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Toronto Region Immigrant  
Employment Council

Diversity Drives Success

# Inclusive Workplace Competencies

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## Foreword

### Project Background

TRIEC has worked with an expert working group of employer representatives from a variety of sectors to develop these Inclusive Workplace Competencies led by a team from CamProf Inc. This TRIEC initiative, and others, will lead to more skilled immigrants being employed in appropriate jobs and equip more workplaces within the GTA and beyond to become inclusive and make best use of the benefits offered by their diverse workforce.

The project also included:

- Extensive literature review of D&I research, conceptual frameworks and competency models drawn from Canada and best practices internationally;
- Research on employer practices and pressing needs, drawing insights from interviews, website analysis and an online survey;
- Recommendations for a D&I measurement framework and methodology, including an implementation plan;
- Guidance on integrating these D&I competencies into the TRIEC learning and development initiatives and programs;
- Development of evaluation methods and tools to measure and demonstrate the impact of TRIEC learning programs;
- Consultation with more than 30 employers and key informants through one-on-one interviews and Working Group sessions;
- A dialogue session with close to 100 representatives of internationally educated professionals, immigrant serving agencies and employers; and
- Validation at critical points with D&I experts, stakeholders and other key informants.

The other materials and reports are available through TRIEC.

This document presents the competencies (section 4) and a glossary (section 5), together with introductory explanations of:

- their purpose (section 1)
- the underlying principles of diversity and inclusion (section 2)
- how to use the competencies (section 1.5)

## Acknowledgments

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TRIEC would like to thank the consulting team at CamProf Inc and Graybridge Malkam for their work on the project. We'd also want to thank the members of the TRIEC Competency Development Working Group, whose input was instrumental in the creation of the Inclusive Workplace Competencies:

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- Stephanie Hooker, Communication Competency Program, Senior Program Consultant
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# 1. Introduction

## 1.1 Diversity and Inclusion are important because ...

Canada is a country of immigrants and nowhere more so than in the GTA. However diversity is about much more than ethnic and cultural differences: the 'dimensions of diversity' include age, sex, disability, education, socioeconomic factors and many more. There is legislation in every jurisdiction securing the right to accommodation for many of these dimensions, but there are many more dimensions which are outside the legal frameworks. These Diversity & Inclusion (D&I) Competencies are generic, and not restricted to ethnic and cultural diversity.

These D&I Competencies have been created by the Toronto Region Immigrant Employment Council (TRIEC) to support employers in making a crucial shift.

### Making a shift, reaping the benefits

From	To
Organizations that are not yet diverse or fully inclusive	Organizations where diversity and inclusion are key characteristics of the workplace
Workplaces where those from different backgrounds find work but also encounter barriers to advancing in their careers	Workplaces marked by a range of opportunities for a rich diversity of people to perform to their full capability.
Businesses facing the challenge of stagnation and decline	Innovative businesses that benefit from integrating and leveraging diverse perspectives

Canadian employers face the daunting challenges of increased competition, globalization, international instability, technological change, and an aging workforce where the new workers are increasingly from outside Canada. The business environment is fast-moving and complex; talent is at a premium; employers need to utilize the full potential of their workforce; and new models of collaborating and leading are making a difference.

In this context, employees and leaders will find these D&I Competencies 'paint a picture' of the personal principles, behaviours, and underpinning knowledge that characterize an inclusive workplace and environment which:

- ✓ allows and encourages every member to make their **contribution** to the whole, using

their strengths and realizing their potential

- ✓ brings people of varied backgrounds, and perspectives together in such a way that **collaboration** becomes the norm and variety generates **innovation**
- ✓ creates an eco-system of ‘unity through diversity’, where individuals work together **harmoniously** to allow the whole to thrive **safely and efficiently**

The project research has shown that there are wide variations in how employers and stakeholders perceive inclusion. Some organizations are not only focusing on their own workforce, but are implementing D&I initiatives with customers, suppliers and the broader community. In section 1.5 we suggest how you can adapt these competencies to your own needs, your own situation.

## 1.2 What is a Competency?

A competency is a specification of the standard to which a competent person is expected to perform. A competency is made up of a number of components: the skills, underpinning knowledge and underlying principles (or values and attitudes) required. In practice the same principles are shared by all the competencies, and so are not repeated for each competency. All competencies are behavioural competencies: they should include all three components; neither knowledge nor attitudes is enough without the demonstrable ability to put the skills into practice.

