

ARE YOU INCLUSIVE?

A look at your practices

Reflection and Self-Evaluation on Intercultural
Inclusiveness in your Organization – Leader's Guide



CRIC
CARREFOUR DE RESSOURCES
EN INTERCULTUREL



Centraide
of Greater Montreal

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INTRODUCTION

This guide is intended to help organizations begin to reflect on the issue of intercultural inclusiveness. It is designed to support them during a reflection process which involves self-evaluating their own level of inclusiveness and then setting themselves three priorities for action. There are no “good” or “bad” processes of reflection, just as there are no miracle recipes for including people of diverse origins. Each organization must find its own way, and the self-evaluation tool can be of help.

The term “people of diverse origins” refers to people who are immigrants, descendants of immigrants and members of visible minority groups. This tool may therefore be used within various contexts, including new immigration, intercultural relations and inter-ethnic cohabitation.

An initiative of Carrefour de Ressources en Interculturel

This guide to reflection and self-evaluation is an initiative of Carrefour de Ressources en Interculturel (CRIC), an independent community agency. CRIC brings together and develops resources in the intercultural field, with and for the agencies and residents of Montreal’s Centre-South district, in order to promote intercultural rapprochement between people of all origins.

Like a number of other Montreal districts, the Centre-South is home to new immigrants. More and more immigrants choose to settle there, and their arrival contributes to the diversification of the district’s sociodemographic profile. CRIC was created at the initiative of several local agencies and institutions that wanted to give themselves a resource for better addressing new issues relating to immigration. The diversification of the district presents new challenges to these organizations, and CRIC supports them in examining their practices. CRIC developed the tool for self-evaluation on intercultural inclusiveness in order to meet the needs of its member organizations by enabling their work teams to begin reflecting on various aspects of the issue of intercultural inclusiveness.

Support from Centraide of Greater Montreal

Centraide of Greater Montreal has chosen to rely on neighbourhood resources as vectors of change. It believes that by investing in the collective efforts of the various social stakeholders in the neighbourhoods, it will be able to promote the inclusion of their ethnocultural communities. That is the reason why Centraide supports accessibility initiatives in six Montreal neighbourhoods. These initiatives aim to improve access to local services and resources for neighbourhood residents who are disadvantaged, immigrants or members of a cultural community. The guide to reflection and self-evaluation is the fruit of the work accomplished in one of these accessibility initiatives, the Centre de Ressources en Interculturel, which has been supported by Centraide since 2000.



PURPOSE OF THE EXERCISE

Your organization is interested in initiating or pursuing a reflection on the inclusion of people of diverse origins. This is a delicate undertaking that requires careful preparation and organization. The fruit of deep study, and informed by the solid experience of Carrefour de Ressources en Interculturel, this guide is intended to remove the obstacles to your reflection. Don't hesitate to consult your community's intercultural resources if you need more personalized support.

This guide will enable you to self-evaluate your organization's intercultural inclusiveness by directing your attention internally and calling upon your resources and your potential for improvement. The performance of this exercise will lead you to develop action priorities and put in place short and long term changes.

In order to bring about changes in your organization's practices, your process of reflection must continually evolve. Although it is unlikely that one day your organization will

be completely inclusive and diversified, this process should enable you to develop your capacity to evolve as well as serving as a springboard to organizational changes centered on inclusion and diversity.

The self-evaluation exercise is intended first of all for your organization's work team. It may then be pursued with your board of directors, your volunteers, your members and so on.

Goals of the reflection and self-evaluation exercise:

- To identify ways of better meeting the needs of all your members within a context of ethnocultural diversity.
- To identify and share your team's strengths in the area of diversity.
- To lay the necessary groundwork for making your organization more inclusive and diversified.

