



Diversity & Inclusion

FRAMEWORK & IMPLEMENTATION PLAN



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Performance Measurement Table (fold-out)



Executive Summary

“loves
technology,
speaks three
languages, cares
for an aging
parent ...”

Executive Summary

The Diversity and Inclusion Framework reflects Senior Management Team's (SMT's) vision of creating an innovative organization that works smart, a City workforce that attracts and leverages diversity in its staff to create programs and services that meet the diverse needs of the changing communities we serve.

Diversity and inclusion go hand in hand. Organizations that successfully capitalize on the diversity of their staff consistently work to identify and address systemic barriers embedded within policies, practices, programs and services that inadvertently exclude individuals or whole communities.

This Framework provides staff throughout this organization with the tools and supports to identify and address systemic barriers in order to build a diverse and inclusive workforce broadly representative of the citizens and communities we serve. It provides the means to integrate diversity and inclusion values and practices into existing corporate processes, and enable progress and results to be measured departmentally and corporately.

Developed by a cross-section of staff representing all City Departments and vetted by groups from throughout the corporation, the Diversity and Inclusion Framework lays out a methodology to be used by each department to meet SMT's four goals.

Achieving these goals requires all parts of the organization to engage in specific activities. The activities, outputs, indicators of success and data collection methods are outlined in the Diversity and Inclusion Framework Performance Measurement Table. These measures will help us evaluate how successful we are at reaching our goals.

Success is contingent upon corporate commitment and dedication of the time and resources essential to ensure each department is able to complete the Implementation Plan.

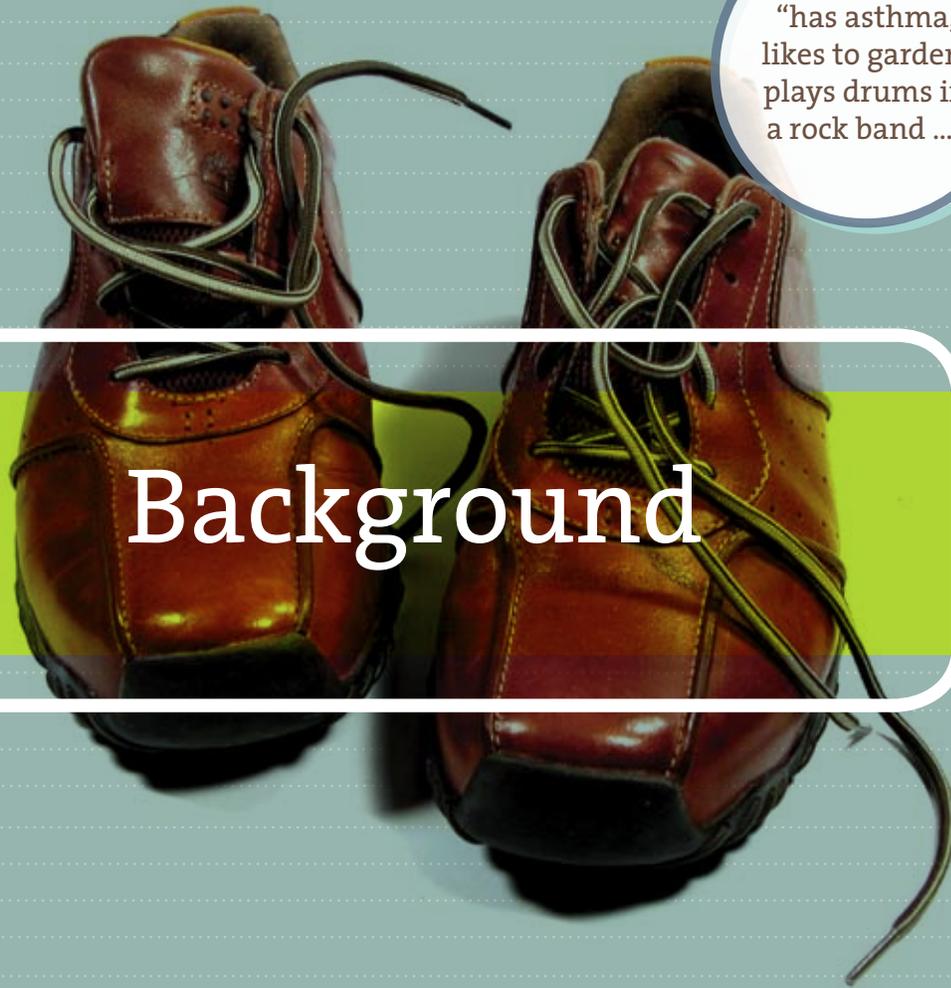
The Diversity and Inclusion Framework is intended to ensure the ongoing success of the Administration in attracting a diverse range of talented people who choose a career with the City of Edmonton because they are confident that their experiences and views will be included in creating the policies, programs and services that make City services accessible to all.

It is about maintaining public confidence that City programs and services meet the diverse needs of its ratepayers.

It is about equipping staff at all levels with the tools and support necessary to create an innovative organization that develops our City's competitive edge in an increasingly competitive labour market.

SMT's Four Goals:

- 1 Having a workforce that is broadly reflective of the community
- 2 Identifying and addressing barriers within organizational systems
- 3 Attracting and retaining a talented workforce skilled at working in an inclusive and respectful manner with one another and with the community
- 4 Creating processes, policies, plans, practices, programs and services that meet the diverse needs of those we serve.



“has asthma,
likes to garden,
plays drums in
a rock band ...”

Background

Background

The need to develop and implement a Diversity and Inclusion Framework at the City of Edmonton results from shifting immigration, migration and urbanization patterns an aging society and a growing awareness of the range of human differences in the City's population. This ever-diversifying population has expectations that their municipal government will provide services and programs that meet their needs and aspirations. In addition, there are tremendous pressures on the City to effectively recruit and retain employees to fill vacancies in an increasingly competitive job market.

To effectively serve the broadest segment of the City possible, and attract and retain the best employees, the City must:

- look at how it includes the perspectives of the community and its own employees and
- look at how it can build a workforce that broadly reflects the diversity in the community.

This framework exists to ensure that the City recognizes Edmonton's growing diversity and that all Edmontonians have the opportunity to fully participate in the programs and services that the City provides. As a representative body and service provider, the City must find a way to serve all citizens in a manner that meets their expectations and fosters full contribution by all members of the community.

To provide Edmontonians with the best municipal services we must access and recruit from the full talent available in our community. A workplace that recognizes difference and values the contributions made by all employees is more likely to attract and retain the best employees available.

By extension, if these employees bring the full spectrum of community views to their jobs, the City can rely on internal resources to assist in delivering services to citizens that meet their expectations.



“is a single parent, lives on an acreage ...”

“does crafts, has more than two cultural heritages, wears tri-focals ...”

“lives with a hidden disability, is an athlete ...”

Implementing a Diversity and Inclusion Framework enables the City to:

- gain greater competitive advantage by increasing its vitality and resources for programs and services
- attract and retain talented people by supporting and involving employees and heightening their sense of purpose and commitment
- increase city services that respond to the diversity of citizen needs thereby increasing willingness to support such services
- open the City to pockets of people who may otherwise feel disenfranchised and
- contribute to improving the quality of life for all of us.

The City of Edmonton has taken numerous steps to create processes, policies, plans, practices, programs and services to improve connections with citizens and enhance employee inclusion. Very often these activities are the creation of innovative City employees.

Examples include:

- **City Policies** –The City has developed policies that foster access including Accessibility to City of Edmonton Owned and Occupied Buildings, Integration of Persons with Disabilities, Public Involvement and Leisure Access Program.



- **Citizen Evaluation** – In addition to on-going public involvement opportunities, citizens have the opportunity to evaluate City services and provide input through the corporate Customer Satisfaction Survey, the Edmonton Transit System Rider Survey and the Civic Census.
- **Workplace Inclusion** - The Employee Code of Conduct, Working Relationship Agreement and Employee Expectations all contain principles designed to contribute to a diverse and inclusive workplace. These principles and documents are complimentary to the Diversity and Inclusion Framework
- **Citizen Consultation and Input** - Long term plans such as the Urban Parks Master Plan, the

Transportation Master Plan and Focus Edmonton are developed in consultation with the community and stakeholder groups.

- **Department Efforts** – Each department aims to be responsive and relevant to citizen needs and in doing so delivers inclusive programs and services. One example includes the Celebration of Our Faiths program which is jointly sponsored by the City of Edmonton and the Edmonton Interfaith Centre for Education and Action.

The strength of the Diversity and Inclusion Framework is how it honours these existing activities and provides a structure to link and build on these activities, measure progress and celebrate successes corporately.



Building the Diversity and Inclusion Framework

The Office of Diversity and Inclusion was created in 2005 to support departments in developing and implementing a strategic framework that builds diversity in the workforce, helps create respectful and inclusive work environments and finds ways to weave diversity and inclusion practices and principles into policies, business plans, practices, performance expectations, program and services.

