

# Organizational Change Tool Kit: Making Our Workplaces More Inclusive

*All individuals have an inherent right to participate fully in the society in which they live. Many people of diverse racial backgrounds do not currently enjoy that right. And yet, they shoulder their share of the responsibilities that come with living in Canada. If we are truly committed to fairness and equitable treatment we should not see organizational change as a frill but as a way of addressing the current inequities in our organizations and ultimately in our society.*

*United Way of Greater Toronto: Action, Access, Diversity:  
A guide to multicultural/anti-racist organizational change  
for social service agencies. Toronto: 1991*

**Hamilton's Centre for Civic Inclusion  
(HCCI)**

**December 1, 2007**

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## Introduction

In this Tool Kit, Hamilton's Centre for Civic Inclusion (HCCI) has gathered and adapted an array of resources and tools that organizations can use as they implement Institutional change.

Our goal is to provide up-to-date resources on capacity-building within organizations, including how to implement and evaluate change while developing inclusive workplaces and practices. A complete list is attached for further reference.

HCCI acts as a resource and provides guidance and training to organizations that want to assess and implement workplace-inclusion practices.

We encourage anyone who uses this Tool Kit to provide us with information about their own experiences, so that we can update it from time to time.

If you have any comments or suggestions, please contact us at [info@hcci.ca](mailto:info@hcci.ca).

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## Introduction



## Why a Tool Kit?

### Why a Tool Kit?

Becoming a diverse and inclusive organization is an important and ongoing process. There may never be a point at which your organization can confidently state that you are now fully diverse or inclusive. The process is really about developing the capacity to become more inclusive, and to consider the issues of inclusivity on a routine and regular basis.<sup>a</sup>

This Tool Kit gives you a framework you can use to develop the resources for change. It can be adapted by organizations in both the private and non-profit sectors. You will find step-by-step guidelines on how to initiate, guide, manage, and then evaluate the process as you proceed, together with sample strategies and documents.

### Hamilton-Changing Demographics

There have been significant changes in the demographic trends of Canada, Ontario, and Hamilton over the past 15 years. In 2002, HR Matters Report, *Hamilton Human Resource Strategy Study*, made the argument that immigration is increasingly important to both population and labour-force growth in Hamilton. "By 2026, Hamilton's population profile is beginning to assume the appearance of an inverted pyramid," with youth contracting in size relative to the adult population. The report also showed that "immigration is, by far, the most important contributor to Hamilton's population growth and its importance increased over the decade of the 1990s." Organizations must be aware of these changes so that they can be representative and reflective of their newly diverse populations.

Hamilton faces some unique challenges. It is Canada's ninth-largest city and one of the ten-fastest growing cities in the country. While its place as a destination of choice for new immigrants has been dwindling (a process that has been ongoing since the city's peak in the 1960s), Hamilton's labour force is aging. This means the city must find new ways to attract the immigrants it needs to grow.

While unemployment rates in Hamilton are lower than the national average, poverty rates are high, and most of those who are living in poverty are new immigrants, Aboriginal peoples, and Canadian-born people of colour. Hamilton's organizations, both public and private, must do more to maximize the potential of our city's citizens, and to become a more welcoming environment for all.



## Why Inclusiveness is Important

Removing barriers to inclusion will help businesses, organizations, and institutions more effectively achieve their goals and mandates. There are many ways to make inclusive initiatives more effective, including:

- Providing equal access and participation for diverse populations
- Making your organization representative and reflective of the local population
- Developing strategic directions that include, and are informed by, diverse representation
- Improving the efficiency and efficacy of your programming and services so that they provide better outcomes for your clients, and so that decisions are made in an a positive workplace environment
- Ensuring that your organization fulfills its legal obligations under the Ontario Human Rights Code, the Canadian Charter of Rights and Freedoms, and the Canadian Human Rights Act

Inclusivity within an organization creates many benefits, both short- and long-term. Greater diversity:

- helps build an organization's reputation as a progressive and inclusive employer of choice.
- provides social, economic, and cultural enrichment.
- builds organizational capacity and expertise.
- encourages greater sharing of responsibility and workload.
- decreases conflict and makes the root sources of conflict better understood.
- complies with relevant legislation, supports risk management, and protects against liability.<sup>b</sup>

## Diversity is Good Business

The opportunity for all employees to achieve their maximum potential in the workplace is now widely recognized as a fundamental human right.<sup>c</sup> And organizations also understand that they must actively adapt to workplace diversity—it's now a marketplace necessity. The threat of legislative sanctions has made organizations realize that workplace diversity is the key to attracting and retaining quality personnel and satisfying customer demands. It also helps businesses work smoothly and effectively with suppliers in a global marketplace. Workplace diversity is a strategic and positive business tool.

## Why Inclusiveness is Important



# Making a Commitment to Diversity

## Making a Commitment to Diversity

Workplace diversity initiatives should be integrated into and strengthen all aspects of human resources practices, including planning, selection, recruitment, performance appraisal, training, health and safety, and overall relations.

The most successful organizations focus on embedding the principles of diversity in their culture and management systems. These workplaces truly value diversity and recognize it in the way they do business. It is reflected in their approach to people management, is a core element in leadership and leadership development, and is reinforced through performance feedback and assessment.<sup>d</sup>

## The Benefits of Diversity

Well-managed diversity strategies let an organization meet or surpass the demands of key stakeholders, including shareholders, customers, clients, employees, and suppliers. And workplace diversity is the key to developing and maintaining a peaceful and stable society.

## Achieving Diversity

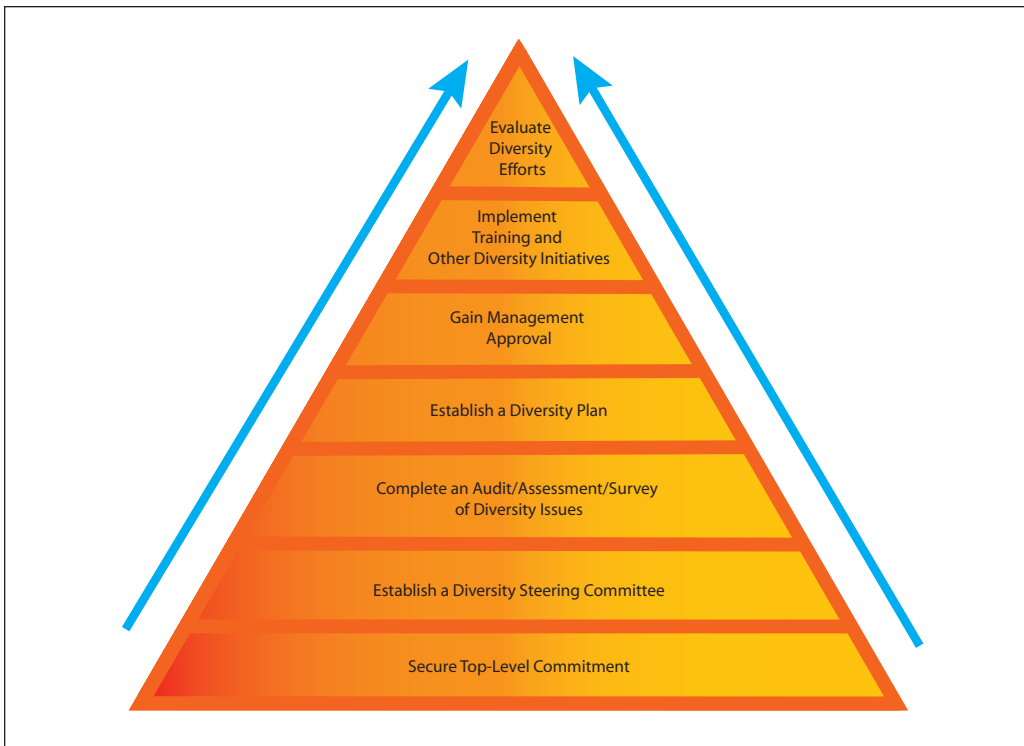
Achieving diversity begins with moving from a non-diverse to a diverse workplace, managing that workplace on an ongoing basis, and evaluating it on a cost–benefit basis.

