



Acknowledgements

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For more information, please contact:

Independent Living Nova Scotia Association
212 – 2786 Agricola Street
Halifax, NS B3K 4E1

E-mail: info@ilns.ca
Web site: www.ilns.ca

Lois E. Miller
Executive Director

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1.0 Facilitators Guide

1.1 Introduction for Facilitators

The purpose of this tool is to assess for diversity openness within the culture of your organization and point you in the right direction for accessing information and organizations that can assist you in developing a more inclusive organizational culture. The tool has an educational component and is presented in a way that we hope is interesting and informative.



1.2 Overview of the Assessment

An organizational assessment involves discovering where the organization is today by taking a “diversity lens” and examining all of the facets that make up an organization. Through an extensive literature review and focus groups with non-profit organizations we narrowed the field down to three broad groups, which encompass twelve categories of “benchmarks” that are best practices of inclusive organizational cultures.

Organizational Culture

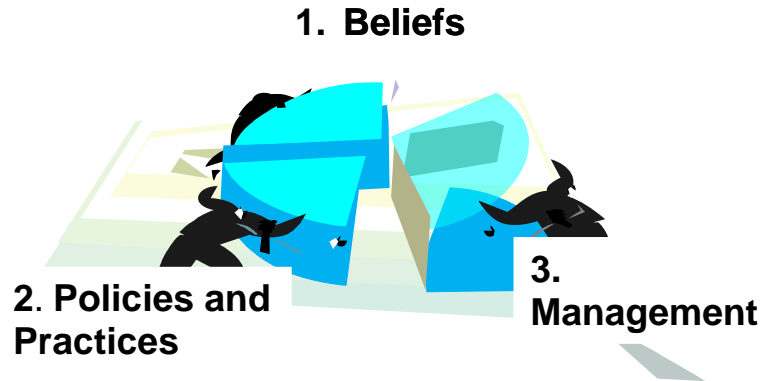


Table 1: Benchmarks

1. Beliefs	2. Policies and Practices	3. Management
<ul style="list-style-type: none"> • Organizational Culture • Power • Difference 	<ul style="list-style-type: none"> • Barriers • Accommodations • Policies and Procedures • Partnerships • Training & Education • Office Culture 	<ul style="list-style-type: none"> • The Learning Organization • Volunteer Management • Leadership

1.3 Facilitators Instructions

Step 1 Decide who else will be involved in this process; e.g., other volunteers, executive director and staff, and/ or board members.

Step 2 Send out copies of the assessment with instructions or have a brief meeting explaining the purpose and provide deadlines. Print or photocopy the actual assessment (pages 17-44) to send out.

Step 3 When all assessments are back score each section (keeping in mind that n/a answers can be taken off the whole score of that section or scored in the middle). Determine an average for each section or score them separately.

Step 4 After each section is scored take out the assessment *Score Card* and *Diversity Continuum* and apply the scores to the applicable statements in the chart.

Step 5 On the *Assessment Summary* place each item under the appropriate category thus providing a simple 1 or 2 page synopsis of the organization.

Example: In the section **2.2.3 (Beliefs-Difference)** the average score is **10**, which falls under the category of **Trying** in the **Score card**. You would then go down to the **Diversity Continuum** and the statement under “**Trying to diversify**” is “**Trying to become more tolerant**”-- in terms of how difference is dealt with in the organization.

Step 6 Either by e-mail or in a group, distribute the *Assessment Summary* with copies of the *Fact Sheets* (3.0), *Workbook* (4.0), and any other tools that you have or have been provided to you by the facilitator. Ask participants to come up with suggestions based on the information in the assessment and the information found on the fact sheets. Set a date to come back together and brainstorm a roadmap for change for the organization.

On pages 45-46 you will find terms that respondents may be unfamiliar with-- these are highlighted in blue in the assessment (color copy) and bolded (black and white copy). You may recommend that participants separate the glossary from the assessment so they will have easy access to it as they proceed through the assessment. The COMMENTS section is provided for open answers and is not scored but rather is there to provide information for the facilitator, board and executive team. When the final report is written you can make note of participant comments as well as large discrepancies in scores. You can also examine individual sections to gain a more detailed understanding of where the organization may be doing particularly well or falling short.

Keep in mind this is a generic tool and as such will obviously not fit with every organization or program. The tool is meant to be fun and educational and to help stimulate conversation within your organization. So don't be afraid to reword or eliminate sections within reason and you can adjust the scoring accordingly.

1.4 Score Card

Section	CLOSED to diversity	TRYING to diversify	ALMOST succeeding	OPEN to diversity
2.2 BELIEFS				
2.2.1 Organizational Culture	1-7	8-11	12-15	16-20
2.2.2 Power	1-5	6-8	9-11	12-15
2.2.3 Difference	1-7	8-11	12-15	16-20
2.3 POLICIES AND PRACTICES				
2.3.1 Barriers	1-7	8-11	12-15	16-20
2.3.2 Accommodations	1-7	8-11	12-15	16-20
2.3.3 Policies and Procedures	1-9	10-14	15-19	20-25
2.3.4 Partnerships in the Community	1-7	8-11	12-15	16-20
2.3.5 Training and Education	1-7	8-11	12-15	16-20
2.3.6 Office Culture	1-9	10-14	15-19	20-25
2.4 MANAGEMENT				
2.4.1 The Learning organization	1-7	8-11	12-15	16-20
2.4.2 Volunteer Management	1-11	12-17	18-23	24-30
2.4.3 Leadership	1-9	10-14	15-19	20-25