SOME INFORMATION BEFORE YOU BEGIN

■ Steps in the reflection and self-evaluation process

The exercise in reflection and self-evaluation on intercultural inclusiveness in your organization has three steps:

I. ANALYSIS OF INTERCULTURAL RELATIONS

This first step involves reflecting on your current relations with people of diverse origins. It enables you to take stock of your organization's intercultural competencies.

II. ANALYSIS OF THE CURRENT LEVEL OF INCLUSION

This second step involves examining each person's role in the area of inclusion as well as the degree to which difference is accepted in your organization.

III. ACTION PRIORITIES

This third step enables you to conclude your reflection by establishing priorities for action.

■ People involved

The members of your work team.

■ Duration of activity

About three hours: either one three-hour session, or three one-hour sessions.

■ Role of the session leader

The leader of the session or sessions may be selected from among the members of the team or recruited from outside your organization. The session leader must have acquired a thorough knowledge of the content of this guide and have already personally carried out the reflection and self-evaluation exercise.

As well, the session leader must feel sufficiently at ease to manage the discussions and direct the reflection and self-evaluation exercise with efficiency and diplomacy. This exercise concerns only the situation at your organization as well as the relationship of its work team with people of diverse origins. The session leader is responsible for calling to order any participants who launch into a wider social debate.

■ Complementary information

Throughout the reflection and self-evaluation exercise presented starting on page 7, the session leader will find complementary information aimed at informing, enriching or guiding participants' reflection.



An explanation of the goal of the discussions suggested in each section.



Tips for leading the discussions and further details about some questions.



The answers to these questions should be entered in the Summary Table.

These additional information do not appear in the reflection and self-evaluation document intended for participants, which is presented on the CD.

■ Self-evaluation tables

Each step begins with a self-evaluation requiring participants to complete a rating scale with the following four ratings:

- 1 = Completely untrue
- 2 = Partially true
- 3 = Largely true
- 4 = Completely true

■ Material

- Blackboard or whiteboard, large cardboard sheets to be pasted on the walls, or computer with projector.
- Session leader's guide.
- Copies of the Glossary in sufficient numbers.

■ Documents on the CD

The enclosed CD includes various documents in Word format to facilitate your tasks of preparing, analysing and reporting. The notes of the session can be entered on a computer and displayed by a projector.

■ Model invitations to participate in the exercise

To be sent out by email or displayed prior to the session(s).

■ Reflection and Self-Evaluation on Intercultural Inclusiveness in your Organization (intended for participants)

To be emailed or handed out to the members of your team before the session(s) so they can begin reflecting individually in advance. This will speed up the process during the session(s).

■ Summary Table

To be completed directly on the computer screen during the session, or completed later. This table enables the key findings of the exercise to be seen at a glance.

■ Glossary

A glossary of terms relating to intercultural inclusion, so that each participant will keep them in mind.

■ Values

Brief descriptions of 37 values, to facilitate the discussion of values present in the organization.

SCENARIOS FOR LEADING THE ACTIVITY

The reflection and self-evaluation may be conducted in one single session or in three separate sessions which deal successively with the three parts of the exercise. The three-session model allows participants time to reflect individually between each session. It is up to you to decide which model will be best for your organization and the reflection process.

