

## Checklist “diversity revolution“: version for management

- ✓ The checklist "Diversity Revolution" is used to assess respecting diversity in institutions/organizations working with children and youth, specifically in the domain of organizational culture, interpersonal relationships both among employees and between leadership and employees (organizational climate), and in the domain of individual capacities and resources of management members to perceive diversity among employees as a value and to respond adequately (cultural competencies).
- ✓ The checklist is intended for all members of the institution's/organization's leadership (director, acting director, deputy director, secretary, lawyer, etc.).
- ✓ This is not a test. The goal of the checklist is to help you recognize strengths, as well as weaknesses, or areas that you and your institution/organization can improve to more effectively meet the needs of employees and users belonging to different cultural groups.
- ✓ The questions are divided into three areas: the culture of the institution/organization, the climate of the institution/organization, and cultural competencies. Read each statement and mark the answer that most closely reflects your opinion (YES or NO).
- ✓ At the end of the checklist, you have the opportunity to write up to three things that you believe need and can be changed to enhance respecting diversity in the institution/organization.

### Culture of the institution/organization

The fundamental elements of the institution/organization's culture include: a shared sense of purpose, vision, and mission; policies, procedures, and practices; norms, values, beliefs, and assumptions; rituals, traditions, and ceremonies; architecture, artifacts, and symbols.

Imagine your institution/organization and circle the answer that most closely reflects your opinion.

|    | In our institution/organization...   | YES | NO |
|----|--|-----|----|
| 1. | Vision and mission are defined to encompass the appreciation of diversity.   |     |    |
| 2. | The significance of respecting diversity of employees and users is clearly emphasized in internal documents (policies) and procedures. |     |    |

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|-----|--|--|--|
| 3.  | In the case of discrimination against employees and users, responses align with established rules and procedures.  |  |  |
| 4.  | When assessing the needs of all employees (e.g., breaks, holidays, meals, traditions), their individual characteristics (e.g., ethnic background, race, religion, gender, language, age, etc.) are taken into account. |  |  |
| 5.  | Leadership considers the cultural beliefs, strengths, and vulnerabilities of all employees when making decisions and assigning tasks.  |  |  |
| 6.  | All employees can rely on mentorship or other forms of support.  |  |  |
| 7.  | All employees are praised for a job well done.   |  |  |
| 8.  | Leadership takes care of the well-being of all employees.  |  |  |
| 9.  | Leadership encourages participation, promotes diversity, and establishes measures to ensure equal opportunities for everyone.  |  |  |
| 10. | Images, posters, artworks, and/or other decorative items reflect the diverse cultures of employees and users.  |  |  |
| 11. | Magazines, brochures, literature, and other materials reflect the diverse cultures of employees and users.   |  |  |

## Climate in the institution/organization

The organizational climate refers to the atmosphere, emotional tone, overall mood, or "vibration" within the institution/organization. The main characteristics of the climate include: respect; open communication and collaboration; safety; adequate mentorship to encourage learning and career development; perceptions and meanings attributed to policies, practices, and procedures.

Imagine your institution/organization and circle the answer that most closely reflects your opinion.

|     | In our institution/organization...   | YES | NO |
|-----|--|-----|----|
| 12. | All employees are valued and respected (e.g., all employees are respected regardless of gender, sexual orientation, ethnic background, disability; the privacy of employees is respected; employees are addressed by the names they prefer, etc.). |     |    |

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|-----|---|--|--|
| 13. | Attention is given to significant events in the lives of all employees (e.g., the birth of a child, birthdays, weddings, bereavement).  |  |  |
| 14. | There is good communication among all employees (e.g., constructive discussions are held, offensive words are not used, etc.).  |  |  |
| 15. | A collaborative atmosphere is present (e.g., constructive dialogues take place, employees advise or assist each other in skill development, responsiveness to different ideas, etc.). |  |  |
| 16. | Achievements of all employees are valued (e.g., all employees are praised for a job well done).   |  |  |
| 17. | Employees behave in a friendly manner towards each other.   |  |  |
| 18. | Employees function as a good team.  |  |  |
| 19. | Professional development of all employees is encouraged.  |  |  |
| 20. | Bullying is absent.   |  |  |
| 21. | All employees are familiar with anti-discrimination policies and procedures.  |  |  |
| 22. | Policies and procedures are consistently and fairly applied to all employees.   |  |  |

## Cultural competence

Cultural competences include adequate and appropriate attitudes, opinions and assumptions about different cultures; understanding of own and other cultures and cultural norms; as well as the ability to effectively and impartially communicate and interact with culturally diverse individuals.

Imagine your employees, recall interactions with them, and circle the answer that most closely reflects your opinion.

|     | In our institution/organization...  | YES | NO |
|-----|---|-----|----|
| 23. | I have a positive view of employee diversity and believe that diversity should be celebrated.   |     |    |
| 24. | I am able to recognize my stereotypes when interacting with employees and have developed strategies to mitigate the harm caused by these stereotypes. |     |    |
| 25. | I can empathize with the feelings, thoughts, and behaviors of employees from different cultural groups.   |     |    |

**diversity revolution: checklist**

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| 26. | I have an open and unbiased attitude towards all employees.  |  |  |
| 27. | I can acknowledge that my knowledge about certain cultural characteristics of employees is limited and strive to create opportunities to learn more.             |  |  |
| 28. | I understand that individual differences among employees are important parts of their identity that they value, and I appreciate them as well.                   |  |  |
| 29. | I understand the role and impact of culture on the experiences and behavior of employees.  |  |  |
| 30. | I can successfully respond when I observe discriminatory behavior towards any employee.  |  |  |
| 31. | I communicate effectively and respectfully with all employees.   |  |  |
| 32. | I can recognize my own biases in a specific situation and not react based on them.   |  |  |
| 33. | I make an effort to professionally develop and train in the "best" practices to enhance knowledge and skills for working with employees from different cultures. |  |  |

In relation to the mapped strengths and challenges, select up to 3 things that you consider to be priorities - on which it is necessary and possible (in accordance with available resources) to work in the following period:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_