Research has shown that diverse work teams can come up with more effective solutions to unstructured problems or tasks—i.e., those where there is no one single solution. They do this by combining many ideas and viewpoints to create a unique and appropriate answer. Management must ensure that differences like age, ethnicity, sexual orientation, and so on enter into the equation without being a source of conflict or problems, thereby achieving a balance of individual and organizational effectiveness.

## Implementing Diversity

The first step in implementing any diversity plan is preparing the business case. This involves, at a minimum, determining organizational unit strategies, examining how increased diversity can further the attainment of those strategies, and doing the traditional cost–benefit analysis.<sup>e</sup> While certain practices will be unique to a company and its business environment, there are elements common to most plans, like the establishment of a steering committee, gathering information, planning, determining objectives, monitoring progress, training, and evaluation.





## Sample Diversity Plan: Seven Steps

Research on diversity-programme models has identified seven key steps that are essential components in the development and implementation of a Diversity Plan, and must be considered when formulating the programme's framework. How these elements are implemented will depend on the unique needs of your organization.

### 1. Secure Top-Level Commitment

The diversity process begins by identifying the leadership of the programme and the business or service rationale for undertaking the process. The implementation of a diversity programme is not just a short-term effort, but a long-term process that embraces the organization's employees, policies, practices, and services.

#### Identifying Leadership

The leadership of the diversity-planning process must be clearly identified so that executive management understands the diversity process and is committed to it.

Key leaders should have access to top leadership and credibility in the organization along with the decision-making, problem-solving, analytical, and planning skills they need. They should also be aware of their own personal biases.



## Sample Diversity Plan: Seven Steps

Key leaders should clearly express their support for the diversity programme and process by openly acknowledging real problems that need to be addressed and future opportunities to be realized. They should make a commitment to diversity for the long term and come up with the resources needed to implement the programme.

The support of top management is critical to the success of the diversity programme. The process simply cannot proceed without it, for the following reasons:

- Management is the real agent of change.
- Organizational change interventions are driven from the top.
- Management decides which resources are made available.
- Management establishes the Diversity Committee and selects the Diversity Coordinator.
- Management is ultimately responsible for the success or failure of the diversity programme.
- Management models the behaviour it expects of all employees.
- Management ensures that the diversity process is integrated throughout the organization.

### Business/Service Rationale

To ensure that the diversity programme is relevant to your organization, diversity efforts need to be anchored in real-life issues—hiring and recruitment needs, productivity measures, conflict management, decision-making processes, employment practices, service requirements etc.

### Steps for Implementation

- Create a statement that outlines the roles and responsibilities of executive management in the diversity process.
- Educate executive management on how to unlearn prejudice, and manage and value diversity.
- Get executive management's agreement to an implementation schedule for the diversity process. This should also include identifying key staff and resources.
- Determine how executive management will communicate the diversity policy throughout the organization.
- Identify links between diversity issues and other important organizational initiatives and strategic or business concerns.
- Identify and appoint a Diversity Coordinator.



### 2. Establish a Diversity Steering Committee

The second step in the diversity process is to establish a Diversity Steering Committee. The Committee will provide leadership and promote the involvement and participation of a cross-section of the organization in the diversity process.

The Diversity Steering Committee should act as an advisory body to the Executive Committee. It will comprise key managers, supervisors, and employees who develop the vision, strategy, and policy for the department's diversity initiatives. The Committee will also identify policies, programmes, and practices that need revision.

Task Forces made up of Committee members should be established. They will complete specific activities, such as training coordination, conflict resolution, assessment, customer/client services, and evaluation.

#### Steps for Implementation

- Executive management, in conjunction with the Diversity Coordinator, should establish a Diversity Steering Committee comprising managers, supervisors, and employees.
- The Diversity Steering Committee should be representative of the organization's diversity. Members should have an interest in diversity and a commitment to working on the Committee.

### 3. Complete an Audit/Assessment/Survey of Diversity Issues

The third step in the diversity process is the completion of an audit/assessment/survey that identifies the organization's diversity issues and gauges current culture. A review of the systems, plans, and policies that guide, reward, and sanction behaviour also needs to be conducted. This is important for planning training and other diversity activities, and highlights employee and customer/client perceptions of the issues.

#### Steps for Implementation

The Diversity Coordinator helps the Diversity Steering Committee establish an Assessment Task Force comprising Committee members who design and conduct a diversity assessment that:

- determines the perceptions of the organization's diversity, including the dimensions of race, gender, function, and level;
- identifies future opportunities and helps the organization create a vision for the future;
- evaluates the effects of the organization's culture on organizational behavior and practices relative to a climate for diversity;



## Sample Diversity Plan: Seven Steps

- evaluates the perceived effectiveness of the organization's systems and programmes; and
- prepares an assessment proposal consisting of a summary of the research process, research methodology, and resources needed to administer the assessment. The proposal is submitted to the Diversity Steering Committee for their approval. The Committee then submits the assessment proposal to executive management for final approval, and administers the survey and summarizes the results.

### 4. Establish a Diversity Plan

The fourth step in the diversity process involves sorting through the information collected in the assessment phase and developing a diversity plan. During this step, the assessment data will be used to identify key issues that need to be addressed by the diversity effort. The key issues will be prioritized by the Diversity Steering Committee using the criteria they developed.

A written draft of the Diversity Plan will be completed by the Assessment Task Force. The Diversity Steering Committee will approve the final Diversity Plan.

#### Steps for Implementation

The Assessment Task Force:

- analyzes and summarizes the data based on the scores that respondents assigned to general areas of concern;
- develops criteria for selecting diversity priorities based on the perspectives of both employees and executive management;
- identifies links between diversity priorities selected in the survey and the vision and mission of the organization;
- identifies diversity initiatives that address diversity priorities;
- presents a summary of the assessment data, a list of the recommended diversity priorities, and proposed diversity initiatives to the Diversity Steering Committee;
- develops a written Diversity Plan that sets out activities and timetables for accomplishment based upon approved priorities and initiatives; and
- submits the written Diversity Plan to the Diversity Steering Committee for approval.



### 5. Gain Management Approval

The fifth step of the diversity process is gaining executive management approval. This is an essential reality check. It helps determine both the degree of top-level commitment to the diversity plan and what resources are available for implementation. This phase involves presenting the Diversity Plan to executive management for their approval; gaining their approval of resources, including money, staff, and time; and making any necessary adjustments to the Plan.

#### Steps for Implementation

- The Diversity Plan is presented by the Diversity Steering Committee to executive management for their approval.
- Executive management reviews the recommendations of the Diversity Steering Committee, modifies the recommendations (if necessary), and approves the Plan.
- If the Diversity Steering Committee has concerns with the final Plan, they return it to the Assessment Task Force for further discussion.
- The Diversity Steering Committee finalizes the Plan and sends it out to all stakeholders.

### 6. Implement Training and Other Diversity Initiatives

The sixth step of the process is to implement training and other diversity initiatives. Through a combination of training efforts that focus on awareness, knowledge, and skill building, this phase creates the climate for positive change in the workplace.

The Diversity Steering Committee will help design the training. This includes incorporating the Assessment Task Force data, conducting a thorough needs analysis, selecting training consultants, piloting the training before rolling it out to the entire organization, and measuring its effectiveness.

The Diversity Steering Committee will implement a variety of other diversity initiatives approved in the Diversity Plan, such as conflict resolution, customer/client services, team building, and a communications programme that advocates diversity.

#### Steps for Implementation

- The Diversity Steering Committee should put together a Training Task Force composed of Committee members.
- The Training Task Force is responsible for recommending training consultants and for overseeing the design, implementation, and evaluation of diversity training.



## Sample Diversity Plan: Seven Steps

- The Training Task Force reviews previously gathered assessment data and figures out if more information is needed as part of a thorough training-needs analysis.
- The Training Task Force develops measurements that will be used in the evaluation phase.
- Diversity Training is conducted on a pilot basis and evaluated by the Training Task force before rolling it out organization-wide.

### Other Diversity Initiatives

Task forces to address diversity initiatives other than training should be formed and recommendations made to the Diversity Steering Committee using a process like the one used for the Training Task Force.

