1-800-563-1111
Fax: 709-738-7353
Suite 205, 2nd Floor, Fall River Plaza
272-276 Torbay Road
St. John's, NL A1A 4E1
info@literacynl.com
www.literacynl.com

70. Longside Community Centre

Phone: 709-722-4338
Fax: 709-722-4868
41 Shaw St
St. John's, NL A1E 2W8

71. MacMorran Community Centre

Phone: 709-722-1168
Fax: 709-722-1885
10 Brother McSheffrey Lane
St. John's, NL A1B 5B2
macmorran.ca

72. Murphy Centre

Phone: 709-579-6606
Fax: 709-579-2655
1 Prince Phillip Drive
St. John's, NL A1A 5B2
www.murphycentre.ca

Appendix B: Community Group Contacts

Youth Associations and Organizations (cont...)

73. Naomi Centre

Phone: 709-579-8641
Fax: 709-579-7096
4 Patrick Street
St. John's, NL

74. New Beginnings

Phone: 709-579-1181
Fax: 709-579-7855
53 Bond Street
St. John's, NL A1C 1S9
<http://www.stellaburry.ca/real-work/employment/new-beginnings/>

75. Newfoundland and Labrador Youth Centre

Phone: 709-753-2471
Fax: 709-759-2611
P. O. Box 40
Whitebourne, NL
<http://www.thrivecyn.ca/main.php?sid=84>

76. Northeast Avalon Regional Economic Development

Phone: 709-753-5554
Fax: 709-772-6090
1st Floor, Parsons Building
90 O'Leary Avenue
St. John's, NL A1B 2C7
www.northeastavalonredb.ca

77. Oxford Learning

Phone: 709-747-1999
Fax: 709-747-2030
74 Old Placentia, Glenhill Plaza
Mount Pearl, NL A1N 5H5
mountpearl@oxfordlearning.com
www.oxfordlearning.com

78. Passport to Safety

64 Charles St E, Ste 201
Toronto, ON M4Y 1T1
info@passporttosafety.com
www.psssporttosafety.com

79. Pottle Centre

pottlecentre@nf.aibn.com
www.thrivecyn.ca/main.php?sid=261

80. Read to Ride Literacy Program

Phone: 709-576-2453
101 Longs Hill
St. John's, NL A1C 1V4

81. Recreation Experiences and Leadership (R.E.A.L.) Program

Phone: 709-576-4556 / 8684 / 2574
Fax: 709-576-2308
City of St. John's Department of Recreation
P.O. Box 908
St. John's, NL A1C 5M2
real@stjohns.ca
www.stjohns.ca/cityservices/recreation/real/index.jsp

82. Recreation Newfoundland and Labrador

Phone: 709-729-3892
Fax: 709-729-3892
P. O. Box 8700
St. John's, NL A1B 4J6
info@recreationnl.com
www.recreationnl.com

83. Saint Vincent de Paul Society – St. Teresa's Conference

Phone: 709-579-7201
Fax: 709-579-7375
120 Mundy Road
St. John's, NL A1E 1V1
Phone: 709-747-3320
Fax: 709-579-7375
110 Ashford Drive
Mt. Pearl, NL A1N 3W9
www.thrivecyn.ca/main.php?sid=226

84. Salvation Army – Newfoundland and Labrador Division

Phone: 709-579-2022
Fax: 709-579-7034
21 Adams Ave.
St. John's, NL A1C 4Z1
www.salvationarmy.ca/newfoundland/

85. Scouts Canada

Phone: 709-722-0931
15 Terra Nova Rd.
St. John's NL A1B 1E7
www.scouts.ca

86. Shalom Inc.

Phone: 709-579-2208
Fax: 709-739-0731
Suite 411, Unit 50 Hamlyn Road Plaza
St. John's, NL A1E 5X7
shalom@roadrunner.nf.net
www.thrivecyn.ca/main.php?sid=67

87. Skills Canada – Newfoundland and Labrador

Phone: 709-739-4172
Fax: 709-739-4198
75 Barbour Drive (2nd Floor – Town Square)
Mount Pearl, NL A1N 2X3
www.skillscanada-nfld.com

88. Students in Free Enterprise (SIFE) Memorial

Phone: 709-864-4780
Faculty of Business Administration
Memeorial University of Newfoundland St.
John's, NL A1B 3X5
info@sifememorial.ca
www.sifememorial.ca

89. Supportive Community Integration Project

Phone: 709-738-7817
Fax: 709-738-1030
83 Cochrane Street
St. John's, NL A1C 3L7
www.thrivecyn.ca/main.php?sid=93

90. Teachers on Wheels

Phone: 709-738-3975
Fax: 709-754-4418
50 Pippy Place, Unit 1B
P. O. Box 8455, Station A
St. John's, NL A1B 3N9
teachersonwheels@nf.aibn.com
www.nald.ca/tow/

Appendix B: Community Group Contacts

Youth Associations and Organizations (cont...)