	ONE SINGLE SESSION	THREE SESSIONS
BEFORE THE SESSION(S)	<ul style="list-style-type: none"> ■ Schedule a half-day work session with the members of your team. 	<ul style="list-style-type: none"> ■ Schedule three work sessions with the members of your team. These sessions may be fitted in at the beginning of a regularly scheduled meeting on condition that the time to be devoted to the reflection process is clearly established. ■ Allow from 45 to 60 minutes for each session. <p><i>N.B.: The second session (analysis of the current level of inclusion) takes longer.</i></p>
	<ul style="list-style-type: none"> ■ If you wish to present the activity and invite the members of your team in writing, you can refer to the model letters of invitation included on the enclosed CD. Use this opportunity to send them the reflection and self-evaluation document as well as the Glossary, preferably several days before the session, and to suggest that they begin reflecting individually. This will help to optimize the sessions. 	
DURING THE SESSION(S)	<ul style="list-style-type: none"> ■ Ensure that the session(s) will not be disturbed (telephone, etc.). ■ Appoint a session secretary to take the minutes and/or to complete the Summary Table. 	
	<p>During the session or the first of three sessions:</p> <ul style="list-style-type: none"> ■ Introduce the exercise. <ul style="list-style-type: none"> ■ Explain the schedule: one session or three sessions. ■ Specify the goals of the exercise: <ul style="list-style-type: none"> □ To evaluate your organization's level of intercultural inclusiveness, □ To establish three priorities for action, □ To gain a better knowledge of the population you serve, □ To gain a better knowledge of the social issues relating to intercultural inclusion, □ To better meet the needs of your users/participants, □ To become a more inclusive organization. ■ Specify that the reflection and self-evaluation exercise concerns your organization. That's why you are asking everyone to cooperate in ensuring that the discussion doesn't deviate into a wider social debate. 	



ONE SINGLE SESSION	THREE SESSIONS
	<p><i>During the second and third sessions:</i></p> <ul style="list-style-type: none"> ■ Review the previous session and generally remind participants of what you said when presenting the exercise at the first session. ■ Remind participants of what was said at the previous session and put the day's discussion in context. ■ Read the minutes of the previous session. ■ Remind participants of the schedule for the current session and of what they were supposed to have done to prepare for it.
	<ul style="list-style-type: none"> ■ End the session(s) with a conclusion and a brief review of the work accomplished: <ul style="list-style-type: none"> ■ Re-read the Summary Table or the conclusions of the day, while ensuring that the content accurately reflects the discussions. ■ Briefly review the work accomplished and obtain the reactions of the members of the team by asking them questions. For example: <ul style="list-style-type: none"> □ How did you find the experience? □ Did the findings of the reflection surprise you? □ How did you feel overall during the exercise? ■ Thank the team for its participation.
<ul style="list-style-type: none"> ■ Announce the follow-up to the targeted action priorities: <ul style="list-style-type: none"> ■ Will you establish a working committee? ■ Will you plan a follow-up session? 	<p><i>At the end of the first and second sessions:</i></p> <ul style="list-style-type: none"> ■ Plan and present the content of the next session as well as the preparations required for that session. <p><i>At the end of the last session:</i></p> <ul style="list-style-type: none"> ■ Announce the follow-up to the targeted action priorities: <ul style="list-style-type: none"> ■ Will you establish a working committee? ■ Will you plan a follow-up session?
<p>AFTER THE SESSION(S)</p>	<ul style="list-style-type: none"> ■ Distribute a written account a few days after the session(s).



REFLECTION AND SELF-EVALUATION ON INTERCULTURAL INCLUSIVENESS IN YOUR ORGANIZATION

I. ANALYSIS OF INTERCULTURAL RELATIONS

IA Current relations with people of diverse origins



To become aware of the type of relations that your organization maintains with people of diverse origins, to measure the level of success of these relations, and to determine what improvements could be made.

SELF-EVALUATION

YOUR CURRENT RELATIONS WITH PEOPLE OF DIVERSE ORIGINS	-				+			
	1	2	3	4	1	2	3	4
Your activities and events reach all neighbourhood residents, including people of diverse origins.	1	2	3	4				
In your organization, the language barrier is not a problem in meeting the needs of people of diverse origins.	1	2	3	4				
Your organization distributes information, especially on its activities and mission, using several information tools (posting up, networking, Internet) to reach various target groups, including people of diverse origins.	1	2	3	4				
Your organization knows the needs of people of diverse origins.	1	2	3	4				
Your organization adequately meets the needs of people of diverse origins.	1	2	3	4				
TOTAL	/20							

QUESTIONS FOR REFLECTION AND DISCUSSION

ANALYSIS OF THE CURRENT SITUATION



To support your reflection, you can present the statistics on the immigrant population in your community.