1.5 Diversity Continuum

Section	CLOSED to diversity	TRYING to diversify	ALMOST succeeding	OPEN to diversity
2.2 Beliefs				
2.2.1 Organizational Culture (OC)	Lack of awareness.	Some awareness.	Moderate Awareness.	Understands the impact of OC.
2.2.2. Power	Rigid discourse and ideology.	Rigid but trying to bend.	Flexible but not elastic.	Ideologies characterized by flexibility and consciousness.
2.2.3 Difference	Does <u>not</u> acknowledge, validate, and/or has low tolerance for difference in the organization.	Trying to become more tolerant.	Difference is accepted but not with open arms yet.	The organization accepts difference either because it is modeled and/or mandated.
2.3 Policies and Practices				
2.3.1 Barriers	The organization does <u>not</u> acknowledge barriers in the organization.	Barriers are talked about but little else.	Barriers are addressed but not systematically.	The organization is aware of barriers; feels a duty to address them and is proactive.

2.3.2 Accommodations (AD)	ADs are <u>not</u> discussed or readily available.	Organization acknowledges ADs but it is not a priority.	ADs are available but not readily.	ADs are available, and provision has been made in the budget.
2.3.3 Policies and Procedures	The organization's policies and/or procedures do not reflect diversity.	The policies and practices reflect diversity in some aspects.	The policies and practices are beginning to reflect best practices for diversity.	The organization's policies and practices reflect diversity!
2.3.4 Partnerships	The organization does not engage in partnerships with outside agencies that represent diverse groups.	The organization knows these agencies exist but they are not on a first name basis.	The organization is on a first name basis with at least two other agencies that represent minority groups.	The organization proactively forms relationships with outside agencies.
2.3.5 Training and Education	The organization does not engage in training specific to diversity and creating an inclusive organizational culture.	The organization is talking about diversity training.	The organization has provided some training but it is not mandated or consistent.	The organization provides diversity training.

2.3.6
Office Culture

Office culture reflects rigidity in process and protocol.

Office culture isn't rigid but neither is it flexible.

Some flexibility but could use improvement.

Office culture reflects diversity.

2.4 Management

2.4.1
The Learning Organization

The organization does not characterize itself as a learning organization.

The organization has at least one characteristic of a learning organization.

The organization is a learning one but could use improvement.

The organization characterizes itself as a learning organization.

2.4.2
Volunteer Management

The organization does not follow the recommended best practices of volunteer management.

The organization is aware of and follows a few of the best practices.

The organization follows several best practice volunteer management strategies but could do more.

The organization follows the best practices of volunteer management.

2.4.3
Leadership (definitions In glossary)

Leadership is characterized by transactional leadership.

Leadership is mostly transactional.

Leadership is primarily transformational.

Leadership is characterized by transformational leadership.

1.6 Assessment Summary

Section	Score	Score Card Statement	Diversity Continuum Statement
Organizational Culture			
Power			
Difference			
Barriers			
Accommodations			
Policies and Procedures			
Partnerships			
Training and Education			
Office Culture			
The Learning Organization			
Volunteer Management			
Leadership			

1.7 Facilitators Brainstorming Summary: You will need a flip chart and markers. As participants call out their ideas write them on the flip chart and then record them here afterwards.

Category

Ideas

Organizational Culture

Power

Difference

Barriers

Accommodations

Policies and Procedures

Partnerships

Training and Education

Office Culture

The Learning Organization

Volunteer Management

Leadership

1.8 Roadmap for Organizational Change

Category	Action	Timeframe
Organizational Culture		
Power		
Difference		
Barriers		
Accommodations		
Policies and Procedures		

Partnerships

Training and Education

Office Culture

The Learning Organization

Volunteer Management

Leadership



2.0 Assessment

2.1.1 A note about scoring

The scoring system is based on how much you agree with the statement based on a scale from 1-5:

SCORING SYSTEM

1	2	3	4	5
Not at all		Somewhat		Completely

If you feel that the question you are being asked does not apply to you mark non-applicable (n/a) and when the facilitator adds up the scores he (she) can choose to subtract the amount of that question from the total score and make the appropriate change to the scorecard:


Example: If in a section that is worth 20 points a person puts N/A beside 2 questions the facilitator would then score that section out of 10 and would make the appropriate adjustments to the score card or choose a score in the middle (but make a note for the facilitator that it was meant to be N/A).

On pages 45-46 there is a glossary of terms if you need assistance.

2.1.2 Assessment Introduction

In Canada, minorities such as immigrants and persons with disabilities make up a significant percentage of the population but despite Canadian public policies (e.g., Employment Equity Act) they remain under-represented in voluntary positions. Therefore, it is safe to suggest there is a disjuncture between public policy and organizational norms. At the root of this disjuncture--between what we say we believe and what we really believe--is organizational culture.

To ensure inclusion for a diverse range of persons requires minimal costs, and the benefits are great for the individual, the organization, and the community.



People generally volunteer for the following reasons:

- Altruism
- Career advancement
- Skills development
- Enhanced personal development
- Engagement in social interaction
- Practice of unused abilities
- Help to cope with inner conflicts.

2.1.3 Diversity Openness One of the significant terms that came out of our research on organizational culture and diversity was the term “diversity-openness”. An organization can be described as being “open to diversity” or having a culture that is “diversity-open” if it provides an inclusive, flexible and an open organizational culture that is welcoming to a variety of individuals, experiences and work styles. It is important to assess for diversity-openness in an organization for three reasons:

1. Simply, it is “the right thing to do”!
2. In the non-profit sector, diversity in the organization will reflect diversity in the community and will help the organization be more effective. It also reduces the “us” versus “them” mentality, which can separate agencies from service users.
3. Although volunteers are considered to be Canada's greatest natural resource and the demand on the voluntary sector is growing--the body of volunteers is not increasing. Therefore volunteer managers need to develop programs that provide positive experiences for volunteers and foster inclusive organizational cultures.