The process of building the Diversity and Inclusion Framework began with a comprehensive review of research to identify current best practice in the area of diversity and inclusion. This review resulted in the identification of essential common elements for achieving sustainable diversity and inclusion practices within organizations. (See Appendix 1)

These elements include:

- 1 Informed and committed leadership
- 2 Comprehensive scope of goals and activities
- 3 Integration of objectives within business plans throughout the organization
- 4 Dedicated resources
- 5 Focused education and training opportunities
- 6 Policy review and development
- 7 Shared responsibility and individual accountability, and
- 8 Measurement and evaluation.



“volunteers at a seniors’ home, has three pets...”



“writes short stories, was born overseas ...”

The first steps in creating the Diversity and Inclusion Framework were to define diversity and inclusion, create a vision of what the City hopes to accomplish and articulate values to guide achieving this vision. Senior Management Team identified the corporate diversity and inclusion vision and established the corporate Working Group tasked with developing the Diversity and Inclusion Framework and Implementation Plan.

The Diversity and Inclusion Framework outlines how the City of Edmonton will achieve its vision and goals to be a municipality respectful and inclusive of human difference.

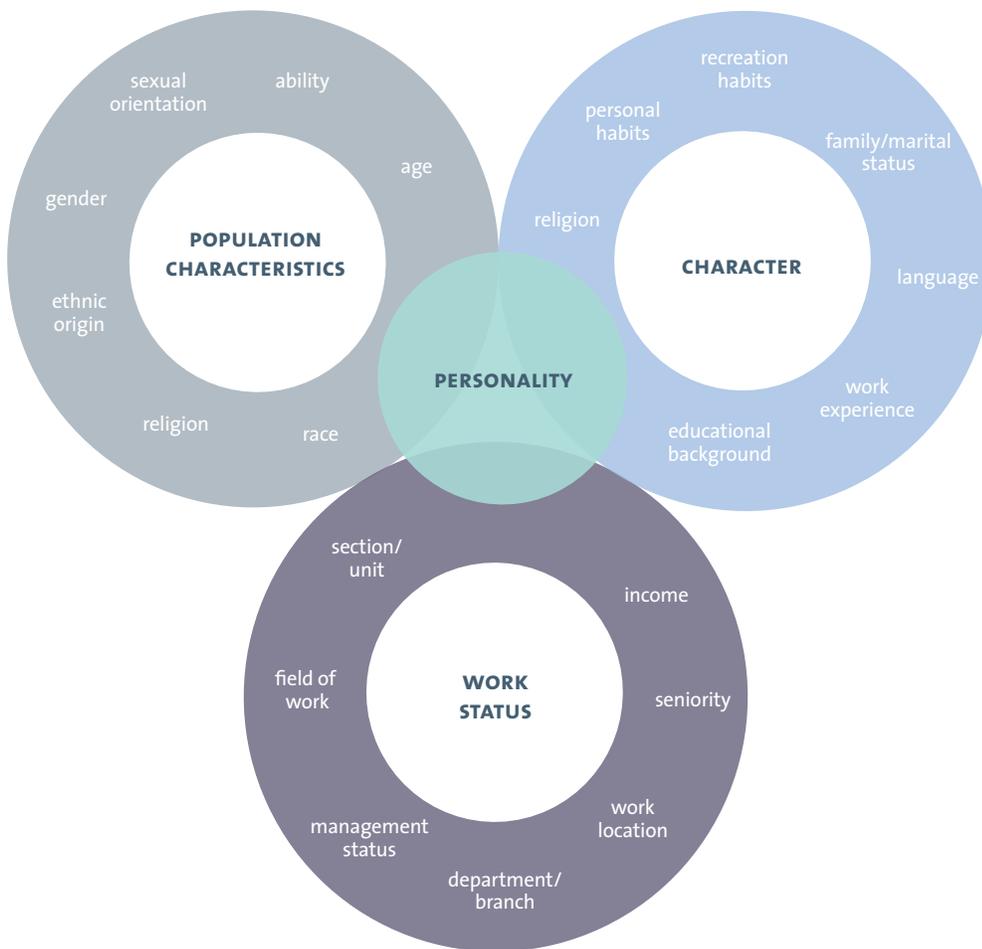
DIVERSITY The City of Edmonton defines diversity as the range of human difference. Each person has layers of diversity which make his/her perspective unique.

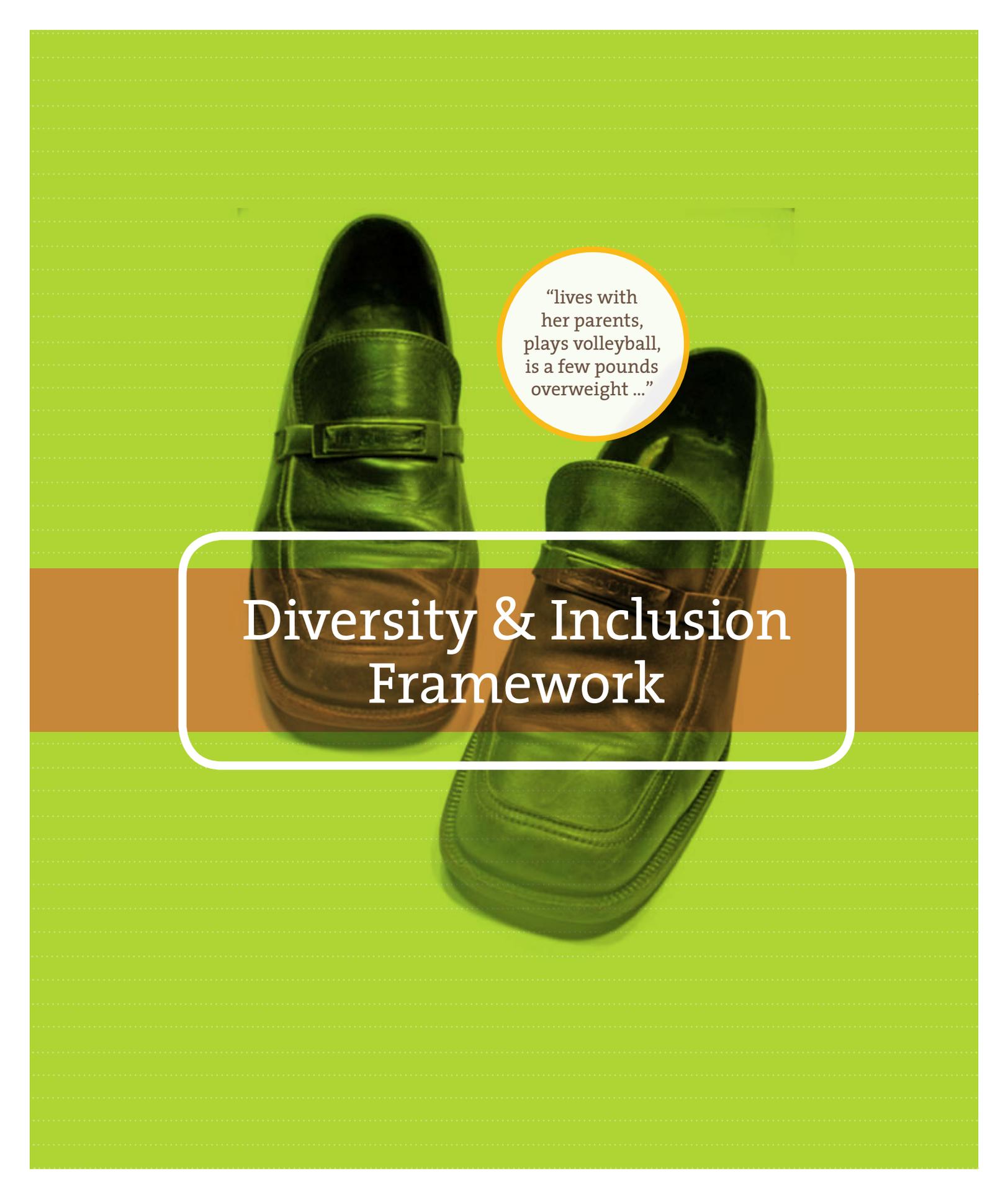
INCLUSION The City of Edmonton defines inclusion as involving and valuing human differences and viewing such differences as strengths.

It's not enough to employ a workforce of individuals with varying backgrounds and views. We need to include their experiences and views when working with each other and when developing programs and services. This way we ensure respect and consideration of the diverse needs and perspectives of all Edmontonians when creating municipal programs and services. Inclusion and diversity go hand in hand.

Layers of Diversity

These layers are represented below and illustrate the ways in which people, including employees, may differ from one another.



A pair of brown leather loafers is shown against a green background with a white dotted pattern. A white rounded rectangle with a thin black border is centered over the shoes, containing the title. A circular callout with a white background and a thin orange border is positioned above the right shoe, containing a quote.

“lives with
her parents,
plays volleyball,
is a few pounds
overweight ...”

