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## III. TOOLS

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1. Planning Inclusive Events
2. Responding to Opposition
3. Sample Terms of Reference
4. Community Demographic Assessment
5. Guidelines for Encouraging Diverse Community Involvement
6. Key Representative Interviews
7. Conducting Focus Groups
8. Organizational Self-Assessment Tool
9. Roles and Responsibilities of Stakeholders
10. Evaluating Your Success

## Tool #1: Tips For Planning Inclusive Events

❶ *For more information, refer to “Barriers to Equitable Access” under Issues and Challenges in Section I.*

There are several actions that you can take to create a welcoming organization and reduce barriers to participation. Among them is taking steps toward planning more inclusive meetings or events. Below is a list of things to consider when planning a community event. Recognize that not everything listed here will apply to every meeting or event that your organization holds. Your planning team will have to determine which aspects are relevant for which events, at which times and for which people. If you don't know what the needs are for an individual or group, be sure to ask.

### ***Planning and Design***

**Advanced planning can help to ensure the accommodation of all people in your community.**

Even when you don't know in advance whether any of the people attending your event may need special accommodations, you should make arrangements so that the event is as accessible as possible to better enable everyone to participate. Plan your event with a diverse group of people who can provide feedback and help with the design. Consider what you know about those

likely to attend, anticipate potential problems and attempt to address them ahead of time.

**Include a mix of activities that encourage participation from a wide variety of participants.**

Ensure that the format of your event is structured to engage and support participants with diverse needs and from varied backgrounds. Provide frequent opportunity throughout the event for physical movement to avoid prolonged sitting (this is important to everyone, but essential to some). Even break times must allow for the needs of individuals to be addressed. For instance, those with physical disabilities may require extra time and assistance in order to use the washroom or other facilities.

**Remember that diversity exists *within* groups as well as *between* them.**

It is important to realize that not all individuals belonging to a particular group have the same interests or needs. Moreover, these needs may vary from situation to situation. Do not assume that because you have met the needs of one person in a group that you have met the needs of everyone within that group. Treat each person as

an individual and whenever possible ask them what their particular wants or needs are.

**Create a budget that enables you to address a variety of needs.**

By ensuring that you have considered the financial costs involved in hosting your event, you reduce the risk of trying to accommodate people at the last minute and increase your likelihood of success. Determine what you anticipate the financial costs will be for the following provisions:

- promotion of the event through various forms (print, audio, user-friendly website);
- presentation materials available and accessible in a variety of formats during and/or after the event (print, Braille, audio/video, translation/interpretation, cassette, CD-ROM);
- provision of child care and/or subsidies for child care;
- transportation subsidies and/or cost of providing transportation;
- subsidies for registration or accommodation costs;
- food and refreshments.

Keep in mind that in certain cases some of these provisions may be essential to ensure people's attendance (for instance, parents, low-income earners, pensioners, people with disabilities).

## *Location*

### **Physical Access:**

**Make sure the location is not a barrier to participation.**

Choose your event or meeting locations carefully. Make sure that the space in which you meet is physically accessible, not difficult to locate and not intimidating to some people; for example, ensure it is within walking distance and/or on public transportation routes. Recognize that the location may require you to assist with transportation expenses by providing transit tickets and/or arranging for car-pooling and accessible pick-up and drop-off.

**Visit the site and conduct a “walkthrough”.**

Ensure that there is safe, accessible and community-friendly entry to the building, meeting/eating rooms and washrooms. Do not assume that because a building claims to be accessible that it is. For instance, check that the accessibility ramp is wide enough for any wheelchair, has a non-slip surface, is well lit and has handrails. It is also ideal if it has a gradient that is 1:12 or greater (1:2 is ideal; this means for every 2 cm of distance there is a 1 cm increase in height).

**Here are some things you may want to check during your visit:**

- There is adequate lighting (especially if you are meeting at night).
- The wheelchair accessible parking/ drop-off is close to the front entrance.
- Elevators have low buttons, braille markings and are wheelchair accessible.
- Washrooms have:
  - ❖ a wide door and low, easy to open handle;
  - ❖ sinks and accessories that can be reached by a child;
  - ❖ at least one stall that is adapted for a wheelchair and has a grab bar.
- There is a designated quiet area for reflection, meditation and/or multi-faith prayer.
- Public telephones have a coin slot less than 1.23m above floor level and a volume control.
- There are designated places where persons using guide dogs can allow the animals to rest and relieve themselves, and drinking water is available for the dogs.
- Space is provided to meet any child care needs.
- You will be able to meet any technical requirements for audio/visual or other physical aids.

**Layout:**

Make sure the meeting room is large enough for wheelchair users and that it does not have any steep slopes. Someone using a wheelchair or stroller should have easy access and mobility between tables, chairs and displays. Ensure that the seating is arranged so that participants with visual or hearing impairments are facing the front of the room and are close to the presenters/ speakers.

***Communications and Signage:***

**Ensure all signage is easy to read and understand.**

Signs with plain language, large characters and contrasting colours are easier to read. This is especially important for those who have a first language other than English, for people who are visually impaired and for people with lower levels of literacy.

### **Provide information and services in accessible and alternative formats.**

Every member of your community should be able to understand the information you make available to the public. Make sure that all event materials are written in clear and plain language. Presentations can be made available in a variety of formats — such as print, Braille, audio and sign language — to accommodate people with disabilities. Ensure speakers are aware of suggested content and formats for presentation materials ahead of time. Arrange for captioning to be provided on any films/videos shown. If necessary, also arrange for translation into other languages.

### **Express in all advertising materials that attempts have been made to be inclusive.**

For example, if the location is wheelchair accessible, be sure to point that out. If you refer people to a website, make sure that it is user friendly and accessible to a broad audience; for instance, that the fonts and colours used are large and contrasted enough to make them easy to read for people with visual disabilities.

If your event invitation has a registration form, be sure it includes requests to identify the following requirements:

- access needs (physical accessibility, materials to be provided in alternate formats, assistive devices, attendant requirements, etc.)
- dietary restrictions (based on health, cultural, religious or other reasons)
- child care needs
- financial assistance (subsidy for attendance, transportation, etc.)
- other forms of assistance (for example, attendant care)

It is important that you do not place people who have special needs in a position that makes it difficult or uncomfortable for them to request accommodation.

Given some people have chemical sensitivities, you can also request ahead of time that participants refrain from wearing perfume, cologne and other fragrances, and that they use unscented personal care products (e.g., shampoo, hand cream) in order to provide a fragrance-free environment.

### *Timing*

#### **Schedule meetings at a time that accommodates the lives of your invitees/participants.**

Recognize that not everyone operates on a nine-to-five, Monday-to-Friday schedule, and set meeting times accordingly. Daytime meetings may work best for seniors or parents/guardians who are at home with their children during the day. However, those with busy school and/or work lives may not be able to attend at these times.

Conduct outreach during the weekdays, weekends and evenings to ensure that you reach the appropriate and greatest number of people. Schedule events so that you observe social, cultural and religious events and activities. For instance, a multi-faith calendar is available for purchase from the Ontario Multifaith Council via the Internet at <http://www.omc.ca> or by calling (416) 422-1490 or toll free at 1-888-837-0923. You can also visit the OMC website for a listing of monthly events: <http://www.omc.ca/events.shtml>.

**Provide ample time for people with special needs to make arrangements to attend.**

Make sure that enough time is provided before the event for booking transportation, childcare, attendants and/or interpreters for people who need them. In other words, do not expect those who require special arrangements to be able to attend a meeting on short notice. Also, adhere to event start and end times so that people can meet any transportation or other arrangements that have been previously scheduled.

***Content and Facilitation***

**Create an environment that is welcoming in both physical and social terms.**

Aside from ensuring that the physical space in which you meet is not intimidating, make sure that staff, board members and volunteers are

friendly and accommodating to all participants. Make sure that facilitators are easily identified, available to answer questions and can guide participants to the correct locations, facilities and available resources. People with visual impairments will need to be familiarized with their surroundings.

Ensure that assistance is available for computer and other technological access such as assistive devices. Check that presenters have adhered to suggestions for presentation materials. Ask that they speak using plain language and avoid jargon or acronyms. Clarify that they need to keep presentations within scheduled time frames.