Diversity: variety- there was considerable diversity in the style of the reports. *Newspapers were obliged to allow a diversity of views to be printed.*

Open: Allowing access, passage, or a view through an empty space. *It was a warm evening and the window was open.*

EXAMPLE

A volunteer manager at a Soup Kitchen, when asked about the possibility of including persons with disabilities in their volunteer program exclaimed,

“What, how could we do that...I couldn’t very well have a blind person serving soup could I?”

Questions to consider:

- 1. What do you think some of her assumptions are about blind people?*
- 2. Why would it be important for her to be informed about disability and blindness in particular?*
- 3. How would this knowledge help the organization become more “diversity-open”?*
- 4. What would some of the benefits be to the community and to the organization if a blind person were to volunteer?*

***Hint:** Most people who are blind can see shapes and light.*

2.2 BELIEFS

2.2.1 Organizational Culture

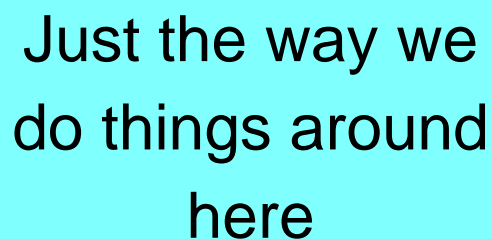
Organizations need to be able to:

- survive
- grow
- adapt
- function

In order to survive, grow, adapt and function organizations unconsciously develop:

- values
- beliefs
- norms
- behavior

This provides stability and integration in the organization or more simply becomes:



Just the way we
do things around
here

Q. Think about your organization. Can you think of examples of “Just the way we do things around here”?

EXAMPLE

A local food co-op that is completely driven by volunteers has approximately 50 members ranging in age, occupation, education level and gender. Over a period of several months an eager bunch of tech savvy 20 year olds begin to implement changes in the co-op's scheduling system- introducing a new on-line scheduling system and on-line web board, which will become the focal point of discussions for the co-op. Slowly the 'culture' of the co-op becomes one that is increasingly technical evidenced, in part, by volunteer meetings being directed around discussions about on-line activity.

Questions to consider:

- 1. Can you see what types of difficulty the new culture of the co-op may pose for older and less tech savvy members? How welcome or accommodated do you think they would feel? Would they want to continue volunteering for this organization?*
- 2. How would an awareness of the importance of organizational culture influence this dynamic and help the organization become more aware of and friendly to a more diverse range of volunteers?*

CAN ORGANIZATIONAL CULTURE BE CHANGED?

THREE STAGES OF CHANGE

1. Unfreezing: The organization has to become aware that change is needed and become open to the possibility change.
2. Change: This is the transition period between the old ways of doing things and the new way.
3. Re-freezing: This stage involves the affirmation of the change and implementation.

Assessment is part of the unfreezing process. If your organization has not participated in this type of process before, but are now, then you have already started the process of organizational change.

QUESTIONS

Based on what we have shared about [organizational culture](#)/change and your own knowledge please review the following questions and provide an answer that best describes your perceptions about how you and others within your organization feel.

(a) We understand that organizational culture affects how we deal with difference within our organization. 1 2 3 4 5

(b) We believe that it is important for our organization to periodically examine “who’s driving our bus”.

1 2 3 4 5

(c) We believe that organizational culture is something that can be changed.

1 2 3 4 5

(d) Understanding organizational culture is a priority in our organization.

1 2 3 4 5

COMMENTS:

SCORE: /20

2.2.2: Power: We rarely acknowledge or talk about it.

Yet, power is often the thread that runs through the fabric we call organizational culture. Understanding how it works in your organization or program may seem “intellectual” or a “waste of time” if you are busy running a non-profit with limited funding. However, if we do take the time to examine where our beliefs originate and what role power plays in shaping them we will be living and operating more consciously. If we believe that in a group the equitable sharing of power is of **BENEFIT TO EVERYONE**, then this will make sense to you.

EXAMPLE

In Canada we live in a democratic country where certain political parties have more power by simply being elected. However, we also have other parties that help ensure that the interests and the voices of the less powerful are heard- because we believe that it is RIGHT for all Canadians to have a voice and share power. Legislation and laws are not passed without discussion and debate.

Questions to consider:

- 1. Does our organization recognize the differences in power that operate within our organization both consciously and unconsciously?*
- 2. Do you believe that it is beneficial to share power in the organization? Is this something you value? If not- why is that?*

SOCIOLOGY 101

TOOLS

Any introductory Sociology course will introduce you to the concept of critical thinking, which is a helpful tool when we are examining belief systems or how power operates in an organization:

- Critical thinking: This need not be "critical" in a negative sense but means being able to analyze situations and belief systems rather than accepting them at face value.

Examples of normally accepted beliefs

- **Humans use only 10% of their brain**
- **Benjamin Franklin invented electricity**
- **Adam and Eve ate an apple in the Garden of Eden**
 - **Bats are blind**

ACCORDING TO RESEARCH NONE OF THESE THINGS IS TRUE!

http://en.wikipedia.org/wiki/List_of_misconceptions

QUESTIONS

The key to diversity in an organization is consciousness about how power operates in an organization and being sensitive to groups that have less power in society such as women, the aged and persons with disabilities. How does your organization rate on the following?