1. **Currently, what type of relations do you have with people of diverse origins (frequency of contact and your level of interest)?**

- Interested** (you are in regular contact with people of diverse origins and you seek to develop intercultural-related projects)
- Friendly** (you are occasionally in contact with people of diverse origins and you wish to maintain relations with this clientele)
- Curious** (you are rarely in contact with people of diverse origins but would like to develop relations with this clientele)

- Indifferent** (you are rarely in contact with people of diverse origins and have little interest in deepening the relationship)
- Non-existent** (no people of diverse origins show up at your organization and you never enter into contact with this clientele)
- Other**

YOUR STRENGTHS



When you welcome people of diverse origins in your organization, do you feel that your first contact with them is positive, enables information sharing, and so on? Do you feel that your activities are adapted to them? Are you always ready to listen to them? When you organize an activity or an event, do you think that the means of communication you employ enable you to reach people of diverse origins?

1. What are the strengths of the practices your organization employs with participants and/or users of diverse origins?

Reception (readiness to listen, politeness, smile, referrals, etc.)

Adaptability (people's adjustment to conditions in the community, etc.)

Knowledge (of users, their culture, your own culture, etc.)

Transmission of information (newsletter, bulletin board, door-to-door, assembly, etc.)

Organization of intercultural-related activities (neighbourhood festivals, information or awareness meetings, etc.)

Services offered (Internet, etc.)

Other (specify)

2. What are the positive effects of these practices in your organization?

1. _____
2. _____
3. _____

3. How do you explain your successes? What means and tools did you use to achieve them? What behaviours did you adopt? Were your successes attributable, for example, to partnership, the use of external resources, good planning, additional efforts?





YOUR SHORTCOMINGS

1. What are the shortcomings of the practices your organization employs with participants and/or users of diverse origins?

Reception (lack of readiness to listen, unilingualism, unease, lack of referrals, etc.)

Inadaptability (people's lack of adjustment to conditions in the community, etc.)

Lack of knowledge (of users, their culture, your own culture, etc.)

Inadequate transmission of information (newsletter; bulletin board, door-to-door; assembly, etc.)

Lack of intercultural-related activities (neighbourhood festivals, information or awareness meetings, etc.)

Lack of services (Internet, etc.)

Other (specify)

2. What are the negative effects of these shortcomings in your organization?

1. _____

2. _____

3. _____

3. How do you explain these shortcomings? What actions, means and behaviours should you put into question? Were your shortcomings attributable, for example, to lack of partnership, external resources or planning, or to insufficient efforts?

4. What could you improve and how?

IMPROVEMENTS	PATHS TO SOLUTIONS
_____ _____	_____ _____

I. ANALYSIS OF INTERCULTURAL RELATIONS

IB The intercultural competencies in your organization



To identify your current strengths in the area of intercultural inclusion, and to establish training needs for the members of your work team (development of individual competencies) or for your organization (in relation with your mission and interventions).

Intercultural competence

According to French researcher Henriette Rakotomena Mialy, intercultural competence may be defined as a set of skills required to successfully interact with an individual or a group of people from a different culture¹. It is therefore an aptitude for communicating successfully with people from another culture.

This capability depends on having or acquiring resources such as:

- **Knowledge** or *information* about the culture of the immigrant person as well as about one's own culture, the notions of equality and fairness, reasonable accommodations, the migratory process, etc.
- **Know-how** or *aptitudes* in the areas of intercultural communication, non-verbal communication, conflict resolution, etc.
- **Behavioural skills** and appropriate *attitudes* towards prejudice, stereotypes, values, discrimination, racism, etc.