Diversity initiatives may be linked to human resources programmes such as career development, selection, succession planning, and performance management. Some Diversity initiatives, such as team building or discussion groups, may be accomplished by the Diversity Steering Committee without using a task-force process. Examples of other diversity initiatives are multicultural celebrations, diversity-recognition awards, diversity newsletters, and professional involvement with community groups, etc.

## 7. Evaluate Diversity Efforts

The seventh step of the process is to evaluate the impact of diversity efforts. This is an ongoing phase, and may mean changing the Diversity Plan and previous initiatives, as well as implementing new initiatives.

### Steps for Implementation

- The Evaluation Task Force reviews pre-established measures of diversity effectiveness and modifies them as necessary.
- The Task Force finalizes measures of diversity effectiveness and makes recommendations to the Diversity Steering Committee on the best measures for monitoring and reporting the success of the diversity initiatives.
- The Task Force prepares semi-annual and annual reports to executive management and the Diversity Steering Committee on the status of their diversity initiatives.
- The Task Force prepares a year-end report on the status of their diversity programme.

The importance of top-level support and long-term commitment cannot be overstated—they are the foundations of a successful diversity programme.



The diversity process is dynamic—it continues even after the seven phases have been completed. New diversity challenges will arise and new initiatives will need to be developed. As employees are trained, they will become aware of diversity issues in the workplace that were not addressed by the initial diversity initiative, and they may give feedback to Diversity Committees and/or task forces.

More employees will become involved in the diversity process as membership on the Diversity Steering Committee changes. The Committees themselves may evolve into other structures for addressing diversity. Finally, changing demographics may require changes to existing policies, as the organization tries to provide culturally sensitive services to a diverse population.

### Inspiring Leadership and Securing Commitment

“Leading from the top” means making strong statements about the value of diversity, and bolstering those statements with actions.

Before obstacles to diversity can be removed, ethnic, cultural, gender, sexual-orientation, religious, and other differences must develop within your workforce. And you must also develop organizational cultures, systems, processes, practices, procedures, and policies that reflect this reality.

Leaders of the future will not just tolerate differences—they will look for input from non-traditional groups that challenge stereotypes and those with power.

### Diversity Assessments

Once your organization has made a commitment to diversity, you need to complete an assessment that will help determine what steps are next. The assessment should:

- Highlight your organization’s understanding of diversity-related issues
- Build awareness, energy, and commitment for change
- Focus and prioritize change interventions and training programmes
- Provide a basis for Action Planning
- Establish a way to monitor progress

There are several types of diversity assessment methods:

- Processes and practices review: review of current information and activities
- Multiple-choice survey: questionnaire with various answers to choose from



- Open-ended survey: questionnaire requiring written responses
- Focus groups and interviews: facilitator-led discussions
- Open forum discussions: open discussions on various topics

The factors that distinguish the most appropriate vehicle to use are:

- Motivation: reason for assessing—proactive or reactive
- Organizational receptivity: how ready your organization is
- Past experience: assessments done to date
- Size: business units, department levels, team levels
- Subject being assessed: overall cultural assessment or a specific process (e.g., recruiting process, team cultural issues, etc.)
- Demographics of the group: level of diversity among those assessed
- Locations of the group: single or multiple locations
- Desired results: overall culture or specific area of focus
- Logistics: timeframe, resources, availability, budget allocations, etc.

The value of conducting a diversity assessment is far-reaching. The strategy and action plans you develop will truly serve the needs of your organization. Regardless of which method you choose, a comprehensive organizational assessment is a solid foundation for organizational change and improvement:

- Management gains credibility by seeking feedback in a confidential, non-confrontational way. By encouraging an exchange of diverse viewpoints, employees learn that there is a willingness to listen, which creates hope and the space for positive change.
- Organizational strengths and opportunities for improvement become clear.
- Executives and key managers learn about diversity, cultural change, and organizational effectiveness.
- Organizational “gaps” between the company’s stated culture and the day-to-day reality of employees are revealed.
- Focus-group participants realize that they are part of the change process, and that they don’t have to wait for management to “fix it.”
- Realistic “next steps” are identified through the interviews and focus-group recommendations.
- Organizations that begin a diversity initiative with an assessment and executive involvement are more likely to spend their time resolving the real issues, focusing their improvement efforts where they are most needed, reaching the highest level of best diversity practices, and achieving their business targets.
- An assessment provides a baseline against which progress and improvement can be measured.<sup>f</sup>



## Developing Policy

Organizations that want to become more inclusive need to review existing policies and develop new ones that reflect the organization's commitment to equity and diversity. This involves examining all written policies and procedures, with a view to assessing whether any of them may result in the exclusion of particular groups or individuals.

## Training and Education

Almost every organization that has been successful in creating and maintaining a diverse workplace understands the importance of training. Training communicates the organization's commitment to a diversity initiative and ensures that employees understand the organization's direction. It also gives employees specific skills to work with or manage in a diverse environment.

### Training

- is the clearest, most visible manifestation of what management is serious about. Training—because it takes time, money, and the involvement of senior management—means that management is serious about improving diversity in the workplace.
- develops an appreciation of the need for diversity and the skills to cope with it, thus maximizing benefits while minimizing potential costs.
- makes people from non-traditional backgrounds feel that their organization is serious about developing them to their maximum potential.<sup>g</sup>

### Forms of Training

Diversity training begins with fostering sensitivity to issues like the nuances of other languages, mannerisms, and meanings. People often have to be taught how to use the benefits of diverse perspectives and approaches once they realize that they exist. Building on ideas, extending others' approaches without taking ownership, and learning creative-thinking techniques are all important skills that can maximize diversity payoffs.<sup>h</sup>

You need to foster a positive approach towards diversity, as well as the ability to see things from another's point of view. Once all the different perspectives have been taken into account, a shared view or course of action can be developed.

You may need to deal with opposition to diversity programmes, and focus on eliminating any misconceptions from the beginning, as well as emphasizing the benefits to business.

## Developing Policy



Training should

- foster respect for employees as individuals rather than members of groups with easily categorized differences.
- offer an orchestrated seminar series rather than a one-shot information session.
- be led by carefully selected discussion leaders.
- be tailored to fit the organization's individual culture.
- be monitored carefully.

## Human Resources

Attracting, retaining, motivating, and fully using human resources is crucial in an age of skills shortages. A Society of Management Accountants study, along with many others, showed a causal relationship between diversity programmes and absenteeism, turnover, level of commitment to the organization, and general satisfaction levels.<sup>i</sup>

Organizations are realizing that, to meet their staffing needs, they will need to access a talent pool that represents all segments of the labour force. Recently released statistics tell us that in 2006, 16.6 percent of recent immigrants had settled in Calgary, Ottawa–Gatineau, Edmonton, Winnipeg, Hamilton, and London, Ontario, a jump from 14.3 percent in 2001. The latest census figures show that 19.8 percent of the population in 2006 was foreign born, the highest proportion since 1931 and up 13.6 percent from five years earlier. By contrast, the entire Canadian population grew only 3.3 percent in the same period. Organizations looking for people with skills and commitment can't afford to ignore the potential contributions of people from many different backgrounds.<sup>j</sup>

## Human Resources Management

Responding to the needs of a diverse workforce and maximizing employees' potential through workplace accommodations is the key to good workplace management. A thorough re-examination of human resources policies and practices, including vacation and time off for people of various religions, or more flexible hours for female workers, is essential. Workers may need English-language training, and safety policies may have to be rewritten.

Historically, many employers have been reluctant to make changes that accommodate people with different needs, values, lifestyles, or capabilities. The attitude has often been "Our work, our way." But if diversity and its benefits are to be achieved, then some accommodation has to be made.<sup>k</sup>



## Needs, Values, and Lifestyles

Valuing a diverse workforce means accommodating varying values, beliefs, and lifestyles. Many of these accommodations will be self-evident, like widening doorways for people in wheelchairs, but many more will involve more subtle cultural differences.

Some key areas of accommodation that are currently being made by companies include:

- Flexible scheduling to accommodate religious practices, childcare and elder care, or health issues
- Telecommuting to accommodate family responsibilities
- On-premises childcare facilities or subsidization of childcare in nearby facilities
- Job-sharing to help workers meet the dual challenges of parenting and career building<sup>1</sup>

## Support

Organizations must support employees who are on the receiving end of a negative backlash against diversity initiatives and programmes. Finding role models and helping individuals pursue personal-growth opportunities can be very helpful.