(a) As an organization we consciously examine traditional power relations and roles. 1 2 3 4 5

Research also indicates that organizations which operate more on consensus and less on hierarchy are more diverse. An hierarchal organization is based more on a ranking from top to bottom. On the other hand an organization that is more consensus-based reaches decisions by having everyone agree.

(b) We operate more on consensus and less on hierarchy in our organization. 1 2 3 4 5

Finally, mainstream values can be defined as the dominant values in a society and may include religious or political values such as “the protestant work ethic” or “the man as the head of the family”.

(c) Different values and opinions other than mainstream values are welcomed in our organization. 1 2 3 4 5

SCORE: /15

COMMENTS:

“We all live with the objective of being happy; our lives are all different, yet the same” (Anne Frank).

2.2.3: Difference: An open organizational culture reduces prejudice levels and as a result improves key outcomes for individuals and organizations. Key to openness is a high tolerance for difference. Think about your organization and answer the following:

QUESTIONS

(a) Our organization values diverse experience. 1 2 3 4 5

Part of valuing diverse experience is the idea that the person is able to “bring the whole person” into the organization. For example, if individuals are able to be honest about sexuality or disabilities, then the organization is better off overall.

(b) Individuals are able to bring the “whole person” to our organization. 1 2 3 4 5

Other examples of difference include things like the way people dress and how minority holidays are celebrated. What’s your organization like?

(c) Differences are celebrated (holidays, dress code). 1 2 3 4 5

Equally as important is that the organization appears to foster and celebrate differences so that individuals will feel comfortable disclosing disabilities and requesting accommodations.

(d) Accommodation is encouraged as an example of diversity and is encouraged by staff.

1 2 3 4 5

SCORE: /20

COMMENTS:

PART 2.3 POLICIES AND PRACTICES

Policies and practices both reflect culture and help influence its creation. For instance policies and practices within the organization that prohibit discrimination may have *emerged from* an “open to diversity” organizational culture but by the same token will also *contribute towards* a culture that is “open to diversity”. In Canada, diversity is supported by laws and policies such as the Canadian Charter of Rights and Freedoms, the Canadian Human Rights Act, The Employment Equity Act, the Official Languages Act, the Pay Equity Act, and the Multiculturalism Act.

There are many areas within the Policies and Practices of an organization that can make or break diversity openness but we have identified six areas:

1. Knowledge of Barriers
2. Accommodations
3. Policies and Procedures
4. Partnerships in the Community
5. Training and Education
6. Office Culture

2.3.1 Knowledge of Barriers: Awareness is the key to creating diversity openness and also to creating policies and practices that foster inclusion. Central to this is awareness of the barriers that persons with disabilities and other minority groups face.

Examples of barriers:

- **Physical barriers** such as bathrooms that are not wheelchair accessible.
- **Communication barriers** such as an absence of sign language interpreters or bilingual signs.
- **Financial barriers** can originate with the agency or with the individual. Many seniors, persons with disabilities and newcomers to Canada live on a fixed income, which can make volunteering inaccessible particularly if they need to provide transportation.
- **Attitudinal barriers:** May be the most destructive because they are not as easy to recognize and remedy. An attitudinal barrier can include negative attitudes towards persons with disabilities, the senior volunteer or the ex-offender.
- **Programmatic barriers:** Barriers such as fear of litigation, and unfamiliarity with proper accommodation can deter organizations from engaging a diverse range of individuals.

QUESTIONS

(a) Our organization is aware of barriers to inclusion faced by a wide range of persons. 1 2 3 4 5

(b) Possible barriers are periodically reviewed and discussed when planning events and developing programs. 1 2 3 4 5

(c) Our intention to remove barriers is mandated within our organization, policies, goals and budget.

1 2 3 4 5

(d) We understand and adhere to the principles of [universal design](#).

1 2 3 4 5

SCORE: /20

COMMENTS:

Seven Principles of Universal Design

http://www.design.ncsu.edu/cud/pubs_p/docs/poster.pdf

2.3.2: Accommodations: are the supports that a person with a disability requires in order to perform the tasks related to their position. In Canada the organization has a **Duty to Accommodate**, which refers to the legal obligation to take appropriate steps to eliminate discrimination resulting from a barrier that can have an adverse impact on individuals with disabilities and other minorities. Efforts to accommodate (*reasonable accommodations*) are required up to the point where the person or organization attempting to provide accommodation would suffer “undue hardship” by doing so. Some examples of accommodations:

Physical Accommodations

- Ramps, rails, lifts, power doors
- Non-skid strips on floor
- Washrooms and work space adapted for people who use wheel chairs, canes and service dogs
- Adjustable desks and chairs

Support services and individualized supports

- A buddy or mentor system
- Sign language interpreters
- Restructuring a position
- Job sharing and flex time
- More frequent rest periods
- Distraction free work spaces

Technical Accommodations

- Braille printers
- Magnifying devices for computer screens
- Accessible web sites
- Screen readers

QUESTIONS

Now that you have taken a look at some accommodations, please answer the following:

(a) We have a clear understanding of what reasonable accommodations are and how to provide them. 1 2 3 4 5

(b) We understand the personal nature of accommodations. 1 2 3 4 5

(c) We allow money in our budgets for providing accommodations. 1 2 3 4 5

(d) We proactively provide accommodations not because we have to but because we want to enable full participation. 1 2 3 4 5

SCORE: /20

COMMENTS:

The Voluntary Sector has been hit hard by funding cutbacks, particularly for core funding. Many organizations have become dependent on project based funding.

TIP

In your project budgets advocate for additional funds for accommodations which can run the gamut from extra administrative support to using sign language interpreters and enabling all publications to be published in alternate formats.