91. Try the Trades

info@trythetrades.ca
www.trythetrades.ca

97. Youth.gc.ca

Toll Free: 1-800-935-5555
TTY: 1-800-926-9105
Fax: 1-819-997-1820
140 Promenade du Portage,
Phase IV, 4D392 Mail Drop 403 Gatineau,
QC K1A 0J9 www.youth.gc.ca

92. Virginia Park Community Centre

Phone: 709-579-4534 / 709-579-0257
Fax: 709-579-4539
51 Harding Rd.
St. John's, NL
www.virginiapark.ca

93. Waypoints

Phone: 709-368-6390
Fax: 709-368-6121
145 LeMarchant Road
P. O. Box 632
St. John's, NL A1C 5K8 www.waypointsnl.ca

94. Workplace, Health and Safety Compensation Commission

Phone: 709-778-1000
Toll Free: 1-800-563-9000
Fax: 709-738-1714
146-148 Forrest Rd.
P.O. Box 9000
St. John's, NL A1A 3B8
general.inquiries@whscc.nl.ca
www.whscc.nf.ca

95. YMCA/YWCA

P. O. Box 21291
St. John's, NL A1A 5G6
www.ynortheastavalon.com

96. Youth Ventures

Phone: 709-745-4406
Toll Free: 1-800-833-1829
Fax: 709-745-4414
1147 Topsail Rd., Suite 4
Mount Pearl, NL A1N 5G2
provincial@youthventuresnl.com
www.youthventuresnl.com

Appendix B: Community Group Contacts

Aboriginal Group Community Contacts

1. Federation of Newfoundland Indians

Phone: 709-634-0996
Toll Free: 1-800-563-2549
Fax: 709-639-3997
P. O. Box 956
Corner Brook, NL A2H 6J3
www.fni.nf.ca/

2. Government of Newfoundland and Labrador - Labrador Affairs Office

Labrador Affairs
21 Bloomfield Street
P. O. Box 3014
Happy Valley-Goose Bay, NL A0P 1E0
laa@gov.nl.ca
www.laa.gov.nl.ca/laa/

3. Innu Nation

Phone: 709-497-8398
Fax: 709-497-8396
P.O. Box 119
Sheshatshiu, NL B3J 2Y3
www.innu.ca

4. Labrador Friendship Centre

Phone: 709-896-8302
Fax: 709-896-8731
49 Grenfell Street
P. O. Box 767, Station B
HappyValley-Goose Bay, NL A0P 1E0
www.lfchvgb.ca

5. Miawpukek First Nation

Phone: 709-882-8470
Toll Free: 1-866-882-8470
Fax: 709-882-2292
Miawpukek Mi'kamaway Mawi'omi
P. O. Box 10
Conne River, NL A0H 1J0
www.mfngov.ca

6. Mushuau Innu First Nation

Phone: 709-478-8827
Fax: 709-478-8833
P. O. Box 190
Natuashish, NL A0P 1A0
www.aadnc-aandc.gc.ca/eng/1100100017166

7. Nunatsiavut Government

Phone: 709-922-2942
Fax: 709-922-2931
25 Ikajuktauvik Road
P. O. Box 70
Nain, NL A0P 1L0
www.nunatsiavut.com

8. Nunatukavut (aka – Labrador Métis Nation)

Phone: 709-896-0592
Toll Free: 1-877-896-0592
Fax: 709-896-0594
370 Hamilton River Road
P. O. Box 460, Stn. C
Happy Valler-Goose Bay, NL A0P 1C0
admin@nunatukavut.ca
www.nunatukavut.ca

9. Sheshatshui Innu First Nation

Phone: 709-497-8714
Fax: 709-497-8502
P. O. Box 160
Noth West River, NL A0P 1M0
www.aadnc-aandc.gc.ca/eng/1100100017163

10. St. John's Native Friendship Centre

Phone: 709-726-5902
Shelter: 709-726-5970
Fax: 709-726-3557
St. John's Native Friendship Centre
716 Water Street
St. John's, NL A1E 1C1
general@sjnfc.com
www.sjnfc.com

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