¹ RAKOTOMENA MIALY, Henriette. *Les ressources individuelles pour la compétence interculturelle individuelle*. Consulted online on January 20, 2010 at the following web address: http://www.uqtr.ca.revue_travail/Articles/2005RAKOTOMENAMialyHenrietteVol3Num2pp668-691.pdf

SELF-EVALUATION

YOUR INTERCULTURAL COMPETENCIES	-				+			
	1	2	3	4	1	2	3	4
Your organization is interested in acquiring a better understanding of intercultural-related issues.	1	2	3	4	1	2	3	4
Your organization is interested in integrating its intercultural competencies with the basic competencies required to fulfill its mission.	1	2	3	4	1	2	3	4
Your organization offers tailored information, awareness and training sessions to its managers and work team in order to promote a better knowledge of, demystify and manage ethnocultural diversity.	1	2	3	4	1	2	3	4
TOTAL	/12							





QUESTIONS FOR REFLECTION AND DISCUSSION

1. **Currently, what are the intercultural competencies of the members of your work team?** (Examples: knowledge of other cultures, conflict resolution, intercultural communication, prejudices, stereotypes, etc.)

2. **Are you aware of these strengths? Is there knowledge sharing in your organization?**

3. **Is your organization's communication and conflict resolution structure propitious to knowledge sharing? Do its problem-solving procedures favour good communication?**



Although training does not solve all problems, it makes it possible to gain more knowledge as well as exposure to different points of view. It is a plus for your work team: there is always more to learn! However, remember that your organization probably already has strengths in the area of intercultural competence because this competence is, to a certain extent, an integral part of its interpersonal and helping relationship competence.

4. **How important do you estimate your training needs to be?**

- Very important
- Important

- Not very important
- Other (specify) _____

5. **What are your training needs in the area of intercultural competence? Can you determine from one to three training needs?** (Examples: intercultural communication, conflict resolution, reflection on prejudices and stereotypes, etc.)

1. _____

2. _____

3. _____

II. ANALYSIS OF THE CURRENT LEVEL OF INCLUSION

IIA The role of each in intercultural inclusion



To become aware of the real interest your organization has in the current exercise and to clarify the role of each group of people.

SELF-EVALUATION

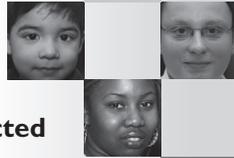
INTEREST IN THE EXERCISE	-		+	
Before conducting this exercise in reflection and self-evaluation, your organization had already addressed the issue of the inclusion of people of diverse origins in its committees or in meetings with the work team.	1	2	3	4
Your organization considers the inclusion of people of diverse origins as an added value for the purpose of fulfilling its mission.	1	2	3	4
Interest in this exercise is unanimous among the members of your work team.	1	2	3	4
TOTAL	/12			

QUESTIONS FOR REFLECTION AND DISCUSSION

1. Do you feel that the concern to include people of diverse origins is shared by all members of the work team? Currently, who are the people most concerned with this issue and what role do they play?

2. Is there a person responsible for intercultural inclusion in your organization? Who are the people officially involved in the reflection process? Who are the people who have addressed the issue more informally, and the people who are not involved in the process?





3. In what context have you already addressed this issue? Why was the reflection process conducted in that way until now?

4. What groups of people should play a role in the inclusion of people of diverse origins in your organization: board of directors, management, etc.? What should their roles be: leadership, concerted action inside or outside the organization, communication, research? Identify, in order of importance, the groups of people and their roles in the reflection process.

GROUPS OF PEOPLE		ROLES IN THE REFLECTION PROCESS
1		
2		
3		
4		
5		

5. How can you favour the participation in this reflection process of all of the groups of people listed above? Should you create a working committee, take the reflection to your board of directors, organize an awareness workshop for your volunteers, teams, board of directors and/or members? Identify, in order of importance, the groups of people as well as the tools and means for favouring their participation.

GROUPS OF PEOPLE		TOOLS AND MEANS FOR FAVOURING THEIR PARTICIPATION
1		_____
2		_____
3		_____
4		_____
5		_____

II. ANALYSIS OF THE CURRENT LEVEL OF INCLUSION

IIB Inclusion in your organization



Enable everyone to specify their perception of the organization as regards inclusion and the acceptance of difference.