2.3.3: Policies and Procedures:

Think about the policies in your organization (*hint*: if you don't really know what these are your organization probably has a policy handbook that you could look over).

TIP
Need help writing diversity policies?
Diversity Policy Development Workbook
WWW.CCIC.CA

QUESTIONS

- (a) Human rights and equal opportunity legislation are mandated into organizational policies and procedures. 1 2 3 4 5
- (b) There are mechanisms in place to ensure that inclusion strategies are being adhered to. 1 2 3 4 5
- (c) Financial resources are allocated to diversity initiatives. 1 2 3 4 5
- (d) Goals and values related to inclusion are created at the board level. 1 2 3 4 5
- (e) Hiring practices include screening for diversity openness in applicants. 1 2 3 4 5

SCORE- /25

COMMENTS:

2.3.4: Partnerships in the Community: Partnering with organizations such as Independent Living Centres or organizations committed to persons who are Deaf and hard of hearing will only benefit your organization.

QUESTIONS

(a) We actively form partnerships in the community with these organizations. 1 2 3 4 5

(b) We trust the expertise of such organizations with respect to accommodation, information and referral. 1 2 3 4 5

(c) We share information and resources with these organizations. 1 2 3 4 5

(d) We are interested in opening our doors to all members of these communities. 1 2 3 4 5

SCORE- /20

COMMENTS:

TIP

Inclusive organizational cultures are built on the intentional efforts of leadership and organizational members. Partnering with organizations that serve your target group and offering training and education were two best practices of inclusive cultures.

2.3.5 Training and Education: Both formal and informal opportunities for learning, for volunteers within the organization, have been identified as being the key to successful outcomes in volunteerism. This includes:

- Education and training for orientation
- Ensuring that volunteers are able to handle position duties
- Maintaining volunteer motivation

QUESTIONS

(a) Training and education are provided to staff and volunteers to dispel stereotypes and foster inclusive practices. 1 2 3 4 5

(b) We provide training for staff and volunteers about handling requests for accommodations. 1 2 3 4 5

(d) Volunteers are properly oriented to their positions and are provided ongoing training. 1 2 3 4 5

(e) Managers are consistently provided with information about the role of leadership in setting the tone in the organization. 1 2 3 4 5

SCORE: /20

COMMENTS:

For training resources please see fact sheets pp.47-59.

2.3.6: Office Culture: Flexibility and openness are the keys to diversity within the office culture of an organization. Take a minute to think about your office culture and answer the following:



Questions

- (a) We offer flexible working arrangements, such as job sharing, or working off site. 1 2 3 4 5
- (b) We are open to flexible decision making and participation styles. 1 2 3 4 5
- (c) The staff reflects diversity. 1 2 3 4 5

It is also important to office culture that physical representations of the organization reflect diversity:

- (d) Our office includes welcoming images and language for a diverse range of people. 1 2 3 4 5
- (e) Advertisements and brochures picture diversity. 1 2 3 4 5

SCORE: /25

COMMENTS:

PART 2.4 MANAGEMENT

There are a number of organizations that are more successful at inclusive practices than others, and these organizations have a number of characteristics in common:

- They are learning organizations
- They are committed to the practice of good volunteer management
- They have a strong leadership commitment to diversity

2.4.1 The Learning Organization:

- Supports shared learning from experience
- Encourages entrepreneurship and risk taking
- Is characterized by facilitative leadership
- Has an organic as opposed to a mechanistic culture
- Values individual development as an end to itself

QUESTIONS

On a scale of 1-5 would you characterize your organization as one that:

- | | | | | | |
|--|---|---|---|---|---|
| (a) Provides an open forum for reflection? | 1 | 2 | 3 | 4 | 5 |
| (b) Encourages innovation? | 1 | 2 | 3 | 4 | 5 |
| (c) Fosters individual development and growth? | 1 | 2 | 3 | 4 | 5 |

Another important indicator within the culture of a learning organization is whether it is an **ORGANIC** or a **MECHANISTIC** culture. An organic culture tends to place importance on humanistic values whereas a mechanistic culture is more traditional and may be less open to differences.

Look at the structure of your organization and the following characteristics (if you have any problems with terms let the facilitator know). Keep in mind most organizations have a combination of characteristics.

Mechanistic (*hint: think about the regimented structure of the armed forces*)

- Centralized authority
- Top-down communication and decision making
- Many detailed rules and standard operating procedures
- Clearly specified tasks and roles and a defined division of labour

Organic (*hint: think about the more relaxed structure of a co-operative*)

- Decentralized authority
- Lateral communication and decision making between people in different departments
- Face-to-face communication
- Deliberately ill-defined tasks and roles and a loose division of labour

(d) Where 1 is very mechanistic and 5 is very organic
how would you rate your organization?

1 2 3 4 5

SCORE: /20

COMMENTS:

Appropriate interviewing procedures including asking the following:

(c) Only questions about the essential functions of the position. 1 2 3 4 5

(d) The same questions as everyone else. 1 2 3 4 5

(e) What accommodations they may require while being interviewed. 1 2 3 4 5

and

(f) Volunteer descriptions that can be modified to suit the applicant. 1 2 3 4 5

SCORE: /30

COMMENTS:

Essential and Marginal Functions

The essential functions are specific to the position and if the particular task is not performed then the nature of the position is changed.

A marginal function is one that is not essential to the position and can be modified to accommodate someone who is unable to perform the essential task.