Diversity & Inclusion Framework

Purpose, Vision and Values

PURPOSE To integrate diversity and inclusion values and practices into existing corporate processes and enable progress and results to be measured departmentally and corporately.

VISION – OUR IDEAL FUTURE STATE To have a respectful and supportive workplace that attracts and retains a talented workforce broadly representative of the citizens and communities we serve. We want an organization which leverages our own diversity to create programs and services which meet the diverse needs of those we serve and enable their full inclusion in the life of their city. We seek an innovative organization that works smart and is instrumental in maintaining our City’s competitive advantage.

Values – How we’ll conduct ourselves to achieve our vision

We value Diversity by ...

- accepting, respecting and valuing individual differences
- capitalizing on the diverse backgrounds and experiences of our staff and community members.

We value Inclusion by ...

- identifying, addressing and removing barriers in processes, policies, plans, practices, programs and services
- facilitating opportunities that result in effective and meaningful participation
- creating ideas and solutions built upon a range of perspectives.

We value a Corporate Culture in which ...

- people are treated with dignity, respect and fairness
- harassment and discrimination are not tolerated
- individuals are encouraged to take action and be creative when resolving problems
- self-awareness and personal accountability are expected.

“wears a turban, was trained overseas, runs marathons ...”



The 4 Goals

The vision includes tangible goals:

1

Have a workforce broadly
reflective of the community

3

Attract and retain a talented
workforce skilled at working in an
inclusive and respectful manner
with one another and with
the community

2

Identify and address barriers
within organizational systems

4

Create processes, policies, plans,
practices, programs and services
that meet the diverse needs of
those we serve

Activities

Achieving the goals requires all parts of the organization to engage in specific activities.

1

Have a workforce broadly reflective of the community

- Undertake regular employee survey
- Undertake employment outreach
- Review recruitment, development and retention practices to ensure barriers to employment are identified and addressed (lens)
- Create mentoring opportunities across the organization
- Create internship opportunities across the organization
- Promote City of Edmonton

2

Identify and address barriers within organizational systems

- Build awareness of Diversity and Inclusion Lens
- Apply Diversity and Inclusion Lens to identify barriers in policies, plans, practices, programs and services
- Develop and implement actions plans to address identified barriers

3

Attract and retain a talented workforce skilled at working in an inclusive and respectful manner with one another and with the community

- Develop and implement respectful workplace policy
- Establish and implement procedures to address violations of respectful workplace policy
- Implement Communication Plan to increase employee awareness of diversity and inclusion goals, expectations, roles and performance measurement
- Implement Education and Training Plan

4

Create processes, policies, plans, practices, programs and services that meet the diverse needs of those we serve

- Processes are established to actively solicit perspectives and ideas from staff
- Diversity and Inclusion Lens applied
- Public Involvement Framework

The activities, outputs, indicators of success and data collection methods are outlined in the Diversity and Inclusion Framework Performance Measurement Table. (see fold-out at back of document). These measures will help us evaluate how successful we are at reaching our goals.

Roles and Responsibilities

Informed, committed leadership as well as shared responsibility and individual accountability are essential to successful diversity and inclusion efforts.

The effectiveness of the Diversity and Inclusion Framework depends on each employee fulfilling his or her role. In addition to employees fulfilling their roles, the organization leadership must also provide guidance, resources and support.

Each department is responsible to implement the framework specific to the requirements of individual operations. The Office of Diversity and Inclusion will support departments and will provide leadership at the corporate-wide level.

How each employee furthers the diversity and inclusion goals is defined by the particular function(s) performed within the Administration. An overview of staff roles and responsibilities is provided in Appendix 3.

This includes the roles of:

- City Council
- City Manager
- Senior Management Team (SMT)
- Department Management Team
- Supervisors
- Employees
- Human Resources Branch
- Communications
- Office of Diversity and Inclusion.

“always wears
the latest
fashions, speaks
French ...”



Moving Forward with Implementation

Organizational changes require a transition period during which people become familiar with their new roles, learn about new concepts and find ways to turn ideas into daily practice.

An Implementation Plan, based on the eight essential elements, is provided to establish standards of practice during the initial implementation phase through to the operating, maintaining and monitoring phase (See Appendix 2).

There are three over-arching implementation requirements needed to support the Implementation Plan.

They are:

1. Resources for Implementation (People & Money)

Human and financial resources are necessary to implement the Diversity and Inclusion Framework. It is recommended a Diversity and Inclusion Department Working Team be established in each department to support the implementation process.

Communication and awareness building activities as well as monitoring, reporting and recognizing efforts will also need resources to ensure their completion. Sustainable and predictable funding is required to support these implementation activities. The Office of Diversity and Inclusion has identified partial training, communication and workforce data collection budget

requirements to support corporate wide activities.

Departments will be able to identify budget and human resources necessary for sustainability by completing the activities identified in the Implementation Plan. These priorities can then be integrated into business plans, and budget submissions can be developed where needed.

2. Capacity for Implementation (Capabilities & Competence)

Training and time are required to further develop the capabilities and competencies needed to meet the corporate goals of building a diverse and inclusive workforce.

Training can be delivered at corporate, department or business area levels using internal and external resources. A Diversity and Inclusion Training Model is recommended to support the implementation process (See Appendix 5).

3. Time for Implementation

There are many competing priorities facing departments. Achieving the goals of the Diversity and Inclusion Framework requires dedicated staff attention over a period of time.

Employees who develop innovative ideas to meet new challenges need leadership support and will also need to spend time developing and implementing creative solutions. It is these solutions that will make the City of Edmonton a leader in diversity and inclusion practice and increase our competitive edge.

As with any organizational change, individuals need time to learn how to implement Diversity and Inclusion Framework activities. Managers and Supervisors will need time to review progress reports from business areas as well as gain knowledge to provide guidance and support in their departments.

Evaluating the Framework

The approach outlined in the Diversity and Inclusion Framework is new and will be evaluated for its effectiveness in achieving stated goals. The indicators of success identified in the Performance Measurement Table form the basis for evaluating the framework.

Additionally, an evaluation of the transition phase will provide an opportunity to improve elements in the Diversity and Inclusion Framework that could benefit from greater clarity or instruction including evaluation of:

- Diversity and Inclusion Lenses
- Awareness and communication activities and
- Training activities

“It’s not enough to employ a workforce of individuals with varying backgrounds and views. We need to include their experiences and views when working with each other and when developing programs and services.”



“always makes a lunch, sings in a choir, has a class 4 driver’s license ...”



“prefers manual labour to a desk job, has three grown children ...”

Conclusion

The Diversity and Inclusion Framework provides staff throughout the organization with the tools and supports to build an increasingly diverse and inclusive workforce broadly representative of the communities it serves.

It honours the many City processes, policies, plans, practices, programs and services that currently improve connections with citizens and enhance employee inclusion.

By formally integrating diversity and inclusion values and practices into existing corporate processes, the Diversity and Inclusion Framework enables progress and results to be measured departmentally and corporately.

This Framework provides the means of achieving the Senior Management Team’s goal of creating a respectful and supportive workplace that attracts and retains a talented workforce. It supports the imperative to leverage our own diversity to create programs and services that meet the diverse needs of those we serve and enable their full inclusion in the life of their city.



Appendices



Appendix 1 – Essential Elements

(Successful diversity and inclusion frameworks include these elements)

MACRO LEVEL

Policy Review & Development	Measurement & Evaluation	Informed & Committed Leadership	Comprehensive Scope
<p>Policy and administrative directives provide a framework for delegating decision making, reduces misunderstandings and uncertainties and serves as a basis for directing all employees toward achievement of the organization’s goals.</p> <p>The way policy is developed is as important as what it yields</p>	<p>Measurement and evaluation are instruments for knowledge building and future planning.</p> <p>ACTIVITY: A measurement framework supports the way we evaluate the effectiveness and ability to achieve the identified goals</p> <p>TOOL: Performance Measurement Process and Content</p>	<p>Leadership is committed to organizational change ensuring respect and credibility for the initiative by continually articulating the vision, being visible spokespersons and leading through example.</p>	<p>Strategies are integrated and multidisciplinary, and address organizational systems, policies, practices, programs and services.</p> <p>ACTIVITY: A Diversity and Inclusion Lens supports changes in the way we work and provide services to the community.</p> <p>TOOL: Diversity & Inclusion Lens</p>

MICRO LEVEL

Shared Responsibility & Individual Accountability	Education & Training	Integrated into Business Plans	Dedicated Resources
<p>Everyone has a responsibility for the success in achieving diversity and inclusion goals and individuals are evaluated on their performance related to these goals.</p>	<p>Education and training is designed to meet the specific needs of each workplace and are designed to address behavioural change.</p> <p>TOOL: Training Model</p>	<p>Departments identify links between business objectives and relevant diversity issues to ensure effective and sustainable strategy development and action plans</p>	<p>Both financial and human resources are allocated to sustain the strategies and programs. Leadership and staff are dedicated to moving the process forward.</p>

Appendix 2 – Implementation Plan

The implementation plan is created from the eight essential elements and is intended to build capacity and sustainability in each department as it integrates this framework into existing corporate business processes, practices, programs and services. The plan is broken into two phases – a transitional phase (Establishing Standards of Practice) and an ongoing phase (Operating, Maintaining and Monitoring).