**Provide orientation about your organization.**

Ensure that participants understand what your organization does (its purpose and activities) and the roles of the board or advisory committee. Simply and clearly explain the history and mandate of the organization.

**Conduct meetings sensitively.**

Help overcome any possible power imbalances or feelings of intimidation by providing open and respectful leadership of meetings. People need to feel comfortable in order to participate. Make it clear that their active participation is welcomed and respected, and that they are not merely token representatives. Provide appropriate opportunities for discussion and dialogue.

For instance, don't single out individuals for comment. This may make them uncomfortable.

**Manage meeting agendas effectively so they are not too long or unnecessarily complex.**

Simplify decision-making processes whenever possible. Complex decision-making can present a challenge for inexperienced people, those with literacy constraints or those for whom English is not their first language. Also, parents with children, people with mental or physical disabilities, youth and seniors can sometimes become tired, overwhelmed or agitated about how long it takes to produce decisions and take action.

**Ensure that individuals are not isolated.**

Invite more than one member of a particular group to your event or to join the board or advisory committee. This enables them to provide mutual support. As the only member of a group, a person may feel that they are merely token representatives, being patronized or denied equitable status and may become frustrated and disaffected.

**Provide refreshments and snacks.**

Provide culturally appropriate beverages, snacks or light meals, especially if the meeting time

coincides with meal times. This goes a long way to ensure active participation from a variety of groups. Keep in mind that for some people this is viewed as a courtesy, while others consider it a necessity. It may be of particular importance for families with small children or youth, some ethno-racial groups and people of low incomes. For instance, youth typically need to eat more often and have larger appetites than adults do because they are growing and lead active lives.

**Ask for and give feedback at the end of the event.**

Facilitate a feedback session or provide anonymous evaluation forms to determine whether or not you adequately addressed people's needs, wants and expectations. Be prepared for varying levels of experience and feedback. Address those who may require assistance with filling out forms or who prefer to provide feedback in other ways.

Get feedback from all stakeholders about what their engagement has meant to them. Ensure that the contributions of all groups are generously acknowledged both publicly and privately. You may want to also check in with participants following the event.<sup>22</sup>

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<sup>22</sup> Adapted from (1) "Access Checklist" The DisAbled Women's Network Ontario (DAWN) website: [http://dawn.thot.net/accessible\\_meetings.html](http://dawn.thot.net/accessible_meetings.html) Accessed March 2004; (2) Involve Youth: A Guide to Involving Youth in Decision-making. "Introduction". City of Toronto website: <http://www.city.toronto.on.ca/involveyouth/index.htm> Accessed January 2004; and (3) Building Inclusive Communities Tip Tool: How to Ensure that Your Organization Includes Everyone. Rabia Khedr. Ethno Racial People with Disabilities Coalition of Ontario: Toronto, Ontario 2003.

## Tool #2: Responding To Opposition

❶ *For more information, refer to “Step 2: Address Any Initial Opposition” and “Step 14: Continue to Deal with Opposition” under Steps to Inclusivity in Section II.*

Whether you are talking about your diversity initiative with members of your board, staff, volunteers or the broader community, questions around the purpose of initiating such an endeavour will likely arise. If not addressed effectively, these questions or concerns could be a catalyst for resistance and undermine your initiative. Proper communication throughout the process can address and help to avert opposition before it arises.

Below are a couple of common questions about diverse and inclusive organizational change, and possible responses to these concerns:

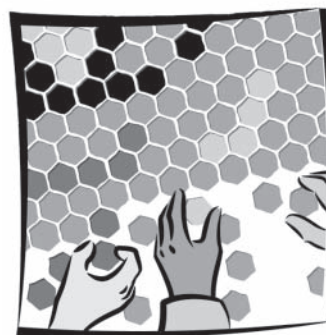
❖ **Why are we doing this?**

Start by explaining the current demographics in your community, as well as any corresponding shifts in your organization, followed by additional information about projected changes in the population. You may wish to follow with a discussion of how those changes impact your organization and others associated with your organization.

❖ **What’s diversity got to do with our work?**

This question may require an explanation about the necessity of responding positively to increasing diversity. Point out that it will help ensure the organization’s long-term survival and the

pragmatic benefits to the individual and your community. For example, learning how to communicate across language barriers may help you to speak with employees who have limited English or may benefit staff who deal with a diverse membership, and can be useful in both preventing and resolving potential conflicts.





Although challenging, such questions provide the opportunity to set the tone, teach about diversity, and demonstrate the commitment to creating a truly inclusive and respectful organization. The following are guidelines that may help you to frame responses without creating greater discomfort with the topic:<sup>23</sup>

|   |   |
|---|---|
| <p><b>Inquire.</b></p> <p>Ask questions to understand, clarify or get more information. Dig deeper to find out what the person means and what reasoning is behind the comment or question. Make sure your inquiry is a real search for information and not an off-putting accusation. Here are some questions that may elicit enough information to help clarify the resistance:</p> <ul style="list-style-type: none"> <li>● “What makes you say that?”</li> <li>● “Is that a problem that you are faced with?”</li> <li>● “Can you tell me more about that?”</li> </ul> | <p><b>Educate.</b></p> <p>Once emotions have calmed, use this time as an opportunity to debunk myths, give facts and explain. Share your reading and knowledge about stereotypes, cultural differences and human rights.</p> <ul style="list-style-type: none"> <li>● “The term ‘gyped’ has its roots in a derogatory reference to people of Roma heritage who are sometimes referred to as Gypsies.”</li> <li>● “Many gays and lesbians prefer the term ‘sexual orientation’ over ‘sexual preference’ as it expresses the belief that one’s sexuality is not necessarily a matter of choice.”</li> </ul> <p>When you have been offended, you have a right to let the other person know the impact of their comment or action. Use non-blaming “I” statements when explaining your reactions.</p> <ul style="list-style-type: none"> <li>● “I feel diminished when I’m referred to as a gal or girl.”</li> <li>● “I’m uncomfortable when ‘us’ versus ‘them’ generalizations are made.”</li> </ul> |
| <p><b>Avoid polarization.</b></p> <p>Getting stuck in an “either/or” situation can be avoided by soliciting other options or points of view.</p> <ul style="list-style-type: none"> <li>● “What might be other reasons for this behaviour?”</li> <li>● “How might someone of a different background see this?”</li> </ul>   |   |

|  |   |
|--|---|
| <p><b>Show empathy.</b></p> <p>When powerful emotions are present, acknowledging and responding to the feelings expressed is an important first step in defusing the situation. Listen not just to the words, but to the underlying feelings. It is likely that during the change process you will be faced with frustrations similar to those faced by the individual with whom you are talking. Demonstrating understanding can help calm the upset individual so that further communication can take place.</p> <ul style="list-style-type: none"> <li>● “It <i>is</i> frustrating when you can’t understand someone.”</li> <li>● “It <i>is</i> difficult to help when you don’t know if you’re being understood.”</li> <li>● “That is irritating for <i>me</i>, too.”</li> <li>● “Dealing with situations like that <i>is</i> stressful.”</li> </ul> | <p><b>Avoid arguing and defending.</b></p> <p>Curb the impulse to debate, persuade, argue or defend your point of view. Doing so usually only strengthens the resistance and drives well-established opinions deeper. One of the most difficult situations of all to deal with may be a difference in values. Acknowledging that we can have differences of opinion yet still respect one another also demonstrates your ability to “walk the talk” of diversity and inclusion.</p> <p>Remember, you can turn opposition into a benefit when you use it as an opportunity for learning and then take what has been gained to create new credibility and commitment for your diversity initiative.</p> |
| <p><b>Use silence as a response.</b></p> <p>While it may at times be interpreted as tacit approval, there are times when silence is deafening and sends a powerful message of disapproval. For example, not laughing at a joke or not responding to a sarcastic remark may serve as all the comment that is needed.</p>  | <p><b>State your needs or expectations.</b></p> <p>If it is different behaviour that you desire, let people know what you do and do not want.</p> <ul style="list-style-type: none"> <li>● “Let’s focus on creating an approach that we can both agree on.”</li> <li>● “Jokes about other religions or cultural groups are not acceptable to me.”</li> </ul>  |

<sup>23</sup> Adapted from “*Responding to Opposition*”. *SHRM Online. Society for Human Resource Management*, <http://shrm.org/diversity>. Accessed February 2003.