SELF-EVALUATION

INCLUSION IN YOUR ORGANISATION	-				+
Employees are accepted and made to feel welcome, regardless of their lifestyle.	1	2	3	4	
The employees of your organization are representative of the population it serves.	1	2	3	4	
Defamatory statements and ethnic, racial or sexist jokes are not welcome.	1	2	3	4	
Relations between people of diverse origins in your organization are respectful and on an equal-to-equal basis (employees and volunteers).	1	2	3	4	
Your organization takes into account religious and personal preferences regarding food and alcoholic beverages when organizing activities.	1	2	3	4	
TOTAL					/20

QUESTIONS FOR REFLECTION AND DISCUSSION



This question is specifically intended to enable participants to share their different views on the general openness to differences in your organization.

I. Is your organization generally open to differences? Why?





Value: Ideal principle which serves as a reference for the members of a community.

Standard: What is customary and considered suitable to do by a group.

We distinguish between **official standards**, which are based on regulations and explicit in the group, and **unofficial standards**, which are unidentified but dictated by tradition.

2. What are the official values and standards in your organization? List them in order of importance. Official standards are those which flow directly from the official values of your organization (they are usually the regulations in effect).

EXAMPLES OF OFFICIAL VALUES AND OF OFFICIAL STANDARDS THAT CAN FLOW FROM THEM:

OFFICIAL VALUES		OFFICIAL STANDARDS
1	Democracy	The right to speak. Decision-making based on consensus.
2	Respect	Zero tolerance for physical, verbal or psychic violence. Respect for management and employees. Punctuality at work and at meetings. Respect for the lifestyle of others.
3	Solidarity	Teamwork. Moral and psychological support for individuals.
4	Equality	Equal rights for men and women.

OFFICIAL VALUES		OFFICIAL STANDARDS
1		_____ _____
2		_____ _____
3		_____ _____
4		_____ _____

3. What are the unofficial standards present in your organization? List them in order of importance. Unofficial standards are those which really govern daily practice.

EXAMPLES OF OFFICIAL VALUES AND OF UNOFFICIAL STANDARDS THAT CAN FLOW FROM THEM:

OFFICIAL VALUES		UNOFFICIAL STANDARDS
1	Democracy	Some people practically never have the right to speak. The right of everyone to express their opinion is not respected.
2	Respect	Some employees always arrive late for meetings. It is considered unacceptable for employees to leave as soon as their official workday is over. Religious symbols or clothing considered non-traditional are not accepted.
3	Solidarity	Some (or all) people pursue personal success more than collective success, so there is little teamwork. Personal problems or difficulties are not to be discussed in the workplace. Interpersonal relations are not welcome.
4	Equality	Some privileges are granted according to position, age and/or family situation, but are not equally accessible to everyone. Because of the principle of equality, a woman who wears a scarf or a veil could not work at the organization.

OFFICIAL VALUES		UNOFFICIAL STANDARDS
1		_____ _____
2		_____ _____
3		_____ _____
4		_____ _____





Refer the group to the list of values presented at the end of this guide and on the CD, so that everyone can agree on the meaning of the values selected.

4. Do the unofficial standards you have just identified respond adequately to the official values to which they relate? Could these standards be associated with other types of values?

UNOFFICIAL VALUES		UNOFFICIAL STANDARDS
1		_____ _____
2		_____ _____
3		_____ _____
4		_____ _____

5. To foster the goals of “living together” and “working together” harmoniously, what values should prevail in your organization?

1. _____
2. _____
3. _____
4. _____



This question aims to favour discussion about the various visions of an ideal future.

6. In your view, what should be the characteristics of an inclusive and diversified organization?

1. _____
2. _____
3. _____
4. _____

7. What are the obstacles to your organization acquiring these characteristics? How can you reduce or eliminate these obstacles?

