

Checklist “diversity revolution“: version for employees

- ✓ The checklist "Diversity Revolution" is designed to assess the appreciation of diversity in institutions/organizations working with children and youth. It covers the domain of organizational culture, interpersonal relationships among employees, as well as interactions between employees and the users they work with (organizational climate). It also addresses the individual capacities and resources of employees to perceive diversity among the users as a value and to react appropriately (cultural competencies).
- ✓ The checklist is intended for all employees within an institution/organization, as well as for volunteers. It is meant for anyone engaged with the institution/organization, familiar with its functioning, but not necessarily in a formal employment relationship.
- ✓ 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 importance of respecting the diversity of employees and users is clearly emphasized in internal documents (policies) and procedures.		
3.	In the case of discrimination, actions are taken in accordance with established rules and procedures.		
4.	When assessing the needs of all employees (e.g., breaks, holidays, meals, traditions), their individual characteristics are taken into account (e.g., ethnic background, race, religion, gender, language, age, etc.).		
5.	Leadership considers the cultural beliefs, strengths, and vulnerabilities of all employees when making decisions and assigning tasks.		
6.	All employees can rely on mentoring or other types 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.	Pictures, 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.	Leadership treats all employees with respect (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 wish to be called, etc.).		

13.	All employees respect each other (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 wish to be called, etc.).		
14.	Attention is given to significant events of all employees (e.g., childbirth, birthday, wedding, death in the family).		
15.	There is good communication between leadership and employees (e.g., constructive discussions are held, offensive words are not used, etc.).		
16.	There is good communication among all employees (e.g., constructive discussions are held, offensive words are not used, etc.).		
17.	There is a climate of collaboration (e.g., constructive dialogues are held, employees advise each other or help each other develop skills, there is responsiveness to different ideas, etc.).		
18.	Achievements of all employees are valued (e.g., all employees are praised for successfully completing their tasks).		
19.	Employees behave in a friendly manner toward each other.		
20.	Employees function as a good team.		
21.	Professional development of all employees is encouraged.		
22.	Bullying is present.		
23.	All employees are familiar with antidiscrimination policies and procedures.		
24.	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
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diversity revolution: checklist

25.	I have a positive view of the diversity of users and/or colleagues with whom I closely collaborate, and I believe that diversity should be celebrated.		
26.	I am aware of my stereotypes in interactions with users and/or colleagues with whom I closely collaborate, and I have developed strategies to mitigate the harm caused by these stereotypes.		
27.	I can empathize with the feelings, thoughts, and behaviors of users and/or colleagues with whom I closely collaborate, who belong to different cultural groups.		
28.	I have an open and unbiased attitude towards users and/or colleagues with whom I closely collaborate.		
29.	I can recognize that my knowledge of certain cultural characteristics of users and/or colleagues with whom I closely collaborate is limited, and I strive to create opportunities to learn more.		
30.	I know that the individual differences of users and/or colleagues with whom I closely collaborate are important parts of their identity, which they value, and I appreciate them as well.		
31.	I understand the role and impact of culture on the experiences and behavior of users and/or colleagues with whom I closely collaborate.		
32.	I can successfully respond when I observe discriminatory behavior towards any user and/or colleague with whom I closely collaborate.		
33.	I communicate effectively and with respect with all users and/or colleagues with whom I closely collaborate.		
34.	I can recognize my own biases in a specific situation and refrain from reacting based on them.		
35.	I strive for professional development and training in "best practices" to enhance knowledge and skills for working with users and/or colleagues with whom I closely collaborate from different cultural groups.		

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. _____