## 1.3 These TRIEC Diversity and Inclusion Competencies

This is a competency framework and so contains a number of components:

- a list of the principles underlying D&I in the workplace (see section 2 below)
- the competencies are expressed together with the underpinning knowledge they require
- it is competency-based rather than task-based: the same competency may be needed for many different tasks

### Spheres of Influence

For convenience we have split the competencies between three ‘spheres of influence’:

- the personal (“within myself”),
- groups (“within my team”),
- and more widely (“within my organization, workplace and community”).

The competencies associated with any of the spheres are performed by an individual and demonstrated by observable behaviours.



**Figure 1: The Three Spheres of Influence for the D&I Competencies**

At the very center of Figure 1 is the individual “within myself”. As individuals become aware and adapt, they begin to interact purposefully with their colleagues. The second sphere “within my team” represents the group environment. The focus shifts to how individuals work together and facilitate collaboration to achieve outcomes. Finally there is the sphere “within my organization, workplace, community” where other people’s behaviours are supported through systemic initiatives, policies and practices which are nonetheless created and implemented by individuals.

### Job Roles

When creating these competencies, we have had four distinct job roles in mind (Figure 2):

- for those who work with other people (colleagues)
- for those with responsibility and authority for others in the organization (supervisors and managers)
- for those with specific D&I responsibilities (Human Resources and Diversity & Inclusion specialists)
- for those who play a leading role in introducing and improving D&I performance within the organization, who may be senior leaders (such as President, Managing Director, Director) or otherwise seen as role models in the organization (D&I champion)



**Figure 2: Key Job Roles for competencies**

There are many other possible job roles, but we have selected these for their general usefulness. See section 1.4 Progression (below) for further discussion of these roles and their use with the Inclusive Workplace Competencies.

### **Format of Each Competency**

We have expressed the competencies using the following format:

#### **Competency Statement (or Title)**

Each competency is defined using a short action statement describing what you must be able to do to be considered competent.

#### **Performance Criteria (PCs)**

The PCs provide additional details on the required level of performance (to be competent). Competence requires all performance criteria to be satisfied. PCs can be a useful source of key performance indicators (KPIs) and to specify Learning Objectives or Learning Outcomes.

#### **Range of Circumstances**

The range statements provide additional explanation of words used in the title and performance criteria. We have used a full spectrum of D&I (for example considering gender, sexuality and disabilities), but it may be that for some applications (such as the learning objectives of a training program) a much narrower subset of the range will be specified (for example only those aspects of particular relevance to immigrants in the workplace). It is easy for the user to edit the range statements.

#### **Underpinning Knowledge**

In many cases, it is helpful for an individual to have an understanding of relevant concepts and evidence. There is a separate section of each competency which identifies any specif-

ic knowledge required for that competency. Knowledge alone is never sufficient: all of the competencies require performance skill as well as the underpinning knowledge.

### The Competencies Overall

Figure 3 provides a summary overview of the Inclusive Workplace Competencies: with an over-arching set of Principles, the competencies fall into three spheres of influence, as well as the Title statement and Performance Criteria, each competency has underpinning Knowledge and a Range statement. The competencies cover the full variety of Job Roles.

Within myself	Within my team	Within my organization, community
Colleagues - People Managers - HR & D&I Professionals - Champions		
Increase your self awareness of diversity and inclusion	Contribute inclusive workplace relationships	Foster, promote, support and drive inclusion in my organization
Advocate for diverse perspectives	Collaborate in diverse teams to foster productive outcomes	Achieve results through D&I best practices
Adjust and adapt communication styles to be effective in a diverse workplace.	Manage conflict within diverse groups	Respond to inappropriate and non-inclusive behaviour
Model inclusive behaviour.	Assess performance and capabilities in an inclusive way	Influence others to promote, embrace and progress D&I
	Support learning and development	Collaborate on and contribute to organizational and community D&I efforts
		Carry out "The Duty to Accommodate" diverse needs

Figure 3: Overview of the TRIEC Inclusive Workplace Competencies

## 1.4 Demonstrating Progression

### Increasing Proficiency and Greater Complexity

As an individual develops their personal performance in each competency, they progress along a development path: becoming both more practiced and proficient, and also capable of dealing with more complex D&I situations. Each person's progression path will differ according to their situation and the learning opportunities they use. Figure 4 shows an example of a typical path which:

starts by increasing proficiency at a very low level of complexity (almost horizontal path). This might be one's first introduction to D&I in a relatively unchallenging situation (perhaps on an introductory course).