The plan uses a step-by-step approach within each essential element category. The final step is a product or process that will be used to create department action plans to move into the ongoing phase. These final steps are highlighted in blue.

A department team is required to complete the steps. The ODI will support department teams as they develop these standards of practice.

Phase 1: Establishing Standards of Practice

ESSENTIAL ELEMENT	DEPARTMENT ACTIONS	OFFICE OF DIVERSITY & INCLUSION SUPPORT
Leadership	<ol style="list-style-type: none"> 1. Make diversity and inclusion a standing item on meeting agendas and report on progress in each department 2. Be visible spokespeople articulating business case and support for diversity and inclusion (Use existing communication vehicles) 3. Recognize efforts of department representatives and other staff who take action to integrate framework 4. <i>Determine ongoing leadership activities for department</i> 	<ul style="list-style-type: none"> • Provide information on monthly basis to share at meetings. Examples include highlighting annual dates, community events, upcoming learning opportunities for staff, trends, and issues. • Capture departmental communication process in overall communication plan • Mentor and collaborate with leadership on possible recognition activities
Comprehensive Scope	<ol style="list-style-type: none"> 1. Learn definitions of diversity and inclusion and how to use lens 2. Pilot lens in each branch, report experience and share learning 3. <i>Determine departmental priority areas to apply lens to improve customer service, programs, practices and process to report percentage of barriers addressed</i> 	<ul style="list-style-type: none"> • Provide training on definitions, how to use lens • Support department teams when piloting lens • Report on corporate wide results of using lens
Policy Review	<ol style="list-style-type: none"> 1. Identify policies owned by department 2. Review policies to see which ones are priorities to update in terms of integrating diversity and inclusion values or practice 3. <i>List policies for updating and outline process and timeline to complete update</i> 	<ul style="list-style-type: none"> • Modify lens based on learnings • Mentor, assist departments in identifying priority policies for review • Capture departmental policy review plans to create corporate wide summary

Appendix 2 – Implementation Plan *cont'd*

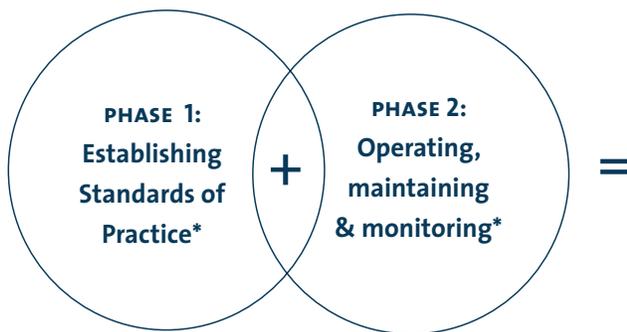
ESSENTIAL ELEMENT	DEPARTMENT ACTIONS	OFFICE OF DIVERSITY & INCLUSION SUPPORT
Integration into Business Plans	<ol style="list-style-type: none"> 1. Apply new Corporate Business Planning process 2. Identify business objectives 3. Identify challenges meeting objectives 4. Identify possible ways diversity and inclusion can positively address challenges and include as strategies in new plans 5. <i>Identify diversity and inclusion efforts designed to support meeting business plan objectives</i> 	<ul style="list-style-type: none"> • Work with Corporate Business Planning branch to understand process • Work with departments to understand business objectives • Mentor and assist departments in identifying how diversity and inclusion can positively address challenges • Support leadership by providing information to share at meetings
Performance and Evaluation	<ol style="list-style-type: none"> 1. Monitor and report items discussed during Diversity and Inclusion standing item on meeting agendas 2. Gather department successes, challenges, actions taken, new hires and promotions, complaints or grievances, names of individuals deserving recognition 3. Forward information collected to team representative and ODI 4. <i>Determine departmental mechanism to collect data required to support framework and monitor progress</i> 	<ul style="list-style-type: none"> • Roll up information into corporate summary to share with SMT, rest of corporation and with community • Share census results with departments • Work with Corporate Business Planning and departments to ID measures on Citizen Satisfaction Survey
Dedicated Resources	<ol style="list-style-type: none"> 1. Establish Team to support integration of framework into existing department processes 2. Provide time for members participating on team to complete tasks that support integration of framework 3. Provide time for employees to attend training that support integration of framework into department business practices 4. <i>Determine requirements to achieve business plan objectives and identify specific financial and human resources required to implement departmental diversity and inclusion efforts necessary to meet business objectives</i> 	<ul style="list-style-type: none"> • Work with DMT's to establish criteria for team membership that reflects diversity of perspectives and skills • Work with department teams to help them achieve integration • Provide and support existing training opportunities, in conjunction with human resources and department training administrators, to support integration of values and practices
Shared Responsibility, Individual Accountability	<ol style="list-style-type: none"> 1. Managers and Directors (or equivalents) identify in Personal Contribution Plan (PCP's) goals related to integration of diversity and inclusion 2. Communicate and build awareness in departments on roles and responsibilities of each employee in supporting and integrating the framework 3. <i>Determine process to measure individual performance using evaluation criteria (diversity competencies and employee expectations)</i> 	<ul style="list-style-type: none"> • Provide competencies associated with diversity and inclusion for managers and directors to use when developing PCPs • Develop and implement communication plan, support departments, communicate framework roles and responsibilities

Appendix 2 – Implementation Plan *cont'd*

ESSENTIAL ELEMENT	DEPARTMENT ACTIONS	OFFICE OF DIVERSITY & INCLUSION SUPPORT
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Education and Training

- | | |
|---|--|
| <ol style="list-style-type: none"> 1. Provide time and encouragement to those interested in developing knowledge and skills to support integration of the framework 2. Identify desired department resource team 3. Resource team to identify priority training areas in department 4. <i>Create outline for ongoing integration into existing training and new training in development</i> | <ul style="list-style-type: none"> • Provide overview training in conjunction with department team • Work with Human Resources to integrate practices into corporate training sessions • Summarize departmental, corporate and ODI training opportunities |
|---|--|



This phase takes the results of Phase One (items noted in italics) and formulates individual departmental action plans for ongoing and sustainable efforts to integrate diversity and inclusion into everyday practice.

Each plan will contain:

1. Activities that align with the essential elements
2. Support provided by the Office of Diversity and Inclusion
3. An outline of an annual evaluation process – including monitoring and reporting components
4. A description of the core team established in each department that has necessary diversity and inclusion expertise to act as a resource for staff.

Appendix 3 – Roles and Responsibilities

How each employee furthers the diversity and inclusion goals is primarily defined by the particular function they perform within the administration. The employee role applies to all staff, regardless of position. The following provides an overview of the roles and responsibilities of City staff. A corresponding Inclusion Lens is provided in Appendix 4 to serve as a tool to assess inclusion awareness and actions for each of these functions.

City Council

1. Approving City Manager's Personal Contribution Plan
2. Receiving regular reports on progress toward goals identified in the framework
3. Participating in annual recognition efforts as a way for Council to demonstrate leadership and support for diversity and inclusion activities

City Manager

1. Identifying diversity and inclusion goals as part of annual Personal Contribution Plan
2. Reporting regularly to City Council on progress of reaching goals identified in the framework
3. Highlighting areas where corrective action is being taken and where recognition and rewards have taken place

Senior Management Team (SMT)

Serving as the governance body championing and overseeing the integration of diversity and inclusion activities into corporate practices, SMT is responsible for:

1. Approving the Diversity and Inclusion Framework, its goals and activities and any changes made to it.
2. Leading by example by participating as visible champions of diversity and inclusion principles and actions
3. Ensuring the Diversity and Inclusion Framework is integrated into the City's vision and implement it into business plans and corporate initiatives
4. Identifying diversity and inclusion goals as part of their annual Personal Contribution Plans
5. Demonstrating leadership and ensuring support for diversity and inclusion activities within the organization
6. Securing organizational funding, when required, to support development and implementation of diversity and inclusion activities
7. Establishing diversity and inclusion as a standing item on meeting agendas to monitor progress, address challenges and identify areas deserving of recognition

Department Management Team

As individuals managing city departments, each is responsible for directing changes to department business processes related to the Diversity and Inclusion Framework including:

1. Leading by example by participating as visible champions of diversity and inclusion principles and actions
2. Ensuring the Diversity and Inclusion Framework is in alignment with the City's vision and integrated into department processes, policies, plans, practices, programs and services
3. Supporting and empowering employees to implement the Diversity and Inclusion Framework
4. Taking corrective action to address diversity and inclusion issues that arise in their departments
5. Requiring managers and directors to include diversity and inclusion goals in annual Personal Contribution Plans
6. Establishing diversity and inclusion as a standing item on meeting agendas to monitor progress, address challenges and identify areas deserving of recognition