## Tool #3: Sample Terms Of Reference

① *For more information, refer to “Step 6: Establish a Steering Committee” under Steps to Inclusivity in Section II.*

The following Terms of Reference developed by the Diversity Committee of the Ontario Healthy Communities Coalition may help you devise your own processes and language:

### Terms of Reference

#### Diversity Committee

#### Ontario Healthy Communities Coalition

**Date Revised:** June 20, 2003

**Chair:** Rotated by Committee Members

**Staff Support:** OHCC Diversity Coordinator

**Reporting Relationship:** The committee will report to the Executive Director. The committee will present an evaluation of the implementation of OHCC’s diversity policy and practices to the Board of Directors annually.

**Purpose:**

1. To ensure that OHCC is a welcoming environment for diverse groups
2. To ensure that OHCC is a true reflection of Ontario’s population
3. To develop and evaluate policies, procedures and action plans that will welcome diverse groups in Ontario to the Healthy Communities (HC) movement
4. To encourage HC members to become more inclusive of diverse groups in their communities
5. To share information, network and offer mutual support to provincial, national and international groups who are working around Healthy Communities and are interested in the areas of diversity and inclusion.

**Authority:** Unless otherwise stated by the Executive Director or the Board of Directors, the committee has no direct authority for the allocation of financial or human resources of the organization.

**Meeting Schedule:** The committee will meet at least six times per year, with meetings scheduled by the committee, or called by the staff support as needed. The agenda for each meeting will be set in collaboration with the designated Chair and staff support.

**Composition:** Included on the committee will be two or more staff members, Board Members (who sit on the committee in a volunteer capacity) and other community members who may come from the general membership of OHCC (50%). The committee will strive to reflect the diverse population of the Province of Ontario.

**Other Resources:** The committee may pursue additional human and financial resources to implement the projects of the committee as needed, in consultation with OHCC's Resource Development Coordinator and with the approval of the Executive Director.

**Specific Areas of Responsibility:**

1. To ensure that OHCC and the HC movement is a true reflection of Ontario's population, thereby bringing diverse perspectives of a healthy community
2. To review the barriers within OHCC that prevent diverse groups from participating
3. To broaden diverse participation within OHCC
4. To raise awareness of the issues affecting those who are marginalized (e.g., through the Community Animation Program)
5. To proactively recruit volunteers to this committee so that it may reflect the diverse population of the Province of Ontario

## Tool #4: Community Demographic Assessment

① For more information, refer to “Step 8: Create a Community Demographic Profile” under Steps to Inclusivity in Section II.

In order to ensure that your organization is representative of the community, you will need to know the characteristics of the community and some information about the people who live in it. By undertaking a community demographic assessment and summarizing the information you collect, you can develop a community demographic profile. If you repeat this process periodically, you will also be able to track changes over time, perhaps enabling your organization to respond to future changes more quickly.

The City of Calgary’s Policy and Planning Division has an excellent publication on community assessments. It contains background information on the need for community assessments, and describes various methods and provides easy-to-follow worksheets for planning and implementing a community assessment process, including demographic assessments. This document is available in PDF format at <http://www.calgary.ca> — click on City Hall, Business Units, Community Strategies, Publications, then scroll down until you find *A Handbook for Conducting a Community Assessment*.

### *Collecting Demographic Information*

For the purposes of identifying population characteristics, a demographic analysis of your community will likely be your first step. The content for analysis would generally include information about age, gender, language, visible minority status, education, and family income. You may also want to look at other statistics, such as rates of substance abuse, crime and morbidity and mortality rates, family status, housing conditions and access to services.

Community profiles are available for approximately 6,000 communities in Canada, along with comparative figures for Ontario, from Statistics Canada’s *Community Profiles* at <http://www12.statcan.ca/english/Profil01/PlaceSearchForm1.cfm>.

Statistics Canada also provides the *2001 Census Data*, accessible from the Internet at <http://www.statcan.ca/english/Pgdb/>. Some items are provided only for the national population, while others are arranged by province, economic region or census metropolitan regions. Other sets of statistics provided for free by

Statistics Canada are:

- A 2001 Aboriginal Population Profile  
<http://www12.statcan.ca/english/Profil01ab/PlaceSearchForm1.cfm>
- Participation and Activity Limitation Survey: A profile of disability in Canada  
<http://www.statcan.ca/Daily/English/021203/d021203a.htm>



Statistics Canada can also provide customized data sets to your specifications, for a fee.

Check with your local municipality, district health council, public health unit or social planning council, as they may have already developed a community demographic profile. The City of Toronto and the Toronto District Health Council both have community profiles posted on their websites as shown below:

City of Toronto, <http://www.toronto.ca/demographics/index.htm>

Toronto District Health Council,  
<http://www.tdhc.org/public/TORONTO%20PROFILE/torontoprofile.html>

The following template provides the information that may be supplied in a basic community demographic profile:

## Community Demographic Profile

| Population          | Your Community |      |          | Province |      |          |
|---------------------|----------------|------|----------|----------|------|----------|
|                     | 2001           | 1996 | % Change | 2001     | 1996 | % Change |
| Total – All persons |                |      |          |          |      |          |

| Age                                 | Your Community |        |       | Province |        |       |
|-------------------------------------|----------------|--------|-------|----------|--------|-------|
|                                     | Male           | Female | Total | Male     | Female | Total |
| Age 0–4                             |                |        |       |          |        |       |
| Age 5–14                            |                |        |       |          |        |       |
| Age 15–19                           |                |        |       |          |        |       |
| Age 20–24                           |                |        |       |          |        |       |
| Age 25–44                           |                |        |       |          |        |       |
| Age 45–54                           |                |        |       |          |        |       |
| Age 55–64                           |                |        |       |          |        |       |
| Age 65–74                           |                |        |       |          |        |       |
| Age 75–84                           |                |        |       |          |        |       |
| Age 85 and over                     |                |        |       |          |        |       |
| Median age of the population        |                |        |       |          |        |       |
| % of the population age 15 and over |                |        |       |          |        |       |

| Language | Your Community |        |       | Province |        |       |
|----------|----------------|--------|-------|----------|--------|-------|
|          | Male           | Female | Total | Male     | Female | Total |
| English  |                |        |       |          |        |       |
| French   |                |        |       |          |        |       |
| Other    |                |        |       |          |        |       |

| Visible Minorities | Your Community |        |       | Province |        |       |
|--------------------|----------------|--------|-------|----------|--------|-------|
|                    | Male           | Female | Total | Male     | Female | Total |
| Chinese            |                |        |       |          |        |       |
| South Asian        |                |        |       |          |        |       |
| Black              |                |        |       |          |        |       |

|                 |  |  |  |  |  |  |
|-----------------|--|--|--|--|--|--|
| Filipino        |  |  |  |  |  |  |
| Latin American  |  |  |  |  |  |  |
| Southeast Asian |  |  |  |  |  |  |
| Arab            |  |  |  |  |  |  |
| West Asian      |  |  |  |  |  |  |
| Korean          |  |  |  |  |  |  |
| Japanese        |  |  |  |  |  |  |
| Multiple        |  |  |  |  |  |  |
| Other           |  |  |  |  |  |  |

| Education                                   | Your Community |        |       | Province |        |       |
|---|----------------|--------|-------|----------|--------|-------|
| (% with)                                    | Male           | Female | Total | Male     | Female | Total |
| Less than high school graduation            |                |        |       |          |        |       |
| High school graduation and/or postsecondary |                |        |       |          |        |       |
| Trades certificate or diploma               |                |        |       |          |        |       |
| College certificate or diploma              |                |        |       |          |        |       |
| University certificate, diploma or degree   |                |        |       |          |        |       |

| Income                 | Your Community |        |       | Province |        |       |
|------------------------|----------------|--------|-------|----------|--------|-------|
|                        | Male           | Female | Total | Male     | Female | Total |
| Median total income    |                |        |       |          |        |       |
| % income from earnings |                |        |       |          |        |       |
| % income government    |                |        |       |          |        |       |