1. and then the complexity begins to increase as well (sloping path). Applying one's new competency(ies), one starts using them in more challenging situations (perhaps

back in the workplace: real life is more complex than the training course).

2. then again, the level of complexity stays almost constant while the proficiency develops further (again almost horizontal path). One is using the competencies regularly at work (and outside work), so that one's proficiency is growing through practice.
3. next the complexity increases, while the proficiency is retained at the same level (almost vertical path). This might be a transfer to a new team or job role, with substantially greater complexity, applying one's D&I competencies to much more complex situations, with little chance to become proficient as they are all novel and challenging.
4. and finally, the complexity continues at a slow rate, but the proficiency increases substantially (sloping path). Stability returns: the situations to which one applies one's D&I competencies are becoming slightly more complex, but one is able to concentrate on becoming more proficient.

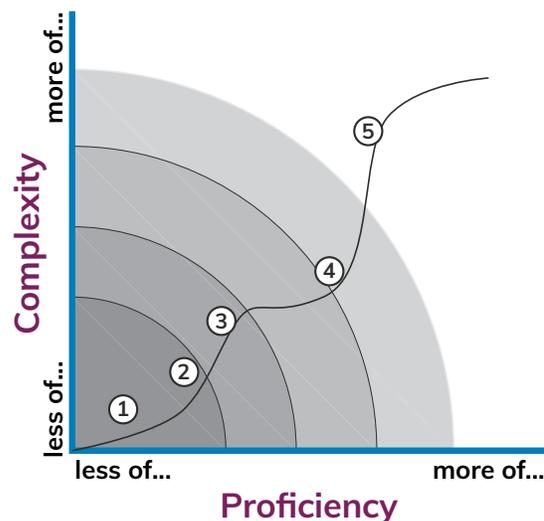


Figure 4: A Typical Progression Path

### Many Possible Progression Paths

The same competencies may be used by any of the Job Roles. However, the expected (or required) levels of proficiency and complexity for each of the competencies can be very different (for example) for a 'colleague', compared to for an experienced 'HR or D&I professional'. It is up to the individual user or employer to plan an appropriate learning path, to take advantage of the learning opportunities that are available and to gain the appropriate mix of competencies needed for the user's job role. Figure 5 shows that the individual or trainer can plot their own path to develop competencies from each of the 3 spheres (within myself, within my team, and within my organization, workplace and community) choosing

from a wide variety of learning opportunities (informal role models and mentors, experience, special assignments, as well as the more formal education, training courses and coaching).



Figure 5: Plot Your Personal Learning Journey to Inclusion

### Progression Milestones

In order to measure the user’s progression we suggest the following 6 stage progression path will be typical. The developmental stages provide milestones along the progression path. Note that these stages can be subdivided (especially stages 5 and 6), and it is also possible to combine stages to simplify the model further (for example combining stages 2 and 3).

Developmental Stage	1. Ready	2. Understand	3. Respond	4. Perform	5. Coach & Support	6. Lead & Transform
Skill Level	conscious incompetence	knowledge alone	apply conceptually, perform tentatively	perform confidently	help others	create initiatives, change systems

**Stage 1 Ready:** the user is aware of where they are not yet competent.

**Stage 2 Understand:** the user has learned the theory (perhaps by personal reading, or after conversation with a mentor, or by attending a formal course), but has not yet had the chance to put it into practice. Their competence is primarily conceptual, they are far from fully competent.

**Stage 3 Respond:** the user takes the first tentative steps to apply the theory to their real-life situation. In many cases this will be at a largely conceptual level (for example identifying issues or adjusting one's communications) and making the first careful and hesitant attempts to put the learning into practice when interacting with real people.

**Stage 4 Perform:** the user now performs routinely, putting into practice what has been learned and acting with confidence.