Supervisors

As individuals who oversee people in work areas, supervisors are responsible for:

1. Using the Supervisor Inclusion Lens to create and maintain an inclusive, welcoming work environment for employees and citizens
2. Using the Supervisor Inclusion Lens to identify systemic barriers that exist in employment practices and suggesting ways to address these barriers. The overall review process will be driven by Human Resources
3. Engaging in employment outreach to attract and retain a diverse workforce
4. Creating mentoring and internship opportunities

Appendix 3 – Roles and Responsibilities *cont'd*

5. Identifying personal goals related to diversity and inclusion in yearly performance evaluation process
 6. Establishing processes to actively build an inclusive workplace by soliciting perspectives and ideas from staff on ways to increase inclusion of employees in the workplace and increase citizen access to programs, services and involvement opportunities
 7. Creating team structures that reflect a diversity of perspectives to achieve objectives of the team
 8. Recognizing staff members and teams for diversity and inclusion successes
 9. Supporting employees when they are the subject of discrimination, harassment or disrespectful behavior
 10. Monitoring, reporting and recognizing departmental diversity and inclusion activities
4. Creating and maintaining an inclusive, welcoming work environment for co-workers and residents
 5. Creating and sharing innovative solutions that address problems in a positive, customer focused, inclusive and respectful manner
 6. Outlining the approach used to identify diversity and inclusion issues related to business objectives
 7. Outlining actions taken to address identified diversity and inclusion issues
 8. Identifying personal goals related to diversity and inclusion in yearly performance evaluation process
 9. Supporting co-workers and residents when discrimination, harassment or disrespectful behavior happens to them
 10. Not tolerating discrimination, harassment or disrespectful behavior
4. Cultivating community partnerships in an efficient manner by connecting with established community networks to facilitate employment outreach efforts
 5. Reviewing employment systems to identify and address barriers
 6. Monitoring, reporting and recognizing corporate and department outreach activities
 7. Responding to and addressing complaints
 8. Awareness and incorporation of current hiring trends and best practices

Employees

As employees working for the City of Edmonton, each person is responsible for:

1. Using the Employee Inclusion Lens to increase their understanding of what is meant by diversity and inclusion
2. Demonstrating behaviors consistent with diversity and inclusion values specified in the Diversity and Inclusion Framework and in the Employee Inclusion Lens
3. Learning and applying knowledge and skills to:
 - a. Work in an inclusive and respectful manner
 - b. Identify and address barriers to inclusion

Human Resources Branch

As the corporate employment resource, Human Resources is responsible for:

1. Ensuring Human Resources policies, plans, practices and programs support a diverse and inclusive workforce by using the Human Resources Inclusion Lens
2. Providing processes for connecting organization needs to outreach resources and services
3. Cultivating organizational relationships (unions, Office of Diversity and Inclusion, departments) that ensure departments can achieve business operational needs

Communications Branch

As the corporate communications resource, Communications Branch is responsible for:

1. Developing and implementing a Communications Plan to increase employee awareness of inclusion and diversity goals, concepts, activities, expectations, roles and measurement
2. Promoting measurable successes in achieving the City's inclusion and diversity goals in external publications
3. Recognizing and promoting principles of inclusion and diversity in reporting of City initiatives, programs and services (internally and externally)
4. Using the Communication Inclusion Lens when developing communication plans and preparing communication products and services

Appendix 3 – Roles and Responsibilities *cont'd*

Office of Diversity and Inclusion

SUPPORTING ROLE

The Office of Diversity and Inclusion is a corporate resource for supporting the implementation of the Diversity and Inclusion Framework and Implementation Plan. In this capacity, the Office of Diversity and Inclusion is responsible for:

1. Providing input and advice in creation of plans to integrate Diversity and Inclusion Framework activities and goals within departments
2. Providing support to business units to build awareness and use of Diversity and Inclusion Lenses
3. Consulting with business units to assist in developing action plans to address identified systemic barriers
4. Supporting departments with reporting and monitoring activities and methodologies
5. Facilitating implementation of the Diversity and Inclusion Training Model in conjunction with departments and Human Resources (See Appendix 4).
6. Facilitating development of respectful workplace policy and procedures to address policy violations
7. Overseeing development and implementation of data collection to measure workforce diversity and inclusion

LEADERSHIP ROLE

As the corporate body responsible for advancing diversity and inclusion practices, the Office of Diversity and Inclusion is responsible for:

1. Promoting and providing information to the corporation on best practices, current research and trends related to diversity and inclusion
2. Developing and implementing a Communication Plan, in conjunction with Corporate Communications, to increase employee awareness of diversity and inclusion goals, benefits, expectations, roles and performance measurement
3. Coordinating recognition activities at the corporate level that support achievements by the corporation, departments and individuals in furthering diversity and inclusion goals
4. Developing and promoting strategies to increase the diversity of the City's workforce in conjunction with Human Resources and departments
5. Developing and promoting corporate customer service strategy, including a Customer Service Inclusion Lens, that recognizes the diversity of City customers and citizens
6. Co-ordinating reporting to corporation on progress, achievements and areas of concern
7. Building relationships with external organizations to stay informed of issues of access and inclusion

Diversity and Inclusion Departmental Working Teams

Each department must create a working team to implement the Diversity and Inclusion Framework. The resource demand will be intensive during the first year of implementation and is expected to taper off into a maintenance mode in subsequent years.

Working teams should be comprised of individuals from a range of business areas. This group is responsible for:

1. Working with department staff to identify department priorities related to building an inclusive workplace and delivering inclusive services
2. Leading integration and implementation of Diversity and Inclusion Framework into existing department processes, policies, plans, practices, programs and services
3. Using the Diversity and Inclusion Framework Implementation Plan to develop ongoing department plans to sustain diversity and inclusion efforts in their areas. (See Appendix 2)
4. Monitoring, evaluating and updating departments through the maintenance phase of Diversity and Inclusion Framework Implementation Plan
5. Identifying issues that require Department Management Teams attention

Unions and Associations

As organizations representing employees' interests in the workplace, Unions and Associations are supportive when they:

1. Demonstrate leadership by being respectful of diversity and fostering inclusive union or association environments
2. Demonstrate support for inclusion by providing a balanced approach when participating in complaint and investigation proceedings
3. Demonstrate support by building awareness and understanding within their membership of the Diversity and Inclusion Framework

Appendix 4 – Training and Education Model

The objective of the model is to further develop knowledge and skills in employees so they serve co-workers and citizens in an inclusive, respectful manner.

Goals

1. Employees know what is meant by diversity and inclusion
2. Employees can identify areas in their jobs where diversity and inclusion plays a key role in how effectively and inclusively they interact with others
3. Employees know what is expected of them and have knowledge and skills to perform as expected
4. Employees have increased ability to provide inclusive programs and services and can apply the framework as it relates to their identified role(s)
5. Employees have easy access to learning opportunities, appropriate to job function
6. Maintain a core expert resource mechanism in each department that supports sustainable and cutting edge practice.

1. Diversity and Inclusion – The basics
Create and present an overview which is accessible to everyone. Content of module to include the following:

- Overview of Framework and Objective
- Goals and Measures
- Roles and Responsibilities
- Introduction of Inclusion Lens and its function

Three different modules are necessary to ensure relevance for specific audiences; one module for Manager and Directors, the second for supervisory level staff and a third appropriate for all employees. The employee module will emphasize the role of staff when interacting with others and will encourage mixed participation from all levels within the corporation.

2. Integration of diversity and inclusion into current training

Best practice research recommends that diversity and inclusion practices be integrated into existing training sessions.

Priorities identified in focus group sessions will highlight which existing training sessions would be enhanced by addition of diversity and inclusion concepts.

Working in collaboration with the Human Resources training section and departmental training administrators, modules will be developed and integrated into priority sessions.

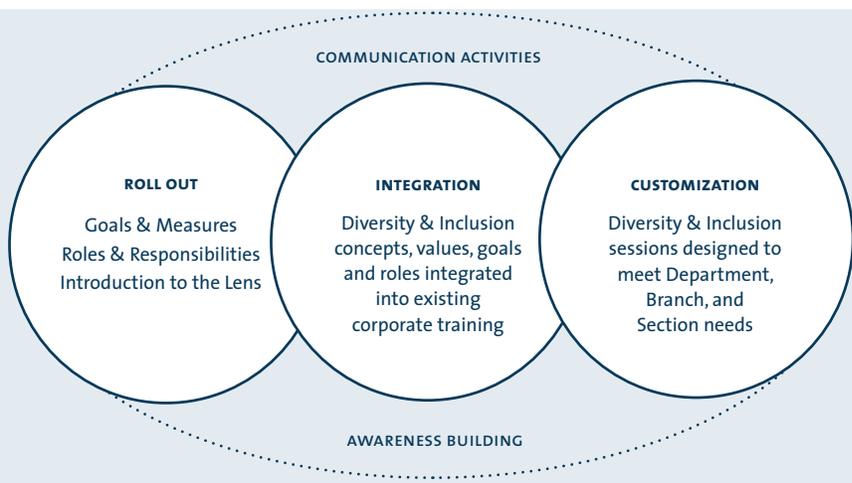
3. Offer customized training based on department identified priorities

The use of the Diversity and Inclusion Lens will allow departments to identify areas in which they wish to focus their diversity and inclusion efforts. These efforts may vary between departments depending on their business objectives.