## Recruiting

If every company agreed that a diverse workforce was a source of competitive advantage, there would be a severe shortage of qualified people in many parts of the workforce. Indeed, this phenomenon is sometimes seen in places that mandate quotas or numeric objectives. This competition for scarce resources demands active recruitment efforts as well as accommodations that can attract and retain recruits.

Companies that want to actively recruit a more diverse workforce can do a number of things:

- They can advertise in ethno-culturally focused media.
- They can establish relationships with community-based ethno-cultural organizations.
- They can advertise and recruit at colleges, universities, and schools with high minority enrolments.
- They can ensure that recruiting materials reflect diversity in illustrations, photography, and language.
- They can use specialized recruitment agencies, databases, and services.
- They can provide internships and other workplace introductions to people from communities from which they wish to recruit.



- They can train people in cross-cultural interviewing skills so that they don't screen out potential recruits because of biased selection methodologies.
- They can review their recruitment and selection processes for such biases.
- They can ensure that recruitment material is available in different languages and that it is written in ways that appeal to minority groups.
- They can mobilize current employees from different backgrounds in a programme to increase recruitment and selection.
- They can develop specific accommodations, such as childcare or literacy programmes, that make them attractive to potential employees.<sup>m</sup>

Recruiting and retaining employees from diverse groups are two separate issues. If employees don't see a viable or quick enough path to promotion, for example, they may look elsewhere. This is a particular problem with the most talented employees. After hiring, therefore, organizations should provide mentoring and regular monitoring of career progress and the work environment itself.

### Selection and Promotion

Formal job descriptions often hinge on pre-determined qualifications, which may not be as relevant to job performance as management believes. Many degrees and diplomas, in fact, are used to gauge knowledge or skill level, and so can be misleading, invalid measures. If a lack of "paper" credentials is hindering efforts to diversify the workplace, you need to examine whether or not these qualifications are that important. If they aren't, look to the other skills that the candidate has.

Nowhere is this problem seen more clearly than in the disqualification of immigrants who hold diplomas, degrees, or professional designations that are not recognized in Canada. Recent initiatives in Ontario are looking at this situation and trying to provide speedy recognition of such qualifications, or upgrading of qualifications where required.

If credentials are important, companies must decide if they will help upgrade their employees. Training and development activities, educational upgrading, assertiveness-development programmes, and other activities may help develop a pool of people who will, in time, become future supervisors, managers, and leaders.<sup>n</sup>



## Retention

In recent years, there has been a lot of attention paid to the issue of retaining employees who were aggressively recruited to increase diversity in organizations. In some cases, this has meant making accommodations for families through job-sharing or flexible work hours, granting extended leaves for those who have to return to their country of origin for family or religious reasons, offering employees who leave their jobs because of personal or family obligations the right to return, and so on. If achieving diversity through costly recruitment programmes is necessary, having good retention programmes only makes sense.<sup>o</sup>

## Evaluation

Setting clear, realistic objectives is essential to the success of any diversity initiative. It lets an organization evaluate its efforts over time, and it rewards those who have successfully achieved those objectives.

No single area in the field of diversity management is more sensitive than the topic of establishing quantitative goals. While many governments have expressly rejected quotas, objectives, targets, or other numeric measures of diversity, these tools have some value when established by organizations themselves. It is a cardinal rule of management that people do what is objectified, measured, and rewarded—so the more diversity management is seen to be a mainline business practice, the greater the chance of success will be.<sup>p</sup>

## Legal Considerations

In response to changing demographics and a greater understanding of human rights issues, governments have passed several Acts that recognize equity and diversity as fundamental characteristics of Canadian society. These include the Canadian Charter of Rights and Freedoms, the Ontario Human Rights Code, and the Canadian Human Rights Act. While legislation is an important tool to help ensure that an individual's or group's rights are not violated (or if they are, that appropriate action is taken), on its own it does not have the power to educate people about issues of diversity, equity, and inclusion, or to create change within community organizations.<sup>q</sup>

*"Be aware that legislation is not the same as education, and that legislation rarely changes people's attitudes or beliefs. We all need to act as 'ambassadors' for these issues through education." – Gerald Parker, Beyond Ability International*



### Statistics

To understand your community and build your business case for diversity, consider including demographic information. Statistics Canada released its “Portrait of the Canadian Population” in 2006. Statistics Canada’s “Daily” attributes the acceleration in Canadian population growth to immigration. The report also found that 4 out of 5 Canadians live in urban centres.

### Resources

#### 1. Inspiring Leadership and Securing Commitment

There are many articles and reference materials available for leaders looking at change. Here are a few samples of the material that’s currently available.

##### **The Diversity Advantage—A Case for Canada’s 21st Century Economy**

<http://www.rbc.com/newsroom/pdf/20051020diversity.pdf>

##### **Leading a Culture of Change—Michael Fullan**

[http://www.michaelfullan.ca/Articles\\_02/03\\_02.pdf](http://www.michaelfullan.ca/Articles_02/03_02.pdf)

##### **Towards an Inclusive Organizational Culture—Applying a ‘Diversity Lens.’**

Anne Buchanan. Canadian Council for International Co-operation, Organizational Development Team, April 2001

[http://ccic.ca/e/docs/002\\_dev\\_inclusion\\_applying\\_diversit\\_lens.pdf](http://ccic.ca/e/docs/002_dev_inclusion_applying_diversit_lens.pdf)

#### 2. Diversity Assessments

The following links provide some sample assessments you can use in your organizational assessment.

##### **Cultural Competency Assessment Tool—Prepared by the Vancouver Ethnocultural Advisory Committee of the Ministry for Children and Families**

[http://www.mcf.gov.bc.ca/publications/cultural\\_competency/assessment\\_tool/tool\\_index1.htm](http://www.mcf.gov.bc.ca/publications/cultural_competency/assessment_tool/tool_index1.htm)

##### **Hire Immigrants Self-Assessment Tool**

[http://www.hireimmigrants.ca/self\\_assessment.htm](http://www.hireimmigrants.ca/self_assessment.htm)

##### **Ontario Healthy Communities Assessment Tool**

[http://www.healthycommunities.on.ca/publications/ICO/ICO\\_3.pdf](http://www.healthycommunities.on.ca/publications/ICO/ICO_3.pdf)

##### **University of California. Achieving a Culture of Inclusion—Self-Assessment Tool**

<http://www.universityofcalifornia.edu/facultydiversity/self-assessment-tool.pdf>



### 3. Developing Policy

The Canadian Council for International Co-Operation has created a booklet that is available on-line. It provides a complete breakdown of diversity-policy development and examples.

[http://www.ccic.ca/e/docs/002\\_org-dev\\_1998-10-03\\_policy\\_kit.pdf](http://www.ccic.ca/e/docs/002_org-dev_1998-10-03_policy_kit.pdf)

#### Law Society of Saskatchewan—Equity and Diversity Policies

<http://www.lawsociety.sk.ca/Equity/intro.htm>

#### Diversity Policy Template

This is a sample diversity policy developed by the Australian Centre for International Business. Organizations looking to establish a diversity policy can use these ideas and modify them to suit the character of the organization.

#### Diversity vision

[ ] 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.

[ ] is committed to seeking out and retaining the finest human talent to ensure top business growth and performance. Diversity management benefits individuals, teams, our company as a whole, and our customers. We recognize that each employee brings their own unique capabilities, experiences and characteristics to their work. We value such diversity at all levels of the company in all that we do.

[ ] 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.

[ ] anticipates and fulfills the needs of our diverse customers, both domestically and internationally, providing high quality products/services.

[ ] is diverse along many dimensions. Our diversity encompasses differences in ethnicity, gender, language, age, sexual orientation, religion, socio-economic status, physical and mental ability, thinking styles, experience, and education.

## Resources



We believe that the wide array of perspectives that results from such diversity promotes innovation and business success. Managing diversity makes us more creative, flexible, productive and competitive.