|                               |  |  |  |  |  |  |
|-------------------------------|--|--|--|--|--|--|
| % income government transfers |  |  |  |  |  |  |
| % income from other sources   |  |  |  |  |  |  |
| % low income                  |  |  |  |  |  |  |

| Family Status              | Your Community |        |       | Province |        |       |
|----------------------------|----------------|--------|-------|----------|--------|-------|
|                            | Male           | Female | Total | Male     | Female | Total |
| # families                 |                |        |       |          |        |       |
| Marital status             |                |        |       |          |        |       |
| # lone parent families     |                |        |       |          |        |       |
| Median total family income |                |        |       |          |        |       |

| Housing                      | Your Community |        |       | Province |        |       |
|------------------------------|----------------|--------|-------|----------|--------|-------|
|                              | Male           | Female | Total | Male     | Female | Total |
| # single family dwellings    |                |        |       |          |        |       |
| Amount paid in rent/mortgage |                |        |       |          |        |       |
| Average value of house       |                |        |       |          |        |       |

| Religion   | Your Community |        |       | Province |        |       |
|------------|----------------|--------|-------|----------|--------|-------|
|            | Male           | Female | Total | Male     | Female | Total |
| Catholic   |                |        |       |          |        |       |
| Protestant |                |        |       |          |        |       |
| Christian  |                |        |       |          |        |       |
| Orthodox   |                |        |       |          |        |       |
| Muslim     |                |        |       |          |        |       |
| Jewish     |                |        |       |          |        |       |
| Buddhist   |                |        |       |          |        |       |

## *The Analysis*

Once you have collected the information, it must be analyzed in order for it to be meaningful.

What conclusions can you draw from reviewing the data? Questions you might ask are, “What is the proportion of seniors to youth?” “What is the proportion of the population that is non-European in origin?” You may want to ask questions about population trends; for example, “Is the number of seniors increasing?” You will need to compare the data with previous years to find the answer.

In addition to the information listed above, Statistics Canada’s community profiles also include:

**Mobility:** One year ago and five years ago

**Immigration:** Canadian-born; foreign born; Aboriginal

**Earnings/income:** Number of persons with earnings; average earnings; number of people and average earnings of those who worked full time for the full year; number of people over 15 years of age with income; median total income; percentage of income that is earnings, government transfers or from other sources

**Workplace:** Language used; number of employed under 15 years; place of work (home, outside Canada); mode of transportation to work; unpaid work; rates of labour force partici-

pation; number of people involved in various industries and occupations

Other categories of information from Statistics Canada’s *2001 Census Data* that may be relevant to population diversity include:

### **Labour, employment and unemployment**

- Labour force, employed and unemployed
- Average weekly hours
- Employees, self-employed workers and unpaid family workers (class of worker)
- Employment by industry and occupation
- Place of work
- Mode of travel to work
- Earnings
- Organized labour
- Employment insurance

### **Health determinants (national data only)**

- High blood pressure
- Smokers, by sex
- People who quit smoking, by province

### **Resources and use (national data only)**

- Access to services
- Health expenditures, by type
- Employment, health care and social assistance, provinces and territories
- Personal expenditure on medical care and health services

### **Marital status, marriage and divorce**

- Marital status and sex
- Marriages and divorces

**Families**

- Number and average size
- Census families, by number of children at home
- Family structure

**Housing**

- Type of dwelling and population, by type of dwelling
- Population in private households, showing living arrangements
- Selected dwelling characteristics and household equipment
- Private households, by structural type of dwelling
- Value of dwelling
- Household size

**Household activities**

- Hours spent doing unpaid housework
- Hours spent providing unpaid care or assistance to seniors
- Hours spent looking after children
- Average time spent on these activities, by gender

**Financial**

- Average total and net income, by selected family types
- Average market income, by selected family types
- Government transfers and income tax
- Persons with low income
- Workers covered by a registered pension plan

- Average household expenditures
- Homeowner expenditures on repairs and renovations
- Composition of assets and debts
- Charitable donors

**Food**

- Per capita consumption of major food groups
- Average weekly food expenditure per household

**Internet**

- Households with at least one regular internet user, by location of access
- Internet use rates, by location of access and household type
- Internet use rates, by location of access and household income

**Leisure activities and sports**

- Most popular sports
- Sports involvement, by sex
- Canadians' reading habits
- Average hours per week of television viewing, by age and sex, by province
- Television viewing time, by origin, type of program and origin of station
- Percentage share of radio listening time, by format and audience category
- Performing arts attendance
- Participation in cultural activities, by sex

## Tool #5: Guidelines For Encouraging Diverse Community Involvement

❶ For more information, refer to “Step 9: Conduct a Survey of Your Community” under Steps to Inclusivity in Section II.

Organizations typically complain that they invited people from diverse groups to attend or participate in an event but no one came. The feeling is that an effort was made to no avail, and that all that could be done was done to encourage different groups to become involved.

However, there are often unseen barriers to encouraging diverse groups to become actively involved. Generally these barriers are not considered because not enough information or research was gathered about the invited individuals or groups. Therefore, the outreach that is conducted may not be *appropriate*. A discussion of some typical barriers follows.



### ***Barriers to Involvement when Doing Outreach***

#### **The Outreach Approach Is Not Targeted or Specific**

Often information and incentives are provided in a generic or mainstream manner, and little or no consideration is made of what is appropriate for a specific group or individual. Perhaps more one-on-one interaction is required rather than merely posting flyers around the community. It may be necessary to meet people where they feel comfortable: e.g., in their home, place of worship or community centre rather than in a mainstream institution. Ask them where they would prefer to meet. Try to use language that they can relate to and understand. Draw on their frames of reference to provide examples and connect with their values. For instance, referring to driving from one place to another does not resonate with someone who does not use or own a car.

### **The Expected Role and Benefits of Involvement Are Not Clearly Defined**

If the expected roles of the person or people that you are encouraging to participate are poorly developed or unclear, then they will be less likely to become involved. In order for someone to support your organization or project they must feel that there is a meaningful role for them to play and be made aware of the benefits of their participation. For instance, agencies and organizations that request partnerships with members of particular groups may not adequately relate the benefits that will result for both parties. Often, an organization views a partnership as a way of fulfilling their own needs (e.g., increasing membership) rather than as a means of developing mutually beneficial relationships (e.g., sharing resources and expertise). If mutual benefits and anticipated roles and responsibilities are not clearly defined, the intended partners will not see their role as positive and will likely not participate.

### **Too Little Time Is Spent on Creativity**

Overall, there is often too little time spent on developing outreach initiatives that are creative, innovative and different. By using your traditional approach to outreach, you may be lacking the necessary excitement that will make it successful. Communication varies from one culture to the next and the type of media, technology and other vehicles that are used to con-

vey a message each represent and carry with them a particular image of your organization.

Consider what is the most appropriate and effective medium for you to use in each instance. What works well for one group may not work well for another (e.g., people who have a hearing impairment may be most effectively reached using a visual means of communication, while another group may respond better to oral communication).

### **The People Conducting Outreach Consider It a Chore**

People can quickly determine if someone is sincere about the work that they are doing, or if they are “just going through the motions”. A lack of conviction, knowledge and compassion are easily identified and can make the difference between whether an individual or group will deem your event or project of interest or even relevant to them. Be enthusiastic and compelling, and show your commitment.

### **Not Enough Attention Is Paid to “Word of Mouth”**

A true sign of success is when an organization or program becomes so well known that outreach is not necessary. When people support and believe in an initiative they talk about it to others. In many cultures, whether the outreach is an ongoing program or a one-time meeting, word of mouth is the best form of communication and the highest form of recommendation.

When you tell people you know that you are attending an event, participating in a project or involved in an organization, and speak about it in a positive manner, it encourages others to also become involved. Your good experience becomes a testimonial for others to participate. The same holds true when members of a particular group talk about their positive experiences to other members within their group.<sup>24</sup>

### ***The Role of Effective Communication***

Effective communication can mean the difference between being understood and being misunderstood. When people have “different frames of reference and value systems, there is considerable potential for misunderstanding”.<sup>25</sup> What is considered appropriate for one person may be highly inappropriate for another (e.g., looking directly into a person’s eyes when asking a question). Observation is very helpful in determining what is acceptable or unacceptable for another person.