**Stage 5 Coach & Support:** the individual shares their experience of D&I skills by helping others to gain them, perhaps by acting as a mentor. Not all people in the colleague role will reach this stage, although many supervisors and managers may do so. At this stage the competencies in the second sphere ("within my team") will be developed more fully than at the earlier stages.

**Stage 6 Lead & Transform:** only the two roles of HR/D&I Professional and Champion are likely to reach this stage (and possibly some managers): creating D&I initiatives and changing the systems and culture to promote D&I. At this stage the competencies in the third sphere ("within my organization, workplace and community") will be developed more fully than at the earlier stages.

We have provided a blank table for each competency in which to specify the appropriate Developmental Stage for each Job Role. The user can amend these levels to suit their organization and situation: some organizations will want to suggest targets, others will specify minimum acceptable levels. The developmental stage is particularly relevant when designing a learning/development intervention, as it will not only make it clear what the learning objectives should be, but it may also influence the choice of any assessment/evaluation tools which should be used.

## 1.5 Applications of Competencies

Each user will find a slightly different value from the D&I Competencies. Agencies (such as TRIEC), employers and individual users will all use it to support their needs. We invite you to find your own application.

Competencies are used for a variety of purposes, including:

- Job descriptions
- Training needs assessment
- D&I planning and monitoring
- Organizational policy development
- Continuing professional development
- Recruitment, selection & promotion
- Supplier and community development initiatives
- Learning objectives for programs
- Criteria for assessment

We have already made the point that these D&I competencies relate to the full spectrum of the 'dimensions of diversity', they are not just for those working alongside immigrants. D&I impacts on most aspects of the working life, and is an additional factor which is relevant to personal and corporate competencies. These D&I competencies are intended to complement existing personal, management and corporate competencies, they are supplemental. In many cases, progressive organizations may already have all these aspects already well covered in their competency specifications, without explicit acknowledgement that they are also relevant to an inclusive workplace. In other cases an organization may wish to add some (or all) of these competencies in order to upgrade their current competency specifications. Many organizations will not yet have any competency specifications, in which case they may want to find a set that fits their needs and add these D&I competencies to them.

We have developed and expressed these competencies in a generic way so that they are of value to employers throughout Canada, and applicable to all categories of employees. Employers will need to consider and modify these D&I competencies in order to match their specific situations. Our aim is that these competencies can be leveraged in simple ways to create the precise tool that is needed by any organization to promote and benefit from D&I.

We therefore expect you to tailor the competencies to suit your own requirements. Tailoring might include:

- omitting some of the competencies entirely because they are not relevant.
- adjusting the language so that it is the language used in your context (for example using 'customer' or 'passenger' rather than 'client').
- restricting (or adding to) the Range statements so that they only cover what you need.
- modifying the Underpinning Knowledge to reflect your situation, legislation, province, sector, etc.
- and of course modifying the examples so that they are appropriate to your users.

The Inclusive Workplace Competencies is a 'living document' that will continue to evolve along with the organization, the socio-economic context, legislation, best practice and research. With the passage of time the framework will need to be regularly updated, relying on consultation with employers. Changes are welcomed and will result from:

- feedback from users
- changes in society and the workplace
- the recognition of new uses for the Inclusive Workplace Competencies

Have fun, and please let us know how you have found it useful.

## **1.6 The Development Process**

These competencies were developed in an iterative process:

- the consultancy team made a global scan for competency statements (occupational standards) for diversity and inclusion.
- based on Canadian experience, we drew up a list of areas of D&I competency.
- we assembled a very diverse working group of 12 people + 4 D&I experts from TRIEC.
- the working group met three times: each time reviewing and adding to a draft, with an additional review between meetings.

- a Validation Edition including the Introduction, was prepared and distributed to a diverse group of 10 experts + 2 additional D&I experts from TRIEC (as well as the Working Group). The experts were interviewed (in one case they submitted a written response).
- the Completed Edition of the competencies was prepared, based on the feedback received.

As with all competencies, this framework will need to be reviewed after about three years, and regularly after that, to take account of users' experience and any developments in the knowledge and practice of diversity and inclusion. This needs to be a living document which is kept up-to-date so that it can be as useful and widely used as possible: by all sectors, all sizes and types of organization, across all jurisdictions of Canada and globally, for all of the dimensions of diversity. Please help this process by providing feedback to TRIEC, suggestions for correction and improvement.