To ensure diversity and inclusion practices are relevant to these objectives, specific education and training sessions may be desired. The Office of Diversity and Inclusion and Human Resources training sections will work with departments to assist them in developing customized training as needed.

Three types of education and training will be available. Communication and awareness building activities will add support to training activities.

The graphic here illustrates the types of training proposed. A description of each approach follows.



Appendix 4 – Training and Education Model *cont'd*

Principles

The success of training initiatives depends on a number of factors. The following principles will be applied in the development and implementation of diversity and inclusion education and training to achieve success.

1. Reflects diversity and inclusion concepts and values
2. Designed to improve citizen/employee or organizational interactions
3. Reflects and respects diversity of work performed by employees
4. Inclusive of existing training vehicles and leaders
5. Interactive
6. Easy to deliver
7. Sustainable, renewable & evaluated

Critical Design Factors

The adult learning approach for this education and training model will consider the motivation behind the learner as a critical success factor. Five motivating factors integrated into the model are:

1. Improved social relationships – co-workers and citizens
2. Meeting external expectations – performance expectations
3. Contributing to personal advancement – opening doors
4. Stimulating escapism – energizes and reinvigorates e.g. sessions one would not normally think as part of work duties
5. Interesting in learning – something new, different, useful

Individuals creating diversity and inclusion modules, whether internal employees or hired consultants should be able to demonstrate how these motivating factors were addressed in the training.

Avoiding the Post Training Traps

The goals, principles and design factors are intended to ensure learners don't face barriers when trying to integrate new learning and skills. Barriers typically include:

- Lack of managerial support to apply new learning
- Lack of opportunity to practice new skills
- Lack of time, money, confidence, interest
- Lack of information about opportunities
- Inability to see change leads to decreased motivation or effort
- Competing priorities
- Scheduling conflicts
- Red tape

The Learning Environment

The training model identified what will be covered during training modules yet allows for instructor, worksite and work function flexibility to meet the different needs of employees.

1. Timing of Sessions – Fall, winter and spring sessions
2. Length of Sessions – Half day, Mid-week;

3. Type of Sessions – Information sessions tailored to work group – lecture format, participatory workshops, and self-directed opportunities, off site visits, online e-learning and class room setting.
4. Session Environment - Respectful - by its very nature diversity highlights differences between people and where differences exist, conflict can arise. The learning environment must ensure differences can be expressed in a respectful way and personal dignity is maintained at all times. Environment must also consider comfort level for employees based on their work setting and accommodate for differences between field workers and those in office settings. *Note: Opportunities can be designed specific to department, branch or section needs.*

Training Approach

The model uses a question/inquiry approach that encourages and supports the learner to ask questions, develop strategies to answer questions. The specific approach will be developed in consultation with expert(s) in field of adult education.

Problem Solving Model

- Understand the question/ problem/issue
- Develop research questions and procedures
- Gather, organize and interpret information
- Think of alternatives and possible solutions
- Make a choice
- Take action (if desirable)
- Evaluate, modify for future use

Appendix 5 – Inclusion Lens: A Tool for City of Edmonton Employees

To effectively serve the broadest segment of the City possible and to attract and retain the best employees, the City will:

- look at how it includes the perspectives of the community and its own employees and
- look at how it can build a workforce that broadly reflects the diversity in the community

Q: What is an Inclusion Lens?

The Inclusion Lens is a tool to help staff gain greater insight into how each of us can create a more inclusive workplace. It uses a series of questions to help us better understand inclusive behaviour and action. It also helps us reflect on our own behaviours and actions to see how inclusive each of us are.

The Inclusion Lens also helps us analyze our policies, practices, programs and services to see if they are inclusive of a wide range of individuals and groups.

Q: Why would I use an Inclusion Lens?

You would use an Inclusion Lens to increase your understanding of the actions and behaviours that lead to building a more inclusive workplace and a more inclusive way of delivering programs and services. Links to further information are provided in each lens.

Q: When do I use the Inclusion Lens?

You can use it at the beginning of a project to help you include the diversity of staff and customers (e.g. hiring or promoting staff, building a team, developing a process, implementing a program).

You can use the Inclusion Lens after you have implemented a process or practice to help assess your success at achieving the goal of including the diversity of staff and customers in your planning and implementation.

Q: Which Inclusion Lens do I use?

You may choose to begin with the Inclusion Lens specific to your position and/or function(s). You can review the Inclusion Lens specific to other positions that you may also be working with or including in your project.

Diversity The City of Edmonton defines diversity as the range of human difference. Each person has layers of diversity, which make her or his perspective unique.

Inclusion The City of Edmonton defines inclusion as involving and valuing human differences and viewing such differences as strengths.

Systemic Barriers These are obstacles or barriers that may not be intended to exclude individuals or even whole communities but actually do exclude people. Systemic barriers or obstacles can occur when policies and practices, programs and services are created without benefit of a range of perspectives during their development. Using only email to advise citizens of important issues, for instance, would exclude all citizens who don't have computer access.

A diverse and inclusive workforce draws on the experiences and views of its staff to create programs and services that reflect the range of diversity in the communities the City serves.

“volunteers at
an seniors’ home,
speaks Dutch ...”





Employee Lenses



Employee Inclusion Lens

- for all City of Edmonton employees, all positions

Diversity

The City of Edmonton defines diversity as the range of human difference. Each person has layers of diversity, which make her or his perspective unique.

Inclusion

The City of Edmonton defines inclusion as involving and valuing human differences and viewing such differences as strengths.

Systematic Barriers

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Employee Inclusion Lens

Can i do more?

What Can You Do To Respect Diversity and Build an Inclusive Workplace for Yourself, Co-workers and Citizens?

- 1. Be open to differences in values, communication styles, and behaviours of individuals from backgrounds different from your own**
 - Acknowledge people in a friendly manner with common courtesies
 - Listen carefully to understand what people are saying or asking
 - Be patient and ask questions politely to improve understanding
 - Adapt your speaking style and vocabulary for the intended audience
- 2. Create a safe, welcoming workplace where people feel secure and are treated with respect:**
 - Promote co-operation and a welcoming environment for all
 - Promote an environment free of discrimination, harassment and disrespect for all
 - Work to understand perspectives brought by all individuals
 - Incorporate a range of perspectives to create innovative solutions
 - Treat people the way you would like people to treat you
 - Take time to get to know each new staff member
- 3. Reflect on how you react when someone you are providing service to, or working with has practices different from yours.**
 - Are you respectful, helpful, patient?
 - Did you value these differences? How do you show you value these differences?
 - Or, are you uncomfortable with these differences? Are you critical; dismissive; or demeaning in your words, behaviours or attitudes? How do you show this?
 - How did your reaction affect the person?
 - How did your reaction affect the person's view of the City?
4. Are there other positive actions you could take? If so, list them here.

BUILDING SKILLS, KNOWLEDGE, SELF-AWARENESS

Visit the Office of Diversity and Inclusion website at <http://www.ecity/odi> to learn more about:

1. How your own background and experiences may create opportunities or barriers when you work with or serve people different from you
2. Accessing electronic and corporate resources to learn ways to be more inclusive
3. Signing up for training opportunities related to diversity and inclusion, serving diverse customers, learning to identify barriers and developing cross-cultural skills
4. Identifying and addressing barriers in plans, policies, practices, programs and services and making changes that increase inclusion
5. Taking positive action to address diversity and inclusion issues that come to your attention



Leadership & Supervisory Lenses

- For City Staff who supervise people
- For City Staff who hire people

Diversity

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Inclusion

The City of Edmonton defines inclusion as involving and valuing human differences and viewing such differences as strengths.

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Leadership and Supervisory Inclusion Lens 1

What Can You Do To Respect Diversity and Build an Inclusive Workplace for Yourself, Co-workers and Citizens?

Yes

No

Lead by example

1. Clearly outline expectations you have of yourself and others in the workplace in terms of creating a respectful, inclusive and non-discriminatory environment.
2. Gain knowledge and identify personal and work goals to help build a diverse and inclusive workforce.
3. Explore how your upbringing and experiences affect how you interact with people different from you and how you view yourself, your world and the workplace.

Create a Respectful Work Environment

1. Do you know how to show respect for people from various backgrounds, lifestyles, viewpoints and needs (e.g. ethnicity, race, gender, creed and sexual orientation)?
2. Do you implement actions that promote, create and maintain an inclusive, welcoming and co-operative work environment for employees and residents? What are they?
3. Do you take time to get to know each new staff member?
4. Do you work to understand the perspectives brought by all individuals?
5. Do you have ways to actively gather input and ideas from staff and residents?
6. Do you create teams composed of diverse perspectives representing different levels within your area?
7. Do you give direct feedback to staff whose behavior may be considered inappropriate?
8. Do you acknowledge staff who contribute positively to creating an inclusive workforce?