Do not judge or interpret what you think is being intended or conveyed — verify that what you understand is correct. You can ensure that the right message has been conveyed by paraphrasing and asking if you have understood

what the other person has said. People feel valued when they believe that they have been heard and understood. Also ensure that the listener has understood what you have said. The five main ingredients to effective communication are to listen, observe, ask permission, ask questions and alter your behaviour accordingly.

By paying attention to someone’s verbal and non-verbal cues, you will be able to assess their comfort level. You can also provide the other person with your own verbal and non-verbal cues to present an approachable manner (e.g., smile, encourage or thank them). These cues help people to feel more comfortable. Speak slowly and clearly; avoid slang, colloquial expressions and lengthy or complex words.

Always try to be aware of how you are feeling and reacting, and do your best to avoid stereotyping. Remember that you have a set of assumptions based on your own experiences and understandings, and try to remember that the other person may have different assumptions. Be open and honest while exercising respect for and acceptance of others. Speak only from your own perspective and value dignity, fairness, trust and co-operation.

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<sup>24</sup> Adapted from “Outreach and the African Canadian Community”. Written by Paul Kwasi Kafele. Jamaican Canadian Association: Toronto, Ontario. Date unknown.

<sup>25</sup> “Handbook on Cross-Cultural Counselling”. Multicultural Association of Nova Scotia: Halifax, Nova Scotia 1995

## ***Addressing Tension or Conflict***

While the above tips can be used to reduce the likelihood of conflict, there are times when tensions cannot be easily avoided. Conflict tends to arise from a lack of understanding, respect, knowledge and/or skills for interacting with people whom we consider to be “different” from ourselves.

When responding to conflict, accept that there is no such thing as an “over-reaction”.<sup>26</sup> If someone reacts in response to something you say or do, instead of viewing their behaviour as an over-reaction, realize that it is a clear signal that something has happened or is still going on that has made them respond the way that they have. It may or may not have anything to do with you; something that was said or done may have triggered a response to a previous situation. Ask the other person if you said or did something that offended them. If the answer is “yes”, apologize and ask them what they think should be done about it. Then work with them to find a solution that is fair and that you can both agree to.

Also, keep in mind that you don’t always have to agree with one another, but at least agree to disagree. Differences in approach and of opinion are part of what diversity is all about; it is what makes an organization healthy. By attempting to

remove barriers such as those mentioned above, your organization can increase the diversity of participants, enhance it’s profile and develop greater respect, acceptance and meaningful partnerships within the community.

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<sup>26</sup> *Cultural Competence Workshop for Service Providers in York Region*. Presented by Gloria Murrant and Douglas Stewart on April 28, 2003: Newmarket, Ontario 2003

## Tool #6: Key Representative Interviews

❶ *For more information, refer to “Step 9: Conduct a Survey of Your Community” under Steps to Inclusivity in Section II.*

One method of obtaining information about diverse populations in your community and their perceptions of your organization is to interview a number of key representatives.

Key representatives are individuals who have extensive knowledge about the community and/or experience in particular areas of the community; for example, someone who has knowledge of the needs of persons with disabilities, a specific ethno-racial group or seniors. The representative may also be a member of one or more of these groups.

When selecting your key representatives choose ones who represent various aspects of your community, such as:

- long-time residents
- an agency director
- a school principal
- a police officer
- individuals who are active in community affairs
- community centre staff
- community health practitioners
- local business owners
- representatives of religious or faith-based organizations.

Key representative interviews must include people who represent the characteristic diversity of the community such as income, age, race/ethnicity, political beliefs, physical ability, religious and cultural background.

To set up the interview, use what you think will be the most appropriate method for initially contacting that particular individual. You may want to send a letter of invitation to potential representatives politely requesting an interview. Clearly outline the purpose, proposed dates and times and approximate length of the interview. To make it as convenient as possible for the representative, offer to meet with them at their work or home location. Follow up the letter with a personal telephone call to confirm the date, time and place of the interview.

When interviewing, use open-ended questions that will provoke thought and reflection. Allow a fair amount of flexibility in how they address the question; in some cases you may be told that you are not asking the “right” questions. Let them tell you what they know and feel about their community, about the various ways that people can be excluded from community life



and how your organization can be a positive change agent within the community.

If they are willing, record the interview so that you don't have to write down everything they say; it will be a better interview if you are able to focus your attention completely on the interviewee. Inform them of exactly how you intend to use the information that you gather, and assure them of how confidentiality will be exercised and their privacy respected.

At the end of the interview thank the representative for their time and insight and, if appropriate, invite them to related future meetings or events, or inquire if they would like to receive an evaluation report about your initiative.

Within the next few days, send a letter thanking them again and repeating the offer of follow-up information or activities.

When all the interviews are completed and the information has been transcribed, examine it for similarities and differences. Did you find out anything you didn't know before? Are there any common themes? Are there helpful suggestions about how to implement your initiative? Write up a summary of your analysis for presentation to the Steering Committee.

The following are some questions you might want to ask in the interview:

- In what ways is the population of this community diverse?
- Are there some people who experience barriers to accessing services? If yes, please explain.
- What is your experience of our organization?
- Do you perceive barriers for people who might want to become involved in our organization?
- We are planning to undertake an organizational change process to make our organization more inclusive (briefly explain). Do you think these plans will help to achieve our objective of becoming more inclusive?
- How else could our organization become more welcoming to all community members?
- Do you have any advice or recommendations for us before we implement our plan?

## Tool #7: Conducting Focus Groups

❶ *For more information, refer to “Step 9: Conduct a Survey of Your Community” under Steps to Inclusivity in Section II.*

A focus group, or group interview, is helpful when dealing with complex ideas and issues. By bringing people together to share their views and insights on your organization’s diversity and inclusion initiative, the strengths and weaknesses of the initiative may become clearer.

### ***Why Use a Focus Group?***

Focus groups generate a different type of information than individual interviews. Focus groups are not appropriate for problem-solving. Participants are not expected to reach consensus in their opinions or recommendations. Rather, the organization can explore their responses to the proposal that is presented and have an opportunity to delve deeply into the reasons for their attitudes and opinions. Through group discussion and by working through some of the issues raised, the group will likely arrive at conclusions that are more accurate and comprehensive than their individual responses would have been.

There are some disadvantages to using focus groups. Sometimes “group think” emerges, which reflects our tendency toward conformity.

Also, if one person dominates the group, either by force of personality or by having a position of power, it can influence the outcome.

Facilitating a focus group well requires a fairly high level of skill, as the facilitator must:

- ensure that questions are asked in sequence;
- keep the group focussed on the questions;
- judge how much time to allow for responses and discussion;
- pay attention to the group process to make sure that everyone participates and no one person dominates.

### ***Inviting People to a Focus Group***

The question of whom to invite to your focus group should be based on the results of an assessment of the demographics of your community (for more information, see Tool #4: “Community Demographic Assessment”). You may decide to hold more than one focus group, depending on the nature of the information you wish to collect. For example, if there is a high degree of concern about ensuring accommodation for persons with disabilities, perhaps it would be helpful to hold a focus group made up

of people with disabilities and/or those who serve people with disabilities to consider that specific issue. Whether you hold one or several focus groups, you should make sure that the whole community is represented if it is to be considered a community consultation.

Before the meeting, send a letter of invitation to potential participants politely asking for their assistance and clearly outlining the purpose, date and time, length of meeting and your expectations. Follow up the letter with a personal telephone call to confirm attendance and clarify your request if necessary. Offer to provide financial assistance for transportation and child care costs, and ask if there are any other requirements in order for them to participate. If possible, providing a cash honorarium or gift demonstrates that you value their contribution.

### ***Location and Set-up***

When selecting a meeting location, there are several things that you should keep in mind. For example, is it comfortable and quiet, with adequate lighting and good ventilation? As with all venues you want to ensure that it is appropriate for the purpose of the meeting and the people that you are inviting (you can use Tool #1: “Tips for Planning Inclusive Events” to develop a detailed checklist).

Communication within a focus group is easier when everyone is seated in a circle. Tables are

optional, although many people feel more comfortable with a table, as it not only provides a writing surface should they wish to take notes, but it also offers a sense of separation from others. This may be useful if the topic is personal and participants are initially uncomfortable or are likely to become emotional.