## 2. Underlying Principles of the TRIEC D&I Competencies

The type of inclusive work environment that allows an organization (and the people within it) to thrive, needs guiding principles:

1. Commitment to long term sustained action - inclusive work environments cannot be built overnight. It requires time, effort and learning grounded in actual experience.
2. The individual and their environment cannot be separated, one influences the other - inclusive work environments address all aspects of the organization from individual members to teams, leadership, structures and policies.
3. Inclusion is a journey not a destination. Individuals and organizations are all travelling along this continuum, and by reaching milestones they can measure how far they have travelled while keeping the vision of a fully inclusive organization as their aim.
4. Unity in Diversity - Inclusive work environments that allow the people and organization to thrive must commit to embracing diversity and creating unity among members of their work community.

Guiding Principles that are Foundational to the Competencies:

1. Every human being has the capacity to contribute to the overall goals & objectives of the organization.
2. To achieve unity there is a need for fairness and equity. Fairness and equity are not the same as uniformity (often presented as equality).
3. Without fairness, diversity is channeled towards the goal of uniformity rather than unity of purpose, vision and coordinated effort.
4. Individuals have different unique abilities, and capacities but in an inclusive environment everyone's strengths and contributions are encouraged, supported and leveraged.

### **3. Summary List of the TRIEC D&I Competencies**

#### **Within Myself**

- 1 Increase your own level of awareness regarding D&I.
- 2 Advocate for diverse perspectives.
- 3 Adjust and adapt communication styles to be effective in a diverse workplace.
- 4 Model inclusive behaviour.

#### **Within My Team**

- 1 Contribute to inclusive workplace relationships.
- 2 Collaborate in diverse teams to foster productive outcomes.
- 3 Manage issues within diverse groups.
- 4 Assess performance and capabilities in an inclusive manner.
- 5 Support learning and development.

#### **Within My Organization, Workplace and Community**

- 1 Foster, promote, support and drive inclusion in your organization.
- 2 Achieve results through D&I best practices.
- 3 Respond to inappropriate and non-inclusive behaviour.
- 4 Influence others to promote, embrace and progress D&I.
- 5 Collaborate on and contribute to organizational and community D&I efforts.
- 6 Carry out “The Duty to Accommodate” diverse needs.

## 4. The TRIEC D&I Competencies

### Within myself

#### 1. Increase my awareness of diversity and inclusion

##### Performance Criteria

- I can manage my own development.
- I proactively seek feedback.
- I'm open to constructive feedback.
- I reflect on my performance with the goal of self-development.
- I recognize my biases and how they impact on my behaviour.
- I can change or adapt my behaviour to develop myself.

##### Definitions – what the terms used in this competency mean

1. Feedback: in an ongoing, informal, or formal context e.g. during assessments. You can use this competency inside and outside the workplace e.g. in feedback from colleagues (360 degrees), clients, or from your personal network and influencers.
2. Behaviours: including performance on diversity and inclusion

##### Required knowledge

- Self-Awareness of values, beliefs, cultural conventions and language use, barriers, enablers
- Reflective practice: the ability to reflect on your actions to continuously learn
- Feedback: effective ways of obtaining feedback, feedback styles, barriers, enablers.
- Emotional intelligence, understanding of behaviour change
- Stereotypes, prejudice, bias: techniques to challenge assumptions about others, ways to minimize stereotyping, how become aware of your biases, evidence-based decision-making
- Organizational culture.

### Example(s) –what might this look like in practice?

- Becoming aware that your team is less diverse than others in the organization.
- Recognizing that your post-secondary credentials affect your appreciation of some colleagues with college diplomas and work experience.
- You take the last 10 minutes in a day to reflect on one interaction that could have been more positive and come up with other ways of responding.
- After working through an issue with a difficult client for the first time, you ask your supervisor for feedback on your performance.
- Becoming aware of your unconscious assumptions and preferences.

## Within myself

### 2. Advocate for diverse perspectives

#### Performance Criteria

- I can be curious and open.
- I seek to understand and respect there will be differences between my perspective and the perspective of others.
- I can identify when others share my perspective.
- I use active listening methods.
- I use language that does not exclude.
- I engage with the diverse people in my environment.