OBSTACLES		MEANS OF REDUCING THEM
1		_____ _____
2		_____ _____
3		_____ _____
4		_____ _____



III. PRIORITIES FOR ACTION



Now that you have conducted the self-evaluation together as a team, it will be easier for you to establish your priorities for action. The Summary Table enables you to see the fruits of your reflection at a glance.

Your goal at this stage of the reflection process is not to create an action plan as such. Rather, it is to identify three priorities for action that can be integrated into your daily practices and/or included in your annual action plan or be associated with your different projects.

In light of the results you have obtained so far, ask yourself what your priorities should be. Should you:

- **Put in place the paths to solutions identified during your reflection on your current relations with communities of people of diverse origins?**
- **Participate in training sessions?**
- **Deepen or expand your reflection on inclusion over the course of the coming months?**
- **Deepen or expand your reflection on the desirable values and their characteristics (all or only one of them) to make your organization inclusive?**

Your priorities for action can be precise or fairly broad. The important thing at this stage in the reflection process is to identify a guideline that will enable you to pursue and deepen your reflection.

I. List your priorities in order of importance:

1. _____
2. _____
3. _____

PATHS TO FOLLOW...

This exercise has enabled you to establish your priorities for action. You accomplished this by first examining your current relations with people of diverse origins and the intercultural competencies in your organization. You then explored each person's role in the area of inclusion before finally reflecting on inclusion in your organization while observing your values and your standards.

You can already find means and resources for pursuing your priorities. These involve:

IMPROVING CURRENT RELATIONS AND TRAINING

- **Get in touch with referral agencies in your community.**
- **Participate in discussion workshops with other organizations.**
- **Review your practices in the area of external communication and visibility.**

IMPROVING EACH PERSON'S ROLE IN THE AREA OF INCLUSION

- **Establish an inclusion committee composed of individuals from various levels of the organization.**
- **Involve the targeted actors in the reflection process.**
- **Conduct a reflection on this subject with your board of directors.**
- **Deepen the reflection by reviewing policies and procedures relating to codes of conduct, recruitment and selection.**

SUMMARY TABLE

I. ANALYSIS OF INTERCULTURAL RELATIONS

IA Current relations with people of diverse origins

SELF-EVALUATION **TOTAL: ____/20**

Positive effects

- 1. _____
- 2. _____
- 3. _____

Negative effects

- 1. _____
- 2. _____
- 3. _____

IMPROVEMENTS	PATHS TO SOLUTIONS
_____	_____
_____	_____
_____	_____
_____	_____

IB The intercultural competencies in your organization

SELF-EVALUATION **TOTAL: ____/12**

Your training needs

- 1. _____
- 2. _____
- 3. _____





II. ANALYSIS OF THE CURRENT LEVEL OF INCLUSION

IIA The role of each in intercultural inclusion

SELF-EVALUATION **TOTAL: ____/12**

GROUPS OF PEOPLE		ROLES IN THE REFLECTION PROCESS
1		
2		
3		
4		
5		

GROUPS OF PEOPLE		TOOLS AND MEANS FOR FAVOURING THEIR PARTICIPATION
1		_____
2		_____
3		_____
4		_____
5		_____

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IIB Inclusion in your organization

SELF-EVALUATION

TOTAL: ____/20

OFFICIAL VALUES		OFFICIAL STANDARDS
1		_____ _____
2		_____ _____
3		_____ _____
4		_____ _____

UNOFFICIAL VALUES		UNOFFICIAL STANDARDS
1		_____ _____
2		_____ _____
3		_____ _____
4		_____ _____





Desired values

1. _____
2. _____
3. _____
4. _____

OBSTACLES		MEANS OF REDUCING THEM
1		_____ _____
2		_____ _____
3		_____ _____
4		_____ _____

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III. PRIORITIES FOR ACTION

Your priorities for action

1. _____
2. _____
3. _____

GLOSSARY

Immigrant person:

Person who has left the country where they lived to move to another country with the goal of settling there permanently. This person left for economic and social reasons, but also in some cases to escape war, persecution, political instability or a natural catastrophe.