Provide Support

1. Do you provide time to staff to integrate diversity and inclusion practices and values into plans, policies, programs, and services?
2. Do you encourage staff to take training or learn in other ways to be inclusive?

Evaluate Performance

1. Do you have a way of gaining insight into problems and successes in your area?
2. Do you recognize achievements of staff that create and contribute to creating inclusive workplace?
3. Do you take actions to address problems identified in your area?
4. Are staff evaluations based on criteria you previously outlined to them?

BUILDING SKILLS, KNOWLEDGE, SELF-AWARENESS

Visit the Office of Diversity and Inclusion website at <http://www.ecity/odi> to learn more about:

- How your own background and experiences may create opportunities or barriers when you work with, serve or supervise people different from you
- Accessing electronic and corporate resources to learn ways to be more inclusive
- Signing up for training opportunities related to diversity and inclusion, serving diverse customers, learning to identify barriers and developing cross-cultural skills
- Identifying and addressing barriers in plans, policies, practices, programs and services and making changes that increase inclusion
- Taking positive action to address diversity and inclusion issues that come to your attention

Leadership and Supervisory Inclusion Lens 2

What Can You Do To Respect Diversity and Build an Inclusive Workplace for Yourself, Co-workers and Citizens?

INCLUSIVE HIRING AND RETAINING EMPLOYMENT PRACTICES

Pre-posting

1. Do you consider what knowledge, skills, experience and diversity would complement your team?
2. Does your business area generally reflect the diversity of the community?
3. Do you assess the position to accurately determine if the qualifications required to be successful in the position are valid? (E.g. Bus cleaners must have a class 3 license to move buses as required. Could one or two cleaners per shift get by without their Class 3 license and just clean?)
4. Are general diversity and inclusion responsibilities/competencies defined in every job description?

Postings

1. Do you build into your job requirements competencies related to diversity and inclusion?
For example:
 - Shows respect for differences in backgrounds, viewpoints, and needs in reference to areas such as age, gender, sexual orientation, ethnicity, faith, family status
 - Promotes co-operation and a welcoming environment for all
 - Works to understand perspectives brought by all individuals
 - Pursues knowledge of diversity and inclusiveness
2. Do you ask HR to advertise positions in places other than the conventional locations? (E.g. include postings in remote job site locations, community newspapers, community agencies, professional associations, employment agencies, job fairs, internet or education institutions for staff, volunteer and practicum positions, in places where large numbers or under-represented groups reside.
3. Do you engage in employment outreach activities and work with HR to attract a wider pool of applicants?

Interviews

1. Are interview panels composed of individuals who contribute diverse background and experience relevant to the position you are trying to fill?
2. Do interview questions validly test for skills, knowledge and experience relevant to the position you are trying to fill? If you're not sure if they do, do you seek help from HR?
3. Do you create a comfortable environment for interview candidates? Are you aware that people from different backgrounds may present different interview behaviour than you are used to seeing? In this situation, what adjustments could you make to ensure a comfortable setting but still assess if the person has the skills, abilities and experience for the position?

Hiring and Retaining

1. Do you hire, retain and promote individuals from diverse backgrounds?
2. Do you hire and promote staff on the basis of job related abilities rather than on basis of personality or personal chemistry?
3. Do you provide mentoring opportunities in your area?
4. Do you provide internship/training opportunities in your area?
5. Do you include diversity and inclusion criteria in performance evaluations of staff?

Yes

No



Planning & Policy Inclusion Lens

- For City Staff who create plans and policies

Diversity

The City of Edmonton defines diversity as the range of human difference. Each person has layers of diversity, which make her or his perspective unique.

Inclusion

The City of Edmonton defines inclusion as involving and valuing human differences and viewing such differences as strengths.

Systematic Barriers

These are obstacles or barriers that may not be intended to exclude individuals or even whole communities but actually do exclude people. Systemic barriers or obstacles can occur when policies and practices, programs and services are created without benefit of a range of perspectives during their development. Using only email to advise citizens of important issues, for instance, would exclude all citizens who don't have computer access.

A diverse and inclusive workforce draws on the experiences and views of its staff to create programs and services that reflect the range of diversity in the communities the City serves.

Planning & Policy Inclusion Lens

Yes

No

What Can You Do To Respect Diversity and Build an Inclusive Workplace for Yourself, Co-workers and Citizens?

Gathering Information

1. Do you have current statistics or community demographic profiles to help you better understand the community make up?
2. Do you have current statistics of a demographic profile of the City's client base? Do you know how or if this base is different by policy, plan, practice, program or service?
3. For the plan or policy you are working on, do you know what's driving the need for change? Are you using the demographic resources above to confirm these drivers?
4. Do you know what and how diversity and inclusion practices can be integrated into business plans to address these drivers? Are you using this information to improve your plans and policies and to make them more inclusive?
5. Are you aware of policies and plans that frequently impact underserved groups, whose awareness of such policies and plans may be low?
6. Have you identified barriers that prevent or limit underserved groups from participating in the development of, or knowing about, specific policies or plans?

Connecting with Residents

1. As required by City Policy, do you use the City of Edmonton Public Involvement process to increase public involvement in planning, policy development and processes? Access the City of Edmonton Public Involvement resources on e-city for more information. Questions you might ask yourself to increase participation include:
 - Are public involvement processes easy to get to by public transportation?
 - Are public involvement processes accessible to persons in wheelchairs, seniors or others with mobility difficulties?
 - Is there a need to make available translation services for visually impaired, blind or deaf individuals?
 - Is there a need to make available translation services for persons who speak languages other than English?
 - Is there a need to offer childcare when hosting an involvement process?
2. Do you recognize and use the knowledge and expertise of staff who have insight into the audience you are targeting by involving these staff in the design/review process?
3. Do you engage community leaders from a variety of groups, including the hard to reach groups, in:
 - Information gathering, needs assessment opportunities
 - Plan or policy development opportunities
 - Evaluation opportunities
4. Are you participating in networks internally and externally to improve your ability to connect with residents in an effective and efficient way? For example: mass surveys may work for certain citizens, connecting with residents via agencies may work for other citizens.
Different areas in the corporation have relationships with different agencies; communities of interest. Tapping into these networks can help you connect with groups other than those you might already reach.



Program Development & Services Lens

- For City Staff who create programs and services for citizens

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Program Development and Services Inclusion Lens

Yes

No

What Can You Do To Respect Diversity and Build an Inclusive Workplace for Yourself, Coworkers and Citizens?

Gathering Information

1. Do you have current statistics or community demographic profiles that help you understand the community make up such as family size, languages spoken and age?
2. Do you have current statistics of a demographic profile of the City's client base? Do you know how, or if, this base is different depending on the program or service?
3. For the program or service you are developing, do you know what's driving the need for a new/ revised program or service? Are people requesting a new program, service? Is your area receiving complaints which a new program or service may address?
4. Do you know what other programs or services are offered for, and used by, the audience you are developing the new program or service for?
5. Do you know what barriers exist that prevent, or limit, your target audience from participating in existing programs or services? If so, what diversity and inclusion practices might address these barriers?
6. Do you know what other areas within the organization may be impacted by the program or service or who may be able to assist with its development?

Involving Residents

1. Do you initiate public involvement processes when creating new programs or services? Access the City of Edmonton Public Involvement resources on e-city for more information.
2. Do you recognize and use the knowledge and expertise of staff who have insight into the audience you are targeting by involving these staff in the design/review process?
3. Do you connect with agencies, groups or outside experts who have insights or work with the audience you are trying to reach to ensure program development is appropriate?
4. Do you engage community leaders from target audience in the:
 - Planning and needs assessment phases,
 - Development, implementation and evaluation phases?

Development, Implementation and Evaluation

1. Do programs and services adapt and respond to expressed needs such as:
 - Easy access to transportation, childcare provided
 - Respect for faith or spiritual practices, dietary or translation needs
 - Meeting times, locations and structures vary to accommodate various work schedules
 - Skilled staff able to work with diverse populations, sensitive to needs, competent
 - Advertising in various formats and venues appropriate to reaching intended audience(s)
 - Acknowledging hesitation to provide personal information when registering in program or service
 - Seeking input from participants following program or service
 - Engaging with those who did not participate to find out what barriers they faced



Communications Inclusion Lens

- For City Staff who communicate with each other or the public

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Communications Services Inclusion Lens

Yes

No

What Can You Do To Respect Diversity and Build an Inclusive Workplace for Yourself, Co-workers and Citizens?