2.4.3: Leadership There is a constant interplay between culture and leadership where norms are created and reinforced through leadership and vice versa, and then passed on to other organizational members. Leaders who are open to organizational change will reward creativity, problem solving, risk taking and experimentation.

Transformational leadership is a style of leadership in which the leader identifies the needed change, creates a vision to guide the change through inspiration and executes the change with the commitment of the members of the group. Be a Transformational Leader!

QUESTIONS

Leaders in our organization believe that:

(a) Decisions can be made at the lowest level possible. 1 2 3 4 5

(b) People are inherently motivated and want to perform their best. 1 2 3 4 5

Leaders in our organization:

(c) Reward innovative behavior. 1 2 3 4 5

(d) Model and reward inclusive practices. 1 2 3 4 5

SCORE: /20

COMMENTS:

IMPORTANT TERMS

Organizational Culture: Edward Shein says it best: “A pattern of shared basic assumptions that the group learned as it solved its problems of adaptation and integration, that has worked well enough to be considered valid and taught to new members as the correct way to perceive, think and feel in relation to these problems(1992). ”

Open to Diversity: An organization’s culture is characterized as being open to diversity if it has a number of characteristics, some of which we have tried to identify in our assessment! For example, organizations that have strong leadership commitment to diversity, provide diversity education and training, and understand the importance of inclusion are more apt to be “open to diversity” than organizations that do not embody these traits.

Who’s Driving the Bus? This concept, made popular in pop psychology, is referring to how the unconscious beliefs (stereotypes) that we have can “drive the bus” (decision making and perception) as opposed to more conscious thinking (awareness and education).

Universal Design: is the design of products and environments to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design.

Mainstream values: The prevailing current of thought, influence, or activity-representing the prevalent attitudes, values, and practices of a society or group.

Hierarchy: A hierarchy is a system of ranking and organizing things or people, where each element of the system (except for the top element) is subordinate to a single other element.

Consensus: An opinion or position reached by a group as a whole. Example: Among persons who use the access-a-bus “there is a clear consensus about the problems persons with disabilities face booking the bus at particular times.”.

Ethnocentric: Evaluating other people and cultures according to the standards of one’s own culture.

Assimilation: Normally refers to the process of minority groups adapting to and taking on the characteristics of the dominant group in order to belong, function and survive.

The Whole Person: The “whole person” would be welcome in the organization and would not have to hide certain aspects of self (sexuality, disability, religious beliefs) in order to fit in.

Facilitative Leadership: Facilitative Leadership is a people-centered process of developing and supporting a culture in the workplace that facilitates goal achievement. Some characteristics of facilitative leadership include making connections and helping others make meaning, providing direction without totally taking the reins, and balancing the management of content and process.

Flexible work arrangements: Are arrangements that are different from the normal 9-5 work day. Example: Mothers who seek flexible arrangements to accommodate the need to juggle employment with the responsibilities of raising a family.

Flexible decision-making styles: Consensus-based decision making was found to be a characteristic of inclusive organizations where decisions are negotiated among team members until a decision that everyone is happy with is reached.

Flexible Participation Styles: Is everyone expected to participate in the same way? For example, are meetings held at 8:30 sharp, or are people provided with flexible opportunities to participate (through e-mail, one on ones)?

Transactional Leadership: The transactional leadership style is based on the hypothesis that followers are motivated through a system of rewards and punishment. If the follower does something good, they will be rewarded. If the follower does something wrong, they will be punished.

Transformative Leadership: Based on the hypothesis that leaders can exploit a need of the follower. These particular needs are not based on reward and punishment transactions but higher order needs. These needs are those of the total person and are closely aligned with the internal motivational factors of the follower.

3.0

FACT SHEETS

The following pages reflect information about some of the diverse groups that participate in volunteering. Members of each of these groups often face stigma in everyday life and benefit greatly from volunteer opportunities.

Each sheet provides a volunteer profile, recruitment strategies and useful on-line links for more information.

FACT SHEET

ETHNOCULTURAL volunteers

PROFILE

- Desire volunteer positions in order to develop English language skills
- Have a lot to bring to the table in terms of experience and skills
- Enrich the environment and help reflect community diversity

RECRUITING

- Connect with organizations that serve immigrant communities
- Examine volunteer position descriptions and address language and cultural barriers
- Try to provide important documents in languages other than English that reflect the community that you are serving

Canadian multiculturalism is fundamental to our belief that all citizens are equal

Multiculturalism ensures that all citizens can keep their identities, can take pride in their ancestry and have a sense of belonging

USEFUL WEB LINKS:

Recruiting New Canadian Volunteers:

http://atwork.settlement.org/downloads/atwork/recruiting_new_canadian_volunteers.pdf

Mount Allison University:

http://www.mta.ca/faculty/arts/canadian_studies/english/about/multi/

FACT SHEET

Mobility Differences

PROFILE

- Bring as many skills and talents to the table as anyone else
- May have financial barriers to volunteering
- May or may not need workplace accommodation. If you don't know- ask!

RECRUITING

- Local organizations such as Independent Living Centres (ILCs) can offer advice on recruitment, accessibility and accommodations

Ensure accessibility!

- Develop flexible positions and determine if any can be done through virtual volunteering!

ACCESSIBILITY

- Install a ramp
- Widen doorways
- Commit yourself to accessibility in policy
- Make bathrooms accessible
- Provide accessible parking spaces
- Become familiar with universal design principles

USEFUL WEB LINKS:

Simple Solutions: A Manual- How NGOs can eliminate Barriers to Volunteering by People with Disabilities:
www.peicod.pe.ca/pub/solutions.htm

FACT SHEET

Attention Deficit Disorder

PROFILE

- AD/HD is a neurobiological disorder that affects an estimated 4 percent of adults across racial, ethnic, and socioeconomic lines
- Persons with ADD tend to be highly intelligent and creative but are easily frustrated and suffer from low self-esteem (see links below)

RECRUITING

- Help provide a safe environment for disclosure and provide accommodation
- Focus on strengths and not weaknesses
- Create flexibility

PATIENCE!