#### Definitions – what the terms used in this competency mean

1. Perspectives: opinions, cultures, experiences, beliefs, ability, age, gender, roles, friends, affinity groups
2. Advocacy: behaviour within the workplace should align with organizational values and be in accordance with local legislation (e.g. safety, protected grounds)
3. Language: verbal, non-verbal (cues, free from words, phrases) and that reflect stereotypical or discriminatory views of people or groups, whether deliberately or inadvertently

#### Underpinning knowledge – what do people need to know to be able to demonstrate this competency?

- i. Communication:
  - The role of context in communications.
  - Language that can avoid people feeling excluded.
  - Examples of language that commonly excludes people and why it does this.
- ii. Techniques and strategies that help suppressed differences to become clear
- iii. Barriers and enablers to openness.
- iv. Active listening techniques.

- v. Methods of inquiry, appreciative inquiry techniques.
- vi. Feedback.
- vii. Emotional intelligence.
- viii. Stereotypes, prejudice, bias.
- ix. Organizational culture.
- x. Applicable legislation.

**Example(s) – what might this look like in practice?**

- You overcome your impatience during long drawn out debates in the team, and you learn to recognize their value.
- You read recent research findings on the achievements of diverse teams.
- You ask HR for help to adapt your interviewing style to attract more diverse applicants for your team.

## Within myself

### 3. Adjust and adapt communication styles to be effective in a diverse workplace

#### Performance Criteria

- I recognize the impact of communication on different people.
- I consider how different perspectives, situations and contexts affect meaning and messaging.
- I can anticipate, plan for and deal with ambiguous and confusing situations.
- I demonstrate respect for diversity in communication with all people.
- I select the appropriate communication method for the person/people I'm communicating with.

#### Definitions - – what the terms used in this competency mean

1. Communication: formal (e.g. meetings), informal (e.g. social event, breaks, kitchen), spoken (e.g. face to face, phone, virtual), written (e.g. email, chat), body language, space and how we use it, facial expressions, appearance, voice, touch, speed, tone, volume
2. Perspectives: opinions, cultures, language, ability, age, gender, roles, experiences, beliefs, friends, affinity groups

#### Required knowledge

- iii. i. Basic differences in communication styles
- iv. ii. Barriers to effective communications (e.g. impact of culture, age, gender, stereotypes etc on communication)
- v. o Strategies to overcome communication barriers
- vi. o Impact of cultural values on communication (e.g. low context / high context, direct/indirect, collectivist/individualist, hierarchy/equality)
- vii. o How to identify unwritten rules, ways of doing things, norms, organizational culture (specific to organization)
- viii.iii. Ways of adapting to different communication styles
- ix. iv. Mindfulness: definition and impact

### Example(s) – what might this look like in practice?

- You observe that a member of your team has misunderstood the intent and meaning of a colleague's comment. You use active listening and paraphrasing to further explore the comment with both parties, acknowledging that cultural differences might be a factor.
- Recognizing that you manage a diverse team with diverse perspectives, you understand that you need to play a stronger facilitative role during meetings, encouraging team members to have patience for others' perspectives.
- Knowing that the participants in an upcoming meeting will have diverse perspectives based on their backgrounds, you plan an agenda that allows more time for exploration and mutual understanding of views.
- You recognize that your direct communication style is offensive and sometimes misunderstood by your colleagues. In which case, you seek out the colleague and attempt to clarify when the situation allows.

## Within myself

### 4. Model inclusive behavior

#### Performance Criteria

- I value diversity.
- I acknowledge my biases.
- I identify opportunities to demonstrate inclusive behavior.
- I demonstrate inclusive behaviour consistently.
- I anticipate, plan for and deal with ambiguous and confusing situations.

#### Required knowledge

- i. Techniques to dispel common myths, perceptions and stereotypes about people, diversity and inclusion
- ii. Group work

#### Example(s) – what might this look like in practice?

- An employee who has just joined an organization finds that it is not as inclusive as her previous workplace. She decides and expresses her intent to create a diverse network of new colleagues.
- A project manager intentionally creates a heterogeneous team to solve a longstanding operational challenge.
- In an executive leadership meeting, you challenge a comment that is intended to be humorous but which reflects a common stereotype.