Inclusive society:

Society in which belonging is both a **feeling** and a **reality** that enables all members to realize their potential. A *feeling* of belonging is what an individual experiences in relation to their membership in a group, an organization or a society. It is an identification with the group, its values and its standards which enables the individual to develop a feeling of solidarity with the other members of the group. *Real* belonging rests on the values of fairness and equality as well as on respect for the individual's culture and spiritual beliefs.

Intercultural competence:

Set of skills required to successfully interact with an individual or a group of people from a different culture. Intercultural competence is the ability to understand another culture, analyze its differences, adapt to it, and to evolve and attain one's goals within this difference.

Race:

Every human being belongs to the same species: *Homo sapiens*. The notion of race supposes that the human species can be subdivided into distinct biological groups. This concept is often called upon in order to group people according to genetic or physical similarities (skin colour, eye shape, hair texture) and then assign common socio-cultural traits to them. Scientists have noted that it is impossible to separate humans into clearly defined races, and that is why one cannot talk about biological race. The notion of race still persists as a powerful social, cultural and historical concept which is used to classify people according to perceived differences in their physical appearance, intelligence or behaviour.

Standard:

What is customary and considered suitable to do by a group. We distinguish between official standards, which are based on regulations and explicit in the group, and unofficial standards, which are unidentified but based on tradition or on the authority of age.

Value:

Ideal principle which serves as a reference for the members of a community.

Visible minority:

Particular group which has little power because its difference from the majority group is visually observable.



VALUES



VALUES	DESCRIPTION
Advancement	Development, progression, promotion
Ambition	Ideal, desire to succeed
Appearance	Image that one projects of oneself, desire to please
Appetite for risk	Challenge, difficulty, adventure
Art	Aestheticism, inspiration, love of the arts
Autonomy	Self-sufficiency, freedom to act according to one's priorities
Caring	Helpfulness, attention to the needs of others, kindness
Comfort	Wellbeing, creature comforts, convenience
Communication	Relationships, sharing with others
Competence	Ability, efficiency, productivity
Consideration	Respect, admiration for others
Creativity	Imagination, innovation, self-expression
Environment	Circle of people, harmonious and agreeable atmosphere
Ethics	Moral rule of conduct
Family	Home, relatives, children, posterity
Friendship	Good fellowship, friendly relations
Health	Good physical and mental condition
Honesty	Uprightness, integrity, morality, probity
Independence	Freedom, nonconformity, liberty
Individualism	Initiative, personal work, originality
Justice	Equality for all, fairness
Leadership	Influence, authority, management
Love	Altruism, affection, privileged relationship
Money	High income, wealth, purchasing power
Peace	Harmony, conciliation, agreement
Power	Authority, force, influence
Prestige	Recognized social, economic or professional status
Quality	Work well done, excellence
Responsibility	Ability to answer for oneself and one's actions
Security	Assured income, stable employment
Sincerity	Frankness, truth, authenticity
Spirituality	Inner harmony, living according to one's principles
Support	Protection, helping relationship, assistance
Team spirit	Solidarity, group work
Tolerance	Understanding, indulgence, openness to difference
Variety	Diversity of tasks, change, no routine
Work	Occupation, employment, productivity, salary



The documents presented on the CD are available in English and in French, in Word format (.doc).

Model invitations to participate in the exercise

Modèles d'invitation à la démarche

Reflection and Self-Evaluation on Intercultural Inclusiveness in your Organization (intended for participants)

Réflexion et autodiagnostic sur l'inclusion interculturelle au sein de votre organisation (pour les participants)

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Grille synthèse

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100 %