### Recruitment

As a global player, [ ] recruits people from all around the globe. 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 programmes to identify talented women and individuals from under-represented backgrounds for recruitment. We provide scholarships for promising young women and under-represented status students with the potential to become high achieving professionals in [ ].

### Career development and promotion

[ ] 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.

### Community programmes

[ ] 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.

[ ] 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.

[ ] combats discrimination in the wider community through partnerships with community based groups. We work closely with [outline the community organizations and partners you are currently working with].

### Diversity bodies

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.



## Diversity practices

All employees undergo diversity training. Diversity training encompasses raising awareness about issues surrounding diversity and developing diversity management skills.

[ ] 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 programmes

## Sample Diversity and Equity Policies

### *Microsoft Canada*

#### **Pride In Diversity**

All Kinds of People; All Kinds of Potential

#### **Diversity at Microsoft Canada**

At Microsoft Canada Co, we believe that diversity enriches our performance and products, the communities in which we live and work, and the lives of our employees. As our workforce evolves to reflect the growing diversity of our global marketplace, our efforts to understand, value and incorporate differences become increasingly important.

When you combine powerful minds from all types of backgrounds, you create one thing: unlimited potential. At Microsoft Canada, our diversity inspires us as we continue to expand the possibilities of personal computing and the Internet.

#### **We Value Diverse Ideas**

Microsoft Canada has established a number of initiatives to promote and integrate diversity at every level within our organization, and to demonstrate this commitment locally, nationally, and globally.

Microsoft Canada is committed to promoting diversity within our own organization and to demonstrating this commitment in communities nationwide.



### **Our Commitment to Diversity**

Microsoft Canada promotes a cooperative and productive work environment by supporting the cultural and ethnic diversity of its workforce and is committed to providing equal employment opportunity to all qualified employees and applicants.

Our commitment to diversity goes beyond recruiting and employing a diverse workforce. It's a vital component of our ongoing mission: to enable people and businesses throughout the world to realize their full potential.

### **3M**

#### **Diversity at 3M**

At 3M, we respect the differences that make each of us unique, and valuing diversity is a key component of our organizational culture. Our global work force is a tremendous asset that is instrumental to our continued success. We recognize and leverage the many aspects of diversity in order to help create an environment where all employees can thrive and contribute to 3M's growth and success.

#### ***Hamilton Wentworth District School Board***

#### **Hamilton Wentworth District School Board—Equity Policy**

[http://webserver.hwdsb.on.ca/about\\_us/policies/pdfs/equity\\_policy.pdf](http://webserver.hwdsb.on.ca/about_us/policies/pdfs/equity_policy.pdf)

### **EQUITY POLICY**

#### **GUIDING PRINCIPLES FOR THE EQUITY POLICY**

- 1.0 The Hamilton Wentworth District School Board is committed to ensuring equity in all policies, guidelines and operating practices. The Hamilton Wentworth District School Board will review this commitment annually.
- 2.0 The Hamilton Wentworth District School Board is committed to providing leadership, at all levels, that fosters an equitable environment.
- 3.0 The Hamilton Wentworth District School Board will recognize and promote active participation from all members of school communities in order to maintain and affect equitable education policies, practices and outcomes.
- 4.0 The Hamilton Wentworth District School Board will support curriculum, learning materials and school practices which reflect and include the principles of equity, as regulated by the Ministry of Education.



5.0 The Hamilton Wentworth District School Board will affirm and value students' first languages, while providing their students with the opportunity to acquire competence in Canada's first languages.

6.0 The Hamilton Wentworth District School Board will strive to provide appropriate and bias free assessment, evaluation, reporting, placement, and programming to equitably meet the educational needs and to maximize the learning potential of all students.

7.0 The Hamilton Wentworth District School Board will provide counseling/guidance/support services that reflect the principles of equity.

8.0 The Hamilton Wentworth District School Board will ensure that harassment towards diverse communities by trustees, employees, parents, volunteers, students, and the community at large will not be tolerated.

9.0 The Hamilton Wentworth District School Board's employment policies, practices and procedures will be nondiscriminatory, fair and equitable.

10.0 The Hamilton Wentworth District School Board will provide equity training and resources for trustees and all employee groups.

### *The Housing Corporation (UK)*

#### **Policy developed by The Housing Corporation's Equality & Diversity policy 2 Jul 2003**

<http://www.housingcorp.gov.uk/server/show/conWebDoc.1937>

#### **Equality and diversity policy**

2.1 It is recognized that the Housing Corporation has the power to reduce the disadvantages that people experience, by making its services more responsive to all communities and individual needs. The Corporation values the diversity of all communities and wants its services, facilities and resources to be accessible.

2.2 We also recognize that our ability to meet these diverse needs is improved by having a diverse workforce which generally reflects populations, and which has the skills and understanding to achieve our objectives. We are committed to valuing diversity in our workforce.



2.3 The Corporation has a commitment to be an organization that:

1. Develops services to achieve equality and diversity in all its activities;
2. Has a workforce generally reflecting the population;
3. Understands how valuing diversity can improve our ability to deliver better services;
4. Actively consults with all our customers to ensure the delivery of our goals;
5. Supports Registered Social Landlords, Local Authorities and other bodies in the achievement of equality and diversity;
6. Actively consults with different individuals and communities to ensure that services which are provided are responsive and reflect the diversity of need;
7. Provides all employees with the training and development they need to enable them to achieve organizational goals;
8. Provides a supportive, open environment where all employees have the opportunity to reach their full potential;
9. Listens to its customers and involves them in the development of services that recognize and value diversity; and
10. Believes that both customers and employees have important parts to play in making this happen.

2.4 We will apply this policy in carrying out our statutory and corporate responsibilities. We will also seek to apply it to work undertaken for us by external consultants and contractors and to organizations receiving funding from us.

#### 4. Training and Education

HCCI offers the following topics in training for your organization:

##### 1. The Business Case for Diversity

- Ensuring that diversity is “at” the strategic business table, not “on” the table.
- What do we mean by diversity?
- Diversity provides business advantage

##### 2. Building Your Diversity Score Card

- Prerequisites for success
- Diversity measurements
- Diversity Score Team
- Diversity Score Card: The Process



### 3. Implementing the Diversity Score Card

- Strategies for implementing your business Score Card
- Analyzing Readiness for Change
- Building a Rationale for Change

Sessions can be customized to meet your specific business needs. Call HCCI to discuss any of the seminars outlined above or for any other specific requests around training. Call us at 905-667-3088 for more information or email [info@hcci.ca](mailto:info@hcci.ca)

### 5. Human Resources

#### Workplace Development Tool Kit

The Workplace Development Tool Kit recently developed by SISO provides you with the information, tools and resources that will assist you in your human resources needs and to plan for your future workforce.

You will learn how to adapt your company's policies and procedures to reap the benefits of an increasingly diverse workforce and to make the most out of your:

- Recruitment
- Selection
- Hiring
- Orientation
- Retention
- Promotion

You can access this resource at [www.thetoolkit.ca](http://www.thetoolkit.ca)

### 6. Evaluation

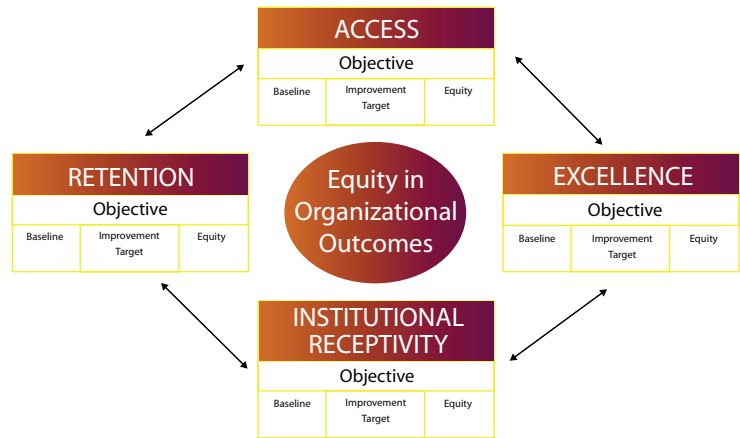
#### Diversity Scorecard

The Diversity Scorecard is one method that can be used to monitor and evaluate your progress as you move towards being a more diverse and inclusive organization.