Provide some refreshments — at least coffee and water, but some food would be appropriate if the meeting is anticipated to last for more than two hours or if it is occurring close to a meal time. Hungry people tend not to participate as well as those who are feeling more comfortable. (Also see Tool #1: “Tips for Planning Inclusive Events” for more information.)

### ***Content***

Focus groups can be structured, semi-structured or unstructured, depending on their purpose. However, a clear purpose for the focus group must be stated at the outset, and it is best to have prepared a list of questions, which will be asked in an orderly sequence.

The following is a suggested agenda for a focus group meeting being held as part of the organization’s preparation for a diversity and inclusion initiative.

### **1. Introductions**

- facilitator makes introductions and thanks participants for coming
- brief explanation of the reason for convening a focus group (e.g., we want to check with community members that we are on the right track with our plans)
- participants introduce themselves

### **2. Brief presentation of the diversity and inclusion plan, including:**

- rationale
- activities, outputs, expected outcomes
- who will be involved
- duration

### **3. Pose questions; for example:**

- Would you say that the population in this community is diverse?
- Using a scale of 1 to 5, with 1 being a low level of diversity and 5 being a high level of diversity, how diverse would you say this community is?
- In what ways is the population of this community diverse?
- Does this degree of diversity pose challenges for some people living in this community? In what ways?
- Does this degree of diversity make the community stronger? How?

- Are there some people that experience barriers to accessing services? If yes, please explain.
- How do people participate in community life?
- What are some of the things that prevent people from participating in community life?
- What barriers does our organization present for some people who might otherwise be interested in joining us?
- Do you think the plans we have developed will be helpful? You may want to break this question into several parts if there are several components to your initiative.
- How else could our organization become more welcoming to all community members?
- Do you have any advice or recommendations for us before we start working on our plan?

### **4. Thank participants for their time and contribution**

- Ask participants if they would like to be kept informed or get involved in your work.
- If possible, provide a cash honorarium or gift to show your appreciation.

## Tool #8: Organizational Self-Assessment Tool

❶ For more information, refer to “Step 10: Assess Your Organization” under Steps to Inclusivity in Section II.

Becoming a diverse, inclusive and equitable organization is an ongoing process. The following assessment tool was developed as a means of identifying the progress that the Ontario Healthy Communities Coalition (OHCC) has made in implementing their long-term strategy to attain organizational diversity, inclusion and equity.<sup>27</sup> The objective of this tool was to provide a *quantitative* assessment of the standards, principles, policies and procedures that guide the OHCC based on the perceptions of those involved in the organization.

Following a research and consultation phase, the OHCC Diversity Committee established visions and standards relating to diversity, inclusion and equity within the areas of governance, programs and services, human resources and evaluation. They also identified a number of measures for each of the standards. This tool will require adaptation for its use in different agencies and organizations.

For each of the measures, respondents are asked

to rate the capacity of the organization in that area. Individuals associated with the organization — including directors, staff, volunteers, members and representatives of funders and organizational partners — are to be given the opportunity to complete the assessment ratings. Since not all will have the appropriate knowledge or experience to answer every question, a “not applicable” rating is included in all of the questions. Respondents are also encouraged to add comments to explain their rating.

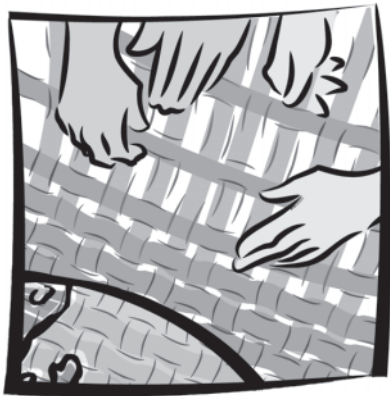
This particular assessment is most successfully applied during a facilitated group session, with the opportunity to seek clarification, receive pertinent information about current practices, and discuss items with others.

This Tool is also just one possible element of a larger process. For instance, the establishment of policy documents and formalized practices cannot substitute for a deeply embedded vision and set of guiding principles that lead to positive informal relationships, supportive working

<sup>27</sup> This Tool was developed based on the “JPPC Anti-Racism Organizational Change Self-Assessment Tool”. Joint Policy and Planning Committee, Ontario Hospitals Anti-Racism Task Force (an Ontario Ministry of Health and Ontario Hospital Association Partnership): Ontario May 1996

conditions and an atmosphere of acceptance and responsiveness. *Qualitative* methods of exploring the less tangible aspects of organizational life should supplement these quantitative findings, to provide a fully integrated and comprehensive organizational assessment.

Finally, this Tool is not presented as the best or the only way to conduct an organizational self-assessment. It is only *one* tool that can be used to analyze organizational capacity and progress in the areas of diversity, equity and inclusion.



## Organizational Inclusiveness - A Self Assessment Tool

Please rank the status of each of the following items on a scale of 0 to 3, according to the ratings shown below:

0 - *Not yet started*    1 - *Beginning phase*    2 - *Well under-way*    3 - *Fully Developed (including monitoring/review procedures)*    N/A - *Not Applicable / Don't know*

Where appropriate please add your comments to explain or illustrate your rating.

| A. Governance  | MEASURES | STATUS | COMMENTS |
|--|----------|--------|----------|
| <b>Policy</b>  |          |        |          |
| <b>Vision:</b> The organization's commitment to creating an environment free of barriers to inclusion is incorporated into the policies, guidelines and practices of the organization.                             |          |        |          |
| <b>Standard:</b>   |          |        |          |
| <b>1.1</b> The organization's commitment to inclusion is understood by all board members, management, staff, volunteers, members and organizational affiliates.  |          |        |          |
| 1. The Board has publicly stated their commitment to being an inclusive organization.  |          |        |          |
| 2. Opportunities for involvement in the development of organizational policies and strategies have been clearly defined for all members of the organization (board, staff, volunteers) and the community at large. |          |        |          |
| 3. Principles of diversity, equity and inclusion are contained in the organization's statement of values.  |          |        |          |
| 4. Appropriate resources (staffing, time, financial) are allocated to the development and review of policies relating to diversity, equity and inclusion.  |          |        |          |
| <b>Standard:1.2</b>  |          |        |          |
| <b>1.2</b> Principles of diversity, inclusion and equity are embedded in all organizational policies and practices.  |          |        |          |
| 1. The organization has addressed issues of diversity and inclusion in its strategic plan.   |          |        |          |
| 2. Anti-discrimination and workplace harassment policies are in place.   |          |        |          |
| 3. The organization has assessed its existing policies, guidelines and practices to determine if they contain any barriers to inclusion.   |          |        |          |

| MEASURES   | STATUS | COMMENTS |
|--|--------|----------|
| <b>Standard:</b>   |        |          |
| 1.3 Progress towards reducing barriers to inclusion is monitored and evaluated.  |        |          |
| <ol style="list-style-type: none"> <li>The Board has established a policy for monitoring and evaluating progress in eliminating barriers to inclusion.</li> <li>All members of the organization have opportunities for involvement in evaluating progress made in the areas of diversity, equity and inclusion.</li> </ol>   |        |          |
| <b>2. Leadership</b>   |        |          |
| <b>Vision:</b> The board and management provide informed leadership in the implementation of anti-discrimination and workplace harassment polices.   |        |          |
| <b>Standard</b>  |        |          |
| 2.1 Principles of diversity, inclusion and equity are embedded in all organizational policies and practices.   |        |          |
| <ol style="list-style-type: none"> <li>The Board has clearly outlined its expectations for management on the implementation of diversity, equity and inclusion policies.</li> <li>The Board has clearly outlined its expectations for management on the implementation of workplace discrimination / harassment policies.</li> <li>The Board has developed clear guidelines to follow if the policies are breached.</li> <li>An action plan to eliminate or reduce barriers to inclusion has been established, including steps to monitor and review the plan.</li> <li>Resources have been explicitly allocated to the effective implementation of diversity, inclusion, equity and workplace discrimination / harassment policies and programs.</li> </ol> |        |          |