ADD Challenges

- Blurting things out
- Daydreaming
- Defensiveness
- Hypersensitivity
- Loss of concentration
- Easily bored
- Difficulty finishing tasks
- Organizational problems
- Poor planning skills
- Procrastination
- Time management

USEFUL WEB LINKS:

* For 141 positives check out this link:

<http://www.addcoach4u.com/positivesofadd.html#positives>

Attention Deficits Disorder Association: <http://www.add.org/index.html>

FACT SHEET

Mental Health Consumers

PROFILE

- Are more than their mental illness
- May have depression, bi-polar illness, schizophrenia, and anxiety disorders
- Often live below the poverty line

RECRUITING

- Partner with your local chapter of the Canadian Mental Health Association
- Work towards creating an inclusive organizational culture that is tolerant of difference

1 in 5 Canadians, close to six million, will develop a mental illness at some time in their lives

1 percent or 300,000 Canadians are likely to have a serious and persistent mental illness at any given time

- Schizophrenia affects 1%
- Mood disorders affect 10%
- Anxiety disorders affect 12%

Famous People Who Have Had Mental Illness

Hans Christian Andersen, Ludwig Von Beethoven, Winston Churchill, Kurt Cobain, Charles Darwin, Emily Dickinson, Thomas Edison, F. Scott Fitzgerald, Betty Ford, Paul Gauguin, King George III, Johan Goethe, Ernest Hemingway

USEFUL WEB LINKS:

Canadian Mental Health Association: <http://www.cmha.ca>

Internet Mental Health: <http://www.mentalhealth.com/>

ENERGIZE! www.energizeinc.com/art.html

FACT SHEET

Deaf and Hard of Hearing

PROFILE

- May consider sign language and not English as their first language
- Do not always require the services of a sign interpreter

RECRUITING

Partner with your local chapter of the Deaf and hard of hearing association

Install a company TTY number and list this number on all pertinent company literature and stationery, including the business cards of key personnel and recruiting staff

Examples of accommodations:

- Write down key words in interviews
- Eliminate background noise
- Provide large signage
- Provide ASL interpreters

TERMS

Deaf: A severe to profound hearing loss, with little or no residual hearing

Culturally Deaf: Individuals who identify the culture and community of Deaf people based on sign language

Deafened or late-deafened: individuals who grow up hearing and, either suddenly or gradually, experience a profound loss of hearing

Hard of hearing: Individuals who use spoken language (their residual hearing and speech) to communicate. Most hard of hearing people can understand some sound

USEFUL WEB LINKS:

Directory of National Organizations of and for Deaf and Hard of Hearing People:
<http://clerccenter.gallaudet.edu/InfoToGo/184.html>

The Canadian Hearing Society: <http://www.chs.ca/info/access/busguide/eng2>

FACT SHEET

Youth

PROFILE

- Contribute to community development once they are engaged
- Bring vitality and a youth perspective to the organization
- Help the organization respond to the youth population
- Benefit from being involved and forming partnerships with adults

RECRUITING

9 Strategies for Youth Inclusion

1. Empower youth
2. Include youth from differing backgrounds
3. Support youth involvement
4. Establish a youth friendly culture
5. Overcome youth stereotypes
6. Provide for the unique nature of youth
7. Benefit from youths' action-orientated approach
8. Plan for youth turnover
9. Identify and improve attitudes towards youth



USEFUL WEB LINKS:

Nova Scotia Youth Secretariat: <http://youth.EDnet.ns.ca/>

Heartwood Centre for Community Youth Development: www.heartwood.ns.ca

FACT SHEET

Ex-offenders

PROFILE

- Volunteering provides ex-offenders with the opportunity to develop skills,
- Contribute positively to the community and
- Get references

FACT
10% of
Canadians have
police records

RECRUITING

- The fact an individual has a criminal record should not preclude them from serving as a volunteer, even with children and other vulnerable people
- Incorporating ex-offenders into voluntary positions can be an important component of an organization's equal opportunities policy

POLICE RECORD CHECKS

The cost of obtaining a criminal record check varies.

Some agencies will reimburse the volunteer for the cost.

USEFUL WEB LINKS

Virtual Volunteering: Serviceleader.org

John Howard Society: <http://www.johnhoward.ab.ca/PUB/A5.htm>

Elizabeth Fry Society: www.Elizabethfry.ca

FACT SHEET

Developmental differences

PROFILE

- Includes cognitive, and communication differences
- Constitutes 2.5-3.0% of the population
- Often face prejudice about their ability levels
- Organizations inaccurately assume accommodating volunteers with developmental disabilities will be costly

RECRUITING

- Access organizations like *People First*, which can assist with referrals, and information about accommodations
- Investigate the possibilities of becoming a part of *Supported Volunteering Programs*, which may assist with extra supervision and additional supports

Supported Volunteering:

Objective: To ensure the full inclusion of a wide range of persons into volunteerism

1. Universal right to volunteer
2. Social equality
3. Diversity as a positive force
4. Volunteering as an advantage to the individual, organization and community
5. Sensitivity to individual differences does not mean treating everyone the same.