This tool will assist your organization by:

- Assessing the impacts of your diversity initiatives in measurable terms or how they contribute to the organization's financial bottom line
- Deciding what are the appropriate indicators of your diversity performance





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- Ensuring that you have a comprehensive way to display the results that focuses on the essential information management and others want to know

### The Diversity Scorecard Framework

More information can be found on the scorecard in the following book: *The Diversity Scorecard: Evaluating the Impact of Diversity on Organizational Performance (Improving Human Performance)* by Edward E. Hubbard, 2003.

### Monitoring and Evaluating Diversity Goals and Achievements—Guidelines for Trustees of CGIAR

<http://www.genderdiversity.cgiar.org/publications/WP41BOTguidelines.pdf>

## 7. Legal Considerations

### Canadian Charter of Rights and Freedoms (1982)

The Canadian Charter of Rights and Freedoms “guarantees the rights and freedoms set out in it subject only to such reasonable limits prescribed by law as can be demonstrably justified in a free and democratic society.” It states that every individual in Canada is entitled to equity rights, freedom from discrimination, and equal participation, regardless of race, religion, national or ethnic origin, colour, sex, age, and physical or mental ability. Among the areas it covers are the Official Languages of Canada, and Minority Language Educational Rights. This website provides detailed information on all of these aspects: <http://laws.justice.gc.ca/en/charter>.



## Ontario Human Rights Code (1962) and Canadian Human Rights Act (1981)

"All individuals should have an opportunity equal with other individuals to make for themselves the lives that they are able and wish to have and to have their needs accommodated, consistent with their duties and obligations as members of society".

– Section 2 of the Canadian Human Rights Act

### 8. Statistics

The following statistics are specific to Canada and Hamilton.

*Note: although the Federal Government, including Statistics Canada, uses the term "visible minorities" to describe people of colour, the term "racially visible" will be used here in recognition of the fact that racially visible people are not a minority in the world and will be the majority in some Canadian cities in the near future. It is recognized that more appropriate alternate terms may be developed in the future.*

#### Statistics Canada, "Portrait of the Canadian Population."

<http://www.statcan.ca/Daily/English/070313/d070313a.htm>

#### 150 Years of Growth: Canada's Young, Racially Visible Population in 2017

As Canada approaches 2017 and the 150th anniversary of Confederation, Statistics Canada, in a report commissioned by the Department of Canadian Heritage's Multiculturalism Program, has released its population projections for that year. This research shows clearly that the trends apparent in 2001 will continue in 2017.

Canada's racially visible population, including Aboriginal peoples,\* deserves particular attention because of its rate of growth and age distribution compared to the rest of the population.

The age distribution of this population raises interesting questions about what kinds of policy will respond to a young diverse population in 2017.

The total racially visible population in 2017 [including Aboriginal peoples] is projected to be roughly 8.5 million, or about 25% of the total population.

*\*note: Statistics Canada treats the Aboriginal population separately from "visible minorities."*



### *Growth*

1 in 5 Canadians will belong to a racially visible group in 2017. 1 in 25 people will be Aboriginal. In 2001, 13% of the population identified themselves as belonging to a racially visible group. By 2017, it is estimated that between 19% and 23% of the population will belong to a racially visible group, excluding Aboriginal peoples. In 2001, 3.4% of the population identified themselves as Aboriginal. This percentage will increase to about 4.1% by 2017.

Roughly 1 in 5 Canadians will be immigrants in 2017. Much of the growth of racially visible groups will be due to immigration. In 2001, immigrants made up 18% of Canada's population, but this figure is expected to rise to 22.2% by 2017. In 2017, immigrants will account for about 2/3 of the racially visible population—or between 4.2 and 5.9 million people. The remaining 1/3 of racially visible people will be Canadian-born—between 2.1 and 2.6 million people.

The immigrant population will increase between 24% and 65% [depending on growth rates] by 2017, accounting for between 7 and 9.3 million people. The non-immigrant population will only grow between 4% and 12%, but still account for between 26 and 28 million people.

The Aboriginal population is projected to grow at twice the annual rate of the general population of Canada. The rate of growth can be largely accounted for by the high fertility rate of the Aboriginal population—about 1.5 times the overall Canadian rate.

### *Age*

In 2017, the median age of the racially visible population will be significantly younger than the rest of the population of Canada.

In 2017, the median age of the racially visible population, not including Aboriginal people, will be 35.5 years compared to 41.3 years for the rest of Canada. There will also be a difference within the racially visible population. The Canadian-born population will be much younger, with a median age of 16.6 years, while racially visible persons born outside Canada will have a median age of 44.3 years. Looked at another way, in 2017, 73% of the racially visible population will be under 50 years old, while only 59% of the rest of the population will be under 50.

In 2001, 1/3 of the Aboriginal population was under 15 years of age. With regard to Aboriginal peoples, in 2001, the median age was 24.7 years and the median age of the rest of the Canadian population was



37.1 years. By 2017, the Aboriginal median age will increase to 27.8 years, but will still be at least 13 years younger than the Canadian population whose median age will be 41.3 years.

To put the age of Aboriginal peoples in perspective—in 2001, 32.9% or  $\frac{1}{3}$  of the Aboriginal population was under 15 years of age.

### *Effect on labour force*

In 2017, there will be higher percentages of racially visible young Canadians, including Aboriginal people, eligible to enter the labour force. The age trends discussed above will have a significant impact on the labour force. In 2001, 13% of the working population were racially visible persons, but in 2017, this will increase to 21%. For example, for every 100 racially visible persons old enough to leave the labour force in 2017 [55-64 years of age], there will be 142 racially visible persons old enough to join the labour force [15-24 years of age].

By 2017, the Aboriginal population 20-29 years of age will have increased 41.9%, compared to 9% for the rest of the Canadian population. Therefore, in 2017, there will be roughly 242,000 young people of Aboriginal descent eligible to be in the labour force.

### *Distribution of racially visible populations, including Aboriginal peoples*

The distribution of racially visible people across Canada indicates trends towards urban living and concentration of racially visible populations in particular areas. These trends will intensify between now and 2017. The trends in the distribution of Aboriginal peoples will also continue. These distribution patterns indicate that Canada's diversity will increase, but not evenly. This poses specific challenges for particular provinces, regions and cities. There will be a need for each city, community or region to respond locally to increasing diversity—based on their specific circumstances. Thus, while diversity and multiculturalism have been embraced and promoted in the past at the federal level, policy making focused on diversity at the provincial, regional and metropolitan level will become more crucial.

Canada's urban and rural areas will likely become more dissimilar in 2017. The urban/rural divide will likely intensify.

Provincial Distribution: The majority of Canada's racially visible population will continue to be concentrated in only a few provinces. Similar to 2001, in 2017, 97% of Canada's racially visible population will be living in Ontario, British Columbia, Quebec and Alberta.



## Resources

In 2001, a slight majority of Aboriginal peoples [52.8%] lived in Ontario, British Columbia and Alberta. By 2017, Alberta and Manitoba may have higher Aboriginal populations than British Columbia. Thus, in 2017, the majority of the Aboriginal population, 50.9%, is projected to be living in Ontario, Alberta and Manitoba.

77% of Canada's racially visible population will live in Ontario and British Columbia in 2017. In 2017, Ontario and British Columbia will have the highest percentage of Canada's racially visible population—57% and 20% respectively—over 4 million in Ontario and 1.4 million in BC.

Ontario is projected to have the highest number of racially visible persons in 2017, but BC would have the highest proportion of racially visible persons in its population. By 2017, the proportion of racially visible people in BC would be 31%—1 in 3—compared to 21% in 2001. Similarly, in Ontario, racially visible people would make up 29% of the population in 2017.

While the focus with regards to racially visible diversity [not including Aboriginal peoples] is often on Ontario and British Columbia, other provinces will have significant racially visible populations as well. By 2017, the racially visible population is expected to account for 15% of Alberta's population, and 11% of the population of Quebec and Manitoba. The other provinces and territories do not have a significant racially visible population, not including Aboriginal peoples, and are not projected to have one by 2017.