Communications – Access to Information

1. Is the existing information available to the public up-to-date?
2. Is this information described in something easy to transport and carry (pamphlets)?
3. Is there information available on the role of the City of Edmonton and/or specific branches, departments?
4. Is information provided by the City of Edmonton for public display where anyone coming into the office can see it right away in general sitting/waiting area?
5. Is there any department specific information about the services/programs or special topics of interest on display?
6. Is any information about the City of Edmonton located outside the organization such as at agencies, organization that serve diverse groups? Do you know where or how it is being used?
7. Is this information accessible in the workplace?
8. Is the information available in different formats – online, print, alternate languages etc?
9. Does the City of Edmonton have access to information about the various cultures, religions etc. within the community. Does it use this information to inform the development of relevant communication materials?

Communications – Language

1. Are the materials and information presented in plain language?
2. Are brochures brief and to the point?
3. Does the City of Edmonton have current statistics on languages other than the official languages spoken in the community?
4. Is information available in languages other than English or French?
5. Does voice mail or answering machines offer basic information in other predominant languages spoken in the community?
6. Are there concepts, or terms, in written materials that may be culturally specific and need to be defined to make them more accessible?
7. Is there a budget allocated for translation services?
8. Are existing materials regularly reviewed and assessed for bias and appropriate changes made?

Communications – Visuals

1. Does the City of Edmonton have pictures/posters depicting diversity in the workplace and visible to guests?
2. Do photographs used in communication materials represent the diversity in the community?
3. Has the City of Edmonton ensured diversity within various groups in pictures or graphics?
4. Are the positions of individuals from underserved groups portrayed equitably (who's in foreground, first/last, served or being served?)
5. Do City of Edmonton calendars represent dates of significance recognized by various religions and cultures in the community?



Human Resources Inclusion Lens

- For City Staff who recruit people to work for the City

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A diverse and inclusive workforce draws on the experiences and views of its staff to create programs and services that reflect the range of diversity in the communities the City serves.

Human Resources Inclusion Lens

Yes

No

What Can You Do To Respect Diversity and Build an Inclusive Workplace for Yourself, Co-workers and Citizens?

General

1. Are employment practices reviewed on a regular basis to identify possible barriers in recruitment, hiring, promotion and retention of diverse staff? Are they in compliance with current provincial employment standards and human rights legislation?
2. Are employment practices documented and accessible for reference and to encourage consistency in practice?

Job Classification

1. When reviewing job classes or when creating new jobs, do you confirm if job requirements conform to existing human rights and employment legislation, equal opportunity, duty to accommodate and non-discriminatory employment practices?
2. Do you assess if the basic job requirements are bona fide and valid to predict successful job performance? Do you consider Alberta Human Rights Commission decisions and their impact on job requirements? Are job requirements modified when impacted by legal decisions?

Recruitment

1. Do you review position requirements (education and experience) with hiring supervisor to ensure appropriate job classification is chosen?
2. Are basic job requirements consistently applied when advertising for the same position and level?
3. Do job postings indicate City of Edmonton is an equal opportunity employer?
4. Are job advertisements written in easy to read, non-bureaucratic, plain language designed to attract a wider pool of candidates?

Outreach

1. Aside from conventional methods, are positions advertised in remote work site locations, community newspapers, community agencies, professional associations, employment agencies, job fairs, internet and or educational institutions for staff, volunteer and practicum positions, in places where large numbers of underrepresented groups reside? *E.g. Aboriginal communities?*
2. Are mechanisms in place to carry out consultation and collaboration with under-represented groups?

INTERVIEWS

Required Skills for All Employees

1. Shows respect for differences in backgrounds, viewpoints, and needs in reference to areas such as age, gender, sexual orientation, ethnicity, faith, family status
2. Promotes co-operation and a welcoming environment for all
3. Works to understand perspectives brought by all individuals
4. Pursue knowledge of diversity and inclusiveness

Desired Skills required for specific job functions

1. Ability to speak multiple languages including American sign language (*e.g. customer service positions*)

Testing and Screening

1. Are tests/screening tools validated for job-relatedness?
2. Are tests/screening tools examined for cultural, gender, racial, age or other biases?
3. Are tests/screening administered by personnel with right skills and training to avoid biased assessments?
4. Are tests and interview locations accessible in physical and geographical terms?
5. Are selection test materials made available in various media to accommodate applicants' needs (e.g. Braille, tapes for hearing impaired)
6. Does the selection process have an unusually high factor for "personal suitability"?

Supporting the Hiring Supervisor

1. Are managers and interviewers aware of individual and collective responsibility to be aware of human rights, equal opportunity and discrimination legislation?
2. Is the interview panel composed of individuals who contribute diverse backgrounds, perspectives, experience of individuals who possess diversity and inclusion competencies?

Union Relations

1. Recruitment policies, practices have been communicated to and involved unions, managers and employees?

Yes

No

Notes



PERFORMANCE MEASUREMENT TABLE

L LONG TERM (3-5 YRS)

S SHORT TERM (1-2 YRS)

DEPARTMENT ACTIONS	ACTIVITIES	OUTPUTS	PERFORMANCE INDICATORS	DESIRED OUTCOMES	DATA COLLECTION
<p>1</p> <p>Have a workforce broadly reflective of the community</p>	<ul style="list-style-type: none"> Undertake regular employee survey Undertake employment outreach Review recruitment, development and retention practices to ensure barriers to employment are identified and addressed (lens) Create mentoring opportunities across the organization Create internship opportunities across the organization Promote City of Edmonton 	<ul style="list-style-type: none"> Census developed and conducted City demographics from Statistic Canada 	<ul style="list-style-type: none"> Participation rate Census Results 	<ul style="list-style-type: none"> Census results demonstrate, over time, the City of Edmonton has a diverse workforce similar to demographics found in the community and in available workforce populations. 	<ul style="list-style-type: none"> Employee Census
<p>2</p> <p>Address barriers within organizational systems</p>	<ul style="list-style-type: none"> Build awareness of Diversity and Inclusion Lens Apply Diversity and Inclusion Lens to identify barriers in policies, plans, practices, programs and services Develop and implement action plans to address identified barriers 	<ul style="list-style-type: none"> Diversity and Inclusion Lens distributed Training sessions provided to all departments on use and application of the Lens Action plans developed 	<ul style="list-style-type: none"> Participation rate (each department to report back on use of the lens) # of training sessions offered # of COE staff who participate in training 	<ul style="list-style-type: none"> Use of the lens informs policies, plans, practices, programs and services L S Barriers to inclusion are eliminated in processes, policies, plans, programs and services. L Staff report increased ability to identify and address barriers L S 	<ul style="list-style-type: none"> Department reports
<p>3</p> <p>Have a workforce skilled at working in an inclusive manner with one another and with the community</p>	<ul style="list-style-type: none"> Develop and implement respectful workplace policy Establish and implement procedures to address violations of respectful workplace policy Implement Communication Plan to increase employee awareness of diversity and inclusion goals, expectations, roles and performance measurement Implement Education and Training Plan 	<ul style="list-style-type: none"> Policies and procedures developed, distributed and clearly communicated Communication Plan implemented Education and Training Plan implemented 	<ul style="list-style-type: none"> Qualitative Employee Census/ Engagement results # of complaints and grievances received # of complaints and grievances addressed % of adjudications from AB Human Rights & Citizenship Commission of those complaints that are favorable COE responds to all reports of discrimination, harassment, bullying and workplace violence # of successful workplace accommodations implemented 	<ul style="list-style-type: none"> An inclusive workplace free of discrimination, harassment and violence. L S Staff are more informed about respectful workplace policies, roles, goals, expectations and measures L S Staff and citizens report COE as inclusive, facilitative and responsive to the people we serve L S 	<ul style="list-style-type: none"> Employee Engagement Survey and/or Census Track reports, complaints, grievances, and number of investigations annually Customer Satisfaction Survey
<p>4</p> <p>Create programs and services which meet the diverse needs of those we serve.</p>	<ul style="list-style-type: none"> Processes are established to actively solicit perspectives and ideas from staff Diversity and Inclusion Lens applied Public Involvement Framework 	<ul style="list-style-type: none"> Processes identified in each section, branch, department 	<ul style="list-style-type: none"> COE departments develop diversity and inclusion processes Diversity and inclusion processes applied by COE departments Composition of diversity and inclusion team reflects a diversity of perspectives 	<ul style="list-style-type: none"> Staff report contributing ideas and perspectives using established processes S Staff report increased ability to soliciting and including a variety of perspectives and ideas L S Staff and citizens report COE as inclusive, facilitative and responsive to the people we serve L S 	<ul style="list-style-type: none"> Employee Engagement Survey Census Survey Department reports Customer Satisfaction Survey results

“is a single parent, lives on an acreage ...”

“lives with a hidden disability, is an athlete ...”

“does crafts, has more than two cultural heritages, wears tri-focals ...”

“always wears the latest fashions, speaks French ...”

“volunteers at a seniors’ home, has three pets...”

“lives with her parents, plays volleyball, is a few pounds overweight ...”

“wears a turban, was trained overseas, runs marathons ...”