| MEASURES   | STATUS | COMMENTS |
|--|--------|----------|
| <b>3. Participation and Decision-Making</b><br><b>Vision:</b> <i>The participation and decision-making processes are inclusive and reflect community needs and expectations.</i><br><b>Standard:</b>           |        |          |
| <b>3.1</b> Information about the organization, including its governance structure and opportunities to become involved are communicated effectively to members of diverse communities within the service area. |        |          |
| 1. The organization has developed a communications strategy to inform diverse populations of its activities and invite them to participate.  |        |          |
| 2. The organization has developed a comprehensive list of community and ethnic media.  |        |          |
| 3. The organization has developed a comprehensive list of community, regional and provincial groups and organizations that deal directly with diverse and / or marginalized populations.                       |        |          |
| 4. The organization has developed a comprehensive list of other points of access for reaching diverse communities (i.e. places of worship, community centres, social clubs etc.).                              |        |          |
| 5. The organization has compiled and updated provincial and regional profiles including demographics and social, economic, health and environmental issues.  |        |          |
| <b>Standard:</b>   |        |          |
| <b>3.2</b> Effective partnerships exist between this organization and other community organizations that reflect the diversity of the population.  |        |          |
| 1. The organization has developed effective and inclusive formal and informal working relationships with diverse community groups and organizations.   |        |          |
| 2. The organization has developed a two-way consultation mechanism with diverse communities.   |        |          |
| 3. Partnerships are actively sought with organizations representing diverse populations.   |        |          |
| 4. Partnership agreements include a process for conflict resolution.   |        |          |

| MEASURES  | STATUS | COMMENTS |
|---|--------|----------|
| <b>Standard:</b>  |        |          |
| <b>3.3</b> Members of diverse communities are equitably represented in the different decision-making levels of the organization (i.e., board, committees and management)  |        |          |
| 1. The organization has explored the possibility of systemic barriers in the recruitment, selection and retention processes for board, committees and senior management. (e.g., advertising outlets, criteria for selection, interview) |        |          |
| 2. The Board has explored the possibility of barriers existing in the way the board and committees function. (e.g., time and location of meetings, accessibility of building, availability of child / elder care, meeting style)        |        |          |
| 3. Orientation and training are provided to members as needed to increase their ability to participate effectively.   |        |          |
| 4. Time is set aside in meetings for each member to express their perspective and concerns.   |        |          |
| 5. Ground rules have been established for how group members relate to one another.  |        |          |
| 6. Terms of reference for committees include a process for conflict resolution.   |        |          |
| <b>Standard</b>   |        |          |
| <b>3.4</b> Effective procedures exist to handle complaints about incidences of discrimination.  |        |          |
| 1. The organization has written procedures for effectively handling complaints of discrimination by the organization from organizational partners, affiliates, volunteers and community groups.   |        |          |
| 2. The organization ensures that the board, management, staff, organizational affiliates, volunteers and community groups are aware of their right to access the complaints procedure to address any incidence of discrimination.       |        |          |

| <b>B. Programs and Services</b>   |               |                 |
|---|---------------|-----------------|
| <b>MEASURES</b>   | <b>STATUS</b> | <b>COMMENTS</b> |
| <b>1. Service Planning</b>  |               |                 |
| <i>Vision: Services are barrier-free and appropriate to the needs of diverse communities.</i>   |               |                 |
| <b>Standard:</b>  |               |                 |
| <b>1.1</b> Participation of diverse communities in identifying needs and planning programs and services is supported and encouraged.  |               |                 |
| 1. Key members of diverse communities have been invited to participate in the planning of the organization's programs and services.   |               |                 |
| 2. The organization has obtained information about the needs and interests of these diverse communities.  |               |                 |
| <b>2. Outreach</b>  |               |                 |
| <i>Vision: Diverse communities in the service area are aware of the organization's programs and services.</i>   |               |                 |
| <b>Standard:</b>  |               |                 |
| <b>2.1</b> Effective and appropriate communication strategies are used to increase awareness of programs and services with diverse communities in the service area.   |               |                 |
| 1. An outreach strategy has been developed and appropriate resources allocated to reach the various communities in an equitable manner.   |               |                 |
| 2. A communication strategy has been developed to provide information to various communities within the service area, including: <ul style="list-style-type: none"> <li>- Targeted media (TV, audio/radio, print)</li> <li>- Community newspapers</li> <li>- Key informants</li> <li>- Community leaders</li> </ul> |               |                 |
| 3. The organization has established two-way communication with diverse communities in its service area.   |               |                 |

| MEASURES   | STATUS  | COMMENTS |
|--|---|----------|
| <b>3. Service Delivery</b><br><b>Vision: Programs and services are responsive to the values, norms and needs of diverse communities.</b><br><b>Standard:</b>   |   |          |
| <b>3.1</b> Programs and services are adapted to take into account and accommodate the values, norms and issues of diverse communities.                         | 1. Programs and services are adapted to respond to expressed or identified needs and issues; for example,<br>- Meals/childcare/transportation provided<br>- Faith/spiritual practices respected<br>- Meeting times, locations and structures considered |          |
| <b>3.2</b> Appropriate linguistic resources are provided to reduce or eliminate language barriers.   |   |          |
| 1. The various linguistic groups have been identified within the organization's service area.  |   |          |
| 2. The organization has developed an action plan with members of diverse communities to eliminate language   |   |          |
| <b>4. Program Evaluation and Monitoring</b><br><b>Vision: The organization's programs and services meet the needs of diverse communities.</b>                  |   |          |
| <b>4.1</b> An evaluation plan is in place to monitor the accessibility, appropriateness and effectiveness of programs and services.                            |   |          |
| 1. Members of diverse communities have been consulted in the development of an evaluation plan.  |   |          |
| 2. An evaluation process has been established to monitor the accessibility, appropriateness and effectiveness of programs and services to diverse communities. |   |          |

| <b>B. Human Resources</b>  |               |                 |
|--|---------------|-----------------|
| <b>MEASURES</b>  | <b>STATUS</b> | <b>COMMENTS</b> |
| <b>1. Staff Recruitment / Retention / Promotion</b>  |               |                 |
| <i>Vision: All levels of staff and volunteers reflect the diversity found in the service area.</i>   |               |                 |
| <b>1.1</b> An evaluation plan is in place to monitor the accessibility, appropriateness and effectiveness of programs and services.  |               |                 |
| 1. The organization has explored possible barriers in the recruitment, hiring, promotion and retention of diverse staff, volunteers and partners.  |               |                 |
| 2. Paid and volunteer opportunities have been advertised in non- mainstream media. (i.e. target media, community   |               |                 |
| 3. The organization has consulted with members of diverse communities regarding the recruitment process.   |               |                 |
| 4. The organization has reviewed the interview process for biases (e.g., diversity among the interviewers, bias-free questions).   |               |                 |
| 5. Mentoring and conflict resolution systems have been put into place to ensure the retention of diverse staff, partners and volunteers.   |               |                 |
| <b>2. Board / Staff / Volunteer Training</b>   |               |                 |
| <i>Vision: All staff and volunteers are knowledgeable about how social, political, economic and cultural differences affect the ability of diverse groups to fully participate in their communities, and are skilled in working with diverse members of the community.</i> |               |                 |
| <b>2.1</b> All staff, board members and volunteers are given opportunities to participate in diversity, equity and inclusion knowledge and skill development programs.   |               |                 |
| 1. The knowledge and skills of the board, management, staff and volunteers have been assessed in the areas of diversity, equity and inclusion.   |               |                 |
| 2. The organization has developed a diversity, equity and inclusion education/training program, attended by all staff, board members and volunteers.   |               |                 |

| MEASURES  | STATUS | COMMENTS |
|---|--------|----------|
| <p>3. The organization has involved members of diverse communities in the planning, delivery and evaluation of the diversity, equity and inclusion education/training program.</p>            |        |          |
| <p>4. The organization keeps its resources current for staff, board and volunteers to update their knowledge and skills on appropriate service delivery to diverse communities.</p>           |        |          |
| <p><b>3. Performance Appraisals</b></p>   |        |          |
| <p><b>Vision: Improved staff, board and volunteer performance promotes an environment free of all forms of discrimination, workplace harassment and barriers to equity and inclusion.</b></p> |        |          |
| <p><b>3.1</b> Evaluation of management, staff and volunteers includes an assessment of their adherence to discrimination and workplace harassment prevention policies</p>                     |        |          |
| <p>1. The organization has developed clear guidelines for staff to provide services in an inclusive manner.</p>   |        |          |
| <p>2. Indicators of inclusive practice are included in the performance appraisal of staff.</p>  |        |          |
| <p>3. Consideration is given to volunteers' contributions to promoting diversity, equity and inclusion during volunteer appraisals.</p>   |        |          |
| <p>4. Indicators of diversity and inclusion are included in the performance appraisal of the board of directors' functioning.</p>   |        |          |

## Tool #9: Roles And Responsibilities Of Stakeholders

① For more information, refer to “Step 13: Implement the Plan” under Steps to Inclusivity in Section II.