The highest concentrations of Aboriginal peoples in Canada are in the Prairies and the North. In 2001, the Prairie Provinces, particularly Manitoba and Saskatchewan, and the Territories, had the highest proportions of Aboriginal peoples in their population. In Manitoba, Saskatchewan and the three territories, the proportion of the Aboriginal population that is under 15 years of age is larger than anywhere else in Canada. By 2017, roughly ? of children in Saskatchewan and Manitoba could be of Aboriginal descent. Nunavut has the highest proportion of Aboriginal people, 84%, in its population.

Metropolitan Distribution: Racially visible diversity in Canada is concentrated in Canada's largest cities. The concentration of the racially visible population in provinces is due to its concentration in urban areas. In 2017, almost 95% of Canada's racially visible population will live in Canada's census metropolitan areas\*. The situation was similar in 2001.



75% of Canada's racially visible population will live in Toronto, Montreal and Vancouver in 2017. By 2017, almost 75% of racially visible persons will live in three cities: Toronto, Vancouver, and Montreal. Racially visible persons will also be concentrated, to a lesser extent, in Ottawa-Gatineau, Calgary, and Edmonton.

As was the case in 2001, the three largest census metropolitan areas of Toronto, Vancouver and Montreal will be very diverse in 2017—however, they will also be different from each other. In Toronto and Vancouver, the Chinese and South Asian populations will be the most numerous in 2017. However, Montreal will have a high proportion of Blacks and Arabs—the largest racially visible groups in the city.

By 2017, six urban areas will have a higher percentage of racially visible persons than the national average: Toronto, Vancouver, Ottawa-Gatineau [in the Ontario part only], Abbotsford, Calgary, and Windsor.

By 2017 it is highly likely that the majority of the populations of Toronto and Vancouver will belong to racially visible groups.

The city of Toronto is a special case, since it is projected that by 2017 over 50% of its population will belong to a racially visible group [in 4 out of 5 of Statistics Canada's growth scenarios]. The majority of the population in Vancouver will also belong to a racially visible group by 2017 [in 3 of the 5 scenarios]. The racially visible populations in both these cities would be higher in the under-50 age group than in the over-50 age group.

The distribution of the racially visible population results largely from the settlement patterns of new immigrants. Surveys of immigrants reveal that 78% of new immigrants choose to settle "in areas where their network of friends and relatives lived". 96% of racially visible immigrants choose to live in census metropolitan areas\*. To date, the Canadian-born racially visible population has a similar population distribution—92% of Canadian-born racially visible persons live in CMAs.

Internal migration patterns in Canada show that racially visible persons are less likely than non-racially visible persons to leave areas where they are heavily concentrated. About two thirds of racially visible migrants move to one of Canada's seven largest CMAs while two-thirds of non-racially visible migrants in Canada settle outside the seven largest CMAs.

The number of Aboriginal people living on reserves is projected to increase by 2017. In 2001, 33% of the Aboriginal population lived on



reserves and this will increase to 40% by 2017. 27% of the Aboriginal population lived in CMAs in 2001, and this is projected to decline to 25% by 2017. The population living in non-CMA urban areas and rural areas is expected to decline slightly as well. The significant shift will likely be an increase in the population living on reserves by 2017.

*\*Census Metropolitan Area [CMA]: one or more adjacent municipalities centred on a large urban area with a census population of at least 100,000.*

### ***Language and religion***

In 2017, roughly one quarter of Canada's population will be allophone. In 1991, it was estimated that 15% of the population spoke a mother tongue that was neither English nor French. In 2001, the percentage of the population that was allophone grew to 17% of the population—5.2 million people. However, in 2017, the allophone population will likely increase again and account for between 21% and 25% of the total population—roughly 6.8 to 9 million people.

In 2017, roughly 10% of the population will follow a non-Christian religion. In 2001, 6.3% of the population declared a non-Christian religion, including Islam, Judaism, Buddhism, Hinduism, Sikhism, and other non-Christian religions. By 2017, members of non-Christian denominations will represent between 9.2% and 11.2% of the Canadian population—between 3 and 4.1 million people. Islam, Hinduism and Sikhism will grow the fastest between now and 2017. In 2017, it is projected that there will be 1,421,000 Muslims, 584,000 Hindus and 496,000 Sikhs in Canada.

### ***Specific ethnic and Aboriginal groups***

The most numerous racially visible groups are Chinese, South Asian and Black. In many ways, current population trends regarding racially visible groups and Aboriginal peoples will continue in 2017. In 2017, as in 2001, roughly half of all racially visible persons in Canada will be members of either Chinese or South Asian groups. Blacks will likely continue to be the third largest group of racially visible persons in Canada in 2017.

The fastest growing racially visible groups are West Asian, Korean and Arab. Despite the numerical dominance of the Chinese, South Asian and Black groups, they likely will not be the fastest growing groups by 2017. West Asian [i.e. Afghani, Iranian, Armenian, Egyptian, Lebanese, and Moroccan], Korean, and Arab groups will be the fastest growing—with increases of 150%, 120% and 118%, respectively, by 2017.



Amongst Aboriginal peoples, the Inuit are the fastest growing group.

With regard to Aboriginal peoples, it is likely that the Inuit population will grow the fastest. However, the overall composition of the Aboriginal population will be roughly the same in 2017 as in 2001—68% North American Indian, 27% Métis and 5% Inuit.

## 9. On-line Tool Kits

### **AMSSA-Affiliation of Multicultural Societies and Service Agencies of BC—Advantage Diversity—Organizers Kit**

[http://www.amssa.org/advantage\\_diversity/org.html](http://www.amssa.org/advantage_diversity/org.html)

These web pages are intended as an organizing tool for agencies and individuals working on anti-racism activities throughout the province of BC. They provide resources, ideas, and communications tools in support of anti-racism activities throughout the year, and, in particular, in support of the International Day for the Elimination of Racism, March 21.

### **Equity Across the Curriculum, Alfred Jean-Baptiste**

<http://www.nald.ca/fulltext/Equity/COVer.htm>

This book aims to ease the difficulty of dealing with organizational change and its surrounding issues.

### **The Ontario Healthy Communities Coalition—Inclusive Community Organizations: A Tool Kit**

<http://www.healthycommunities.on.ca/publications/ICO/index.html>

OHCC has developed a Tool Kit to assist community organizations in becoming more equitable, diverse and inclusive than they are at present.

## 10. Other On-line Resources

### **Diversity Resources**

#### **American Diversity Site**

<http://www.multiculturaladvantage.com/>

#### **Canadian Diversity Site**

Some resources are available for free and others require that you pay a subscription.

<http://diversityintheworkplace.ca/>

#### **Canadian Policy Research Networks—Research Report: Immigration, Diversity and Social Inclusion in Canada's Cities, 2003**

<http://www.cprn.com/en/doc.cfm?doc=160>



## Resources

### **Diversity at Work**

<http://www.diversitycentral.com/>

### **Extensive list of Diversity Articles**

<http://www.thiederman.com/>

### **Hire Immigrants**

Great employer resource section

[www.hireimmigrants.ca](http://www.hireimmigrants.ca)

### **Immigration Handbook**

Great statistics produced by the Canadian Labour and Business Centre

[http://www.clbc.ca/files/Reports/Immigration\\_Handbook.pdf](http://www.clbc.ca/files/Reports/Immigration_Handbook.pdf)

### **Society for Human Resource Management Diversity Portal**

<http://www.shrm.org/diversity>

### **TWI Inc.—Diversity at Work**

<http://www.diversityatwork.com/>

### **Federal Government**

#### **Canada's Action Plan Against Racism, 2005**

[http://www.pch.gc.ca/multi/plan\\_action\\_plan/index\\_e.cfm](http://www.pch.gc.ca/multi/plan_action_plan/index_e.cfm)

#### **Human Resources and Social Development Canada—Strategies for a Racism Free Workplace**

[http://www.hrsdc.gc.ca/en/lp/lo/lswewe/special\\_projects/RacismFreeInitiative/InitiativeHome.shtml](http://www.hrsdc.gc.ca/en/lp/lo/lswewe/special_projects/RacismFreeInitiative/InitiativeHome.shtml)

#### **Human Resources and Social Development Canada—Business Case for Diversity**

[http://www.hrsdc.gc.ca/en/lp/lo/lswewe/special\\_projects/RacismFreeInitiative/BusinessCase-e.shtml](http://www.hrsdc.gc.ca/en/lp/lo/lswewe/special_projects/RacismFreeInitiative/BusinessCase-e.shtml)

### **Provincial Government**

#### **Employers' guide to anti-harassment policies**

<http://ohrc.on.ca/english/publications/hr-at-work.shtml>

### **City Government**

#### **Access and Equity—City of Hamilton**

<http://www.myhamilton.ca/myhamilton/cityandgovernment/citydepartments/corporateservices/accessequity>

#### **Plan of action for the elimination of racism and discrimination—City of Toronto**

<http://www.toronto.ca/diversity/plan.htm>



## 11. Diversity Publications, Articles, and Presentations

Cox, Taylor, and Ruby L. Beale. *Developing Competency to Manage Diversity: Readings, Cases & Activities*. Berrett-Koehler Publishers. 1997. An extremely valuable tool kit for diversity change agents who want to translate vision and theory into reality. Addressing a wide range of diversity issues, it integrates academic ideas with real-life experiences.