USEFUL WEB LINKS

<http://www.serviceleader.org/new/documents/articles/2004/06/000230.php>
<http://www.lindagraff.ca/non%20html/OFAfinal.pdf>

FACT SHEET

Low Income Volunteers

PROFILE

- Often cannot defray volunteer related costs
- Are frequently disabled in some way
- May suffer from low self-esteem or social exclusion
- Benefit from honoraria and stipends

RECRUITING

Volunteers who also use the services of an organization have the advantage of already being familiar with the organization

Recognize the challenges that face low income volunteers including:

- a lack of accessible transportation
- disability related challenges
- need for flexible scheduling

Being poor is not a crime!

4.72 million Canadians live below the poverty line:

25% of persons with disabilities

37% of visible minorities

47% of aboriginals (on reserve)

40% of all seniors

1,139,000 children under the age of 18

USEFUL WEB LINKS:

<http://www.serviceleader.org/new/documents/articles/2004/06/000230.php>
<http://www.lindagraff.ca/non%20html/OFAfinal.pdf>

FACT SHEET

GAY, LESBIAN AND
TRANSGENDERED



PROFILE

- Anywhere from 1%- 10% of the population identifies as being something other than heterosexual
- Gender identification questioning is becoming more accepted especially amongst youth

TRANSGENDER NUANCES

FTM (female to male):
Born female but see themselves as partly or fully masculine

MTF (male to female):
Born male but see themselves as partly to fully feminine

Intersexed: Born with a combination of male and female physiology

FACTS

Teens who describe themselves as lesbian, gay, bisexual or transgendered are:

5 times more likely to miss school because they feel unsafe

4 times more likely to commit suicide than straight peers

Earn up to 14% less than straight peers

RECRUITING



Creating a gay friendly environment will open your organization to a larger pool of talented individuals, which will also better reflect the sexual diversity present in our communities

USEFUL WEB LINKS

Understanding Prejudice: www.understandingprejudice.org

National organization for Women: www.now.org/issues/lgb/stats.htm

FACT SHEET

Francophones

PROFILE

Volontaire!

There are over 9.5 million French speakers living in Canada,

- Quebec: 7 million.
- Ontario: 1.4 million
- Atlantic Canada: 450,000
- Western Canada: 650,000
- Yukon, Nunavut and the Northwest Territories: 8,000

THAT'S A LOT OF PEOPLE!

RECRUITING

- Print materials in French particularly in areas with a high concentration of francophones
- Present welcoming images of other minority cultures
- Form partnerships with organizations that represent these groups

USEFUL WEB LINKS

Volunteering for All? <http://www.diversityinitiative.org/files/DI-eval-full.pdf>

Stats Canada:

<http://www12.statcan.ca/english/census01/Products/Analytic/companion/lang/contents.cfm>



FACT SHEET (sample)

PROFILE

RECRUITING



USEFUL WEB LINKS



4.0

WORK BOOK

Examine the ASSESSMENT SUMMARY that has been given to you by the facilitator. Refer to the information the facilitator has given to you, the actual assessment and the fact sheets to help you answer the workbook questions. Record your answers in the appropriate spaces and share with the group when you reconvene. You may want to access some of the web links provided in the fact sheets to give you ideas.

Organizational Culture: *Organizations that are aware of organizational culture and the importance of it are generally more open to diversity.*

1. What did you learn about organizational culture through the assessment process?

Was this new information?

2. What ideas do you have about how your organization can become more aware of the importance of organizational culture?

Power: Organizations that are aware of power differences within their organization are more open to diversity than organizations that are not aware.

1. What does power look like? Feel like? Can you name it? If you had to draw a picture of it what would it look like? How does it make you feel?
2. Who has power in your organization? How do you know? How does that make you feel?
3. Would it be helpful to the organization for everyone to feel powerful? How do you think your organization could make sure that everyone felt powerful?

Difference: Organizations that are more accepting of difference are by definition going to be more open to diversity than organizations that aren't.

1. How do you feel that your organization deals with difference? Are differences between people celebrated?
2. How could the organization make room for differences between people, work styles and attitudes? Can you see how this could be positive but also negative for the organization? Why do you think the positives may outweigh the negatives?

Barriers: An organization that is familiar with barriers that many populations face and works towards eliminating these barriers is more open to diversity.

1. Thinking about your own life, what kinds of barriers have you faced in employment and/or volunteerism?
2. What kinds of steps could your organization take to eliminate barriers?

Accommodations: An organization that is aware of accommodations and is proactive towards this end has a more open to diversity organizational culture.

1. What types of accommodations does your organization offer now?

2. What types of changes can you see your organization making to accommodate more individuals in your organization?

Partnerships: An organization that partners with organizations that serve the interests of the target group such as The Canadian National Institute for the Blind will have a more open to diversity organizational culture.

1. Does your organization partner with other organizations?

2. What suggestions do you have for your organization to increase partnerships with other organizations?

The Learning Organization: *An organization that characterizes itself as being a learning organization is more apt to be open to diversity than an organization that does not.*

1. Do you feel that your organization is a learning organization? Why or why not?
2. What would it take for your organization to become a learning organization?
3. What can your organization do to become a learning organization?

Volunteer Management: *An organization that practises good volunteer management is going to attract and retain more diverse volunteers within its volunteer program.*

1. What current practices does your organization demonstrate now as it relates to good volunteer management?

2. What could your organization do to develop better volunteer management practices?

Leadership: The organization that displays a leadership commitment to diversity and is more transformational and less transactional is more likely to be open to diversity.

1. After reviewing the two different styles of leadership -- transformative and transactional – how would you characterize the leadership style in your organization?
3. What could the organization do to move towards a more transformative form of leadership?

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