All of the stakeholders in an organization have different but mutually supportive roles and responsibilities to play in the process of undergoing inclusive organizational change. Below are some guidelines that you can use to adapt roles and responsibilities that are appropriate to your organization.<sup>28</sup>

### ***Board of Directors***

The board’s role in the process is to provide leadership, accountability and resources. Specifically, board members should:

- initiate, endorse and support a statement that outlines the organization’s commitment to inclusivity;
- communicate this commitment and expectations for organizational change;
- ensure that the board as a body is reflective of the community it serves;
- endorse, support and participate in education, training and other skills development;
- ensure that adequate and appropriate resources are provided for implementation of organizational change;
- help to ensure a “safe” environment for

staff, clients, members and volunteers by discouraging, preventing and refraining from participating in discrimination;

- approve, endorse and support policies and procedures that are developed to guarantee inclusiveness;
- exercise any corrective actions that may be required should those policies and/or procedures be breached.

### ***Members, Clients and Volunteers***

Members, clients and volunteers also play an essential role in ensuring the success of inclusive organizational change. They must:

- abide by the principles, policies and procedures of the organization;
- treat staff and other clients, members and volunteers with respect and dignity;

<sup>28</sup> Adapted from “JPPC Anti-Racism Policy Guidelines”. Joint Policy and Planning Committee, Ontario Hospitals Anti-Racism Task Force (an Ontario Ministry of Health and Ontario Hospital Association Partnership): Ontario May 1996.

## *Management*

Management is responsible for ensuring that the inclusive Action Plan and board policies and procedures are carried out. Depending on the size of your organization, there may not be a management level. In that case, these roles and responsibilities will actually fall under a mixture of board and/or staff jurisdiction.

Management should:

- help communicate the organization's commitment to and expectations for inclusive organizational change;
- appoint a staff member to assume responsibility for coordinating inclusive initiatives;
- work in partnership with staff and the board to implement the organizational change Action Plan;
- ensure that adequate and appropriate resources are allocated to develop and implement inclusive organizational change;
- ensure that staff are provided with appropriate and ongoing education and training;
- provide opportunities, encouragement and resources for staff to fulfill their respective roles;
- endorse, support and participate in education, training and other skills development;
- establish mechanisms for reporting on organizational change activities;
- endorse and support policies and procedures that are developed and approved by the board;
- maintain a "safe" environment for staff, clients, members and volunteers by discouraging, preventing and refraining from participating in discrimination;
- ensure that staff, members, volunteers and/or affiliate organizations are aware of their rights and responsibilities in relation to inclusive policies and procedures;
- support or exercise any corrective actions that may be required should those policies and/or procedures be breached;
- ensure the continued development and provision of programs and services that are accessible and appropriate to the community;
- communicate, liaise and develop partnerships with relevant groups in the community;



- participate in the development of inclusive policies and procedures where appropriate;
- point out and report differential treatment and inaccessible and/or inappropriate services.

### ***Staff***

Staff members play a key role in ensuring the successful implementation of inclusive initiatives within an organization. Their roles and responsibilities include the following:

- help to maintain a safe environment for staff, clients, members and volunteers by discouraging, preventing and refraining from participating in discrimination;
- treat co-workers, clients and the public with respect and dignity;
- participate in education, training and other skills development initiatives;
- deliver programs and services in a manner that is inclusive and equitable;
- participate in the development and implementation of programs, policies and procedures;
- report unacceptable behaviour or incidents where policies and/or procedures have been breached and help to provide any necessary support related to addressing these incidents.

### ***Diversity Coordinator or Lead***

Depending on the size, capacity and resources available to your organization, you may or may not have a designated staff person or people to take the lead role(s) for the development, implementation and maintenance of your inclusive organizational change initiative and programming (e.g., a Diversity Coordinator). These tasks may be incorporated into the responsibilities of an existing staff or volunteer position, or they may be provided to someone in a new position. Either way, included in the role would be the following functions:

- research and help to draft a broad strategy and plan for inclusive organizational change;
- liaise with the board and/or management and staff to enlist their support, endorsement and participation in inclusive initiatives;
- communicate, consult and develop a two-way relationship with members, clients, volunteers and other relevant groups in the community around these initiatives;
- provide input into the review and revision of organizational policies and procedures.

## Tool #10: Evaluating Your Success

❶ *For more information, refer to “Step 17: Reflect on the Process” under Steps to Inclusivity in Section II.*

Some of the reasons a diversity initiative might not work well at first try are outlined below. If your organization’s initiative did not work as well as you had expected, assess whether it was affected by any of the following factors:

**Poor timing.** The initiative may have come at a time when your organization was preoccupied with more urgent priorities. A lack of funding, increased workload, a specific conflict or political changes might have been much more critical to deal with. During such periods, staff, the board and members are usually functioning just to survive as an organization, and diversity may not even be a blip on their radar screen.

**Outside intervention.** If it is perceived that external forces such as funding requirements, a politician’s decree or even a court order have prompted the initiative, then some people within your organization may be apt to resist. They may resent the initiative and feel that they are being forced to do it in order to meet objectives that they do not necessarily agree with, while other interests or needs are being ignored.

**Inappropriate approach.** The opposition may be due to the approach itself. Sometimes an initiative poses some people as perpetrators and others as victims, and when this happens, there is likely to be defensiveness among those who think they are being blamed. They will probably feel unjustly accused if this type of confrontational, “you’re the enemy” approach is used.

**Narrow definition of diversity.** If diversity is seen as the domain of only a few groups (for example, ethno-racial communities and women), everyone else may feel left out. A broader definition of diversity that covers aspects, such as educational level and parental status, helps to create an umbrella that is big enough to include everyone. In this framework, everyone’s issues have a valued place.

Once the reasons behind the opposition have been determined, you will be in a better position to move ahead. The following are strategies you might consider to rebuild credibility and generate support:

- **Work on known obstacles first:** Address the specific structural barriers that you discov-

ered in your needs analysis before exploring others areas where you might undertake change. For example, creating more flexible personnel policies or membership requirements can help to acknowledge the different needs and preferences of both current and potential staff and members. Creating opportunities for those who desire increased access to participation through the establishment of a mentoring program is another example. Responding to those concerns that have previously been expressed shows genuine organizational commitment.

- **Get input from those who have expressed opposition:** Put together a focus group to listen to the views and issues of those people or groups who found fault with the initiative or who reject the concept of “inclusion”. Find out their concerns and needs. See if there are any ways the organization can respond to their issues or deal with their frustrations. Once they feel their concerns have been addressed (even if the issues are not totally resolved), they’re likely to become more willing to explore the concept of inclusion.

- **Get broad support:** Create a diversity committee that is representative of a cross-section of people within the organization in order to get a range of views and attitudes. Include those who have been resistant or

skeptical. These people can become the most powerful allies if they buy in to the process. When they see the initiative in a new light, they can act as informal leaders and influence others who have been resistant. They can also give critical input when planning future initiatives.

- **Explore individual training and other formats:** If additional knowledge and skills are needed, find ways to provide them without relying on traditional training in a group setting. Perhaps one-on-one customized coaching would be more relevant to those who are resistant and would help them to deal with specific challenges and overcome obstacles.<sup>29</sup>



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<sup>29</sup> Tool adapted from “What If Your Diversity Initiative is Unsuccessful?” SHRM Online, Society for Human Resource Management: <http://www.shrm.org/diversity> Accessed February 2003.