Gardenswartz, Lee, and Anita Rowe. *DIVERSE TEAMS AT WORK: Capitalizing on the Power of Diversity*. Society for Human Resource Management. 2003. Strategies for making differences in work teams an asset, not a liability, are provided in this practical guide.

Gardenswartz, Lee, and Anita Rowe. *Managing Diversity in Health Care: Proven Tools and Activities for Leaders and Trainers*. John Wiley & Sons Canada, Ltd. 1998. Tackling a difficult topic, this publication balances theory, facts, and statistics with concrete suggestions and resources for fighting stereotypes in the health-care environment.

Poole, Dr. Phebe-Jane. *Diversity: A Business Advantage*. Poole Pub. Co. 1997. What does diversity really mean? How will it affect me? Is it the same as employment equity or affirmative action? How can I implement it in my organization? This is a practical guide that answers these and more questions.

Lopes, Tina, and Barb Thomas. *Dancing on Live Embers—Challenging Racism in Organizations*. Between the Lines. 2006. This is a complete resource for all those who seek strategies for anti-racist organizational change.

Thomas, Roosevelt. *Building a House for Diversity*. AMACOM. 2003. Using the context of a fable about giraffes (bosses or gatekeepers) and elephants (diverse employees), Thomas shows the mutual adaptation required to create a diversity-friendly atmosphere in corporations.

Zadra, Dan. *Diversity: Celebrating the Difference*. Compendium Publishing & Communications. 2006. Companies and communities can use this book to affirm their continuing commitment to Diversity.

*Diversity Management Ramifications*, by Rhonda E. Kohnen, University of Calgary (PDF Format)

*Diversity and the Business Case*, by Dr. Benjamin Reese, University of Calgary (PDF Format)

*Diversity Plan Development*, by Dr. Benjamin Reese, University of Calgary (PDF Format)

## Resources



### GLOSSARY OF TERMS

**Aboriginal Community:** Those native to a country; for example, in Canada, Indian, Inuit, Métis, and Dene. Often referred to as the First Nations.

**Access:** Wherein every individual irrespective of his or her racial and ethnic background, colour, religion, or language is not discriminated against and has equal opportunity when competing for opportunities or services.

**Accountability:** Refers to the process whereby organizations and institutions as members of a diverse community are subject to the obligation to maintain a certain level of ethics and responsiveness and reporting regarding the quality, effectiveness, and relevance of their service or practices and the method of delivery.

**Anti-racism:** Education and training that goes beyond cultural sensitivity and includes a critical analysis of power relations, personal values, beliefs, and attitudes.

**Anti-racism:** Organizational change that involves (a) identifying what practices and structures need to be changed; (b) determining what supports are needed to make changes; (c) planning and implementing required changes; and (d) evaluating, monitoring, and institutionalizing the changes.

**Anti-racism:** Service delivery that involves ensuring that service providers are reflective of ethno-racial communities and knowledgeable about issues of race, gender, power, and privilege; that people of colour and Aboriginal people are involved in planning, implementing, and evaluating these services; and that services are appropriate to the needs of Aboriginals and communities of colour.

**Culture:** Individual and group identities, including language, religion, race, gender, experience, migration/immigrants, social class, political affiliations, family influences, age, sexual orientation, geographic origin, ethnicity, experience, or absence of experience with discrimination, experience of fighting discrimination, and other injustices.

**Dominant/Majority group:** The group of people in a given society that is largest in number or that successfully shapes or controls other groups through social, economic, cultural, political, or religious power.



**Equity:** The rights of individuals to an equitable share of the goods and services in society. In order to ensure equality of outcome, equity programmes treat groups differently when the situation in society precludes equal treatment. Equity programmes are more inclined to accept the priority of collective rights over individual rights.

**Eurocentric Service Delivery:** Values, assumptions, and standards are strongly influenced by the dominant culture's (i.e., European-based) value system; hence the services provided do not address the needs of the Aboriginal and racialized communities.

**Excluding organization:** One designed to maintain the dominance of one group over all other groups. People who try to change things are silenced or isolated and little deviation is permitted from the rules.

**Including organization:** One which reflects the contributions and interests of various groups in its mission and operations. It actively seeks the views of diverse communities to refine its structures and remain responsive to their needs. Members of diverse communities are full participants in all organizational decision-making, which shapes and influences its directions.

**Inclusive Service Delivery:** Ensuring that service providers are reflective of the different Aboriginal and racialized communities. These communities are involved in the decision-making, implementation and evaluation process. The services provided are also appropriate to the needs of the racialized and Aboriginal communities.

**Inequity:** The situation that results from the systematic exclusion of groups of people from opportunities that will lead to full participation in all social structures from decision-making, access to networks, resources, to task execution.

**Internalized Racism:** A term often used to identify the misinformation that people of colour may have about themselves and their cultures. The purpose of this term is to point out that misinformation is a result of the mistreatment experienced by people of colour and not an inherent features or product of their culture.

**Multicultural education:** Education focused primarily on the celebration of differences. It emphasizes cultural events, religious holidays, and practices that appear exotic to the dominant community. Thus, differences between cultures are emphasized and interaction between them seems even more difficult.



## Glossary of Terms

**Oppression:** The way in which one group is dominated by another, more powerful, individual or group, through physical, psychological, social, or economic threats or force and frequently by an ideology of dominance and subordination.

**Participation:** A process through which people influence and share control over the decisions that affect them. It involves access to decision-making and power.

**Power:** The ability to control resources or information, make decisions, and act in one's own best interest.

**Prejudice:** To prejudge; to hold attitudes and beliefs that may lead to actions directed toward individuals and groups based on characteristics and stereotypical generalizations.

**Privilege:** Having inequitable access to resources based on skin colour and social standing. It is an unearned right available to only some people, usually the dominant group. The benefits gained from being in the "right" group are often due to income, position, and power within society.

**Right:** Something that one is entitled to, owed, having equal access to regardless of income, position, or power in a society. Must be available to all.

**Racialized Community/Group:** A group of people with a diverse background of culture, heritage, and religions, that is characterized by race as being a people of colour and is socially located as the subordinate group and has little or no access to social, political, or economic power.

**Racism:** A set of practices and attitudes that discriminate against or seek to subordinate people because of their colour, race, racial heritage, and/or ethnic background. Racist behaviour may include name calling and abusive language or violent or threatening behaviours. However, it is also reflected in deliberate acts of exclusion, such as denying or restricting access to services, promoting negative racial stereotypes, job discrimination, and preferential treatment to individuals and groups of European heritage.

**Systemic Racism:** The result of established policies, procedures and practices that produce racial inequity in the institutions in Canadian Society. Systemic racism is not necessarily intended or conscious; in fact it is most often unintended. Systemic practices are supported by prevailing ideas about whom and what is important. These ideas are



usually unexamined and unconscious. Racism is pervasive in society and any institution which does not take into account the impact of racism in how it uses its resources and how it carries out its mission, may be perpetuating systemic racism.

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## Endnotes

## Endnotes

- a Ontario Healthy Communities Coalition, *Inclusive Community Organizations: A Toolkit*. OHCC, 2004.
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