## Within my team

### 1. Contribute to inclusive workplace relationships

#### Performance Criteria - in my team, I...

- Can identify shared perspectives.
- Challenge assumptions about myself or others.
- Engage with people and respond flexibly and positively in diverse groups.
- Apply knowledge and self-awareness to deal effectively with the diversity-related dimensions of ambiguous situations.
- Try to understand alternative perspectives.
- Address micro-inequities that I observe
- Take action within the team to mitigate the impact of systemic inequities.
- Use a variety of strategies to develop trust amongst the team.
- Provide support to colleagues and team members on how to work effectively in a diverse team.

#### Definitions – what the terms used in this competency mean

1. Perspectives: opinions, cultures, experiences, beliefs, ability, age, gender, roles, networks
2. Assumptions: stereotypes, prejudice, biases, conscious or unconscious attitudes
3. Support: coaching, mentoring, training, feedback, recognition, commitment, information, resources, tools

#### Required knowledge

- i. Techniques for helping others to adapt their behaviour
- ii. Effective practices for interacting with others within a diverse group
- iii. The elements of Describe-Analyze-Evaluate

iv. For each of these issues:

- Stereotypes, assumptions, prejudice, and biases
- Micro-inequities
- Systemic inequities

v. You need to know

- What they are
- Common examples
- Causes and contributing factors (societal dynamics, power, neuroscience, etc.)
- How they impact within the workplace
- How to recognize them (signs and indicators)
- How to address them

#### Example(s) – what might this look like in practice?

- You seek out a colleague with whom you have recently had an argument discussing how to fix a product issue, in order to better understand why you are so at odds and make sure your relationship has not been damaged.
- You suggest arranging the quarterly team retreat so the team member from out of town can also participate.

## Within my team

### 2. Collaborate in diverse teams to foster effective outcomes

#### Performance Criteria - in my team, I...

- Communicate in ways that can be understood by all members of the team.
- Manage time to enable engagement and inclusion by all members of the team.
- Continuously seek input from team members, recognizing and respecting their different perspectives and motivations.
- Leverage the strengths and innovative ideas of the diverse team members.
- Acknowledge contributions of others in an appropriate way.
- Explicitly acknowledge and manage the dynamics of a diverse team.
- Encourage productive and collaborative team behaviours and processes.
- Assume shared responsibility for the effectiveness of the team and contribute our own perspectives and ideas to our work.

#### Definitions – what the terms used in this competency mean

1. Diverse: (protected grounds under applicable human rights legislation) race, colour, ancestry, creed (religion), place of origin, ethnic origin, age, sex (including pregnancy, breastfeeding), sexual orientation, gender identity, gender expression, age, marital status, family status, disability, record of offences.
2. Diverse: (other dimensions of diversity) education, work experience, work style, personal habits, management status, work location, job title.

#### Required knowledge

- i. The potential performance advantages of diverse teams
- ii. Different communication styles
- iii. Dimensions of diversity that can affect teamwork, including cultural differences, gender differences, personality styles, generational differences

- iv. Group facilitation techniques
- v. Team management / leadership principles
- vi. Working knowledge of colleagues' and team members' preferences, styles, etc.

**Example(s) – what might this look like in practice?**

- A supervisor supports her diverse team discussing their preferences and then agreeing on the best approach to team knowledge sharing.
- A manager encourages her team members to contribute in discussions and meetings
- A junior team member challenges their superior because they are concerned a decision or instruction is wrong and potentially dangerous.

## Within my team

### 3. Managing issues within diverse groups.

#### Performance Criteria - in my team, I...

- Identify any diversity-related issues in advance and take action to mitigate their impact.
- Collaborate with colleagues and team members to establish group norms that will prevent or minimize issues.
- Analyze any issues that occur, considering the impact of dimensions of diversity and our personal assumptions.
- Am alert to verbal and non-verbal communication that might signal diversity-related issues.
- Where issues occur, I take appropriate action to de-escalate and resolve them, seeking assistance if needed.

#### Definitions – what the terms used in this competency mean

1. Issues: tension, difficulties, misunderstanding, failures of communication, assumptions, inequities, micro-inequities, micro-aggression, conflict
2. Dimensions of diversity:
  - Diverse: (protected grounds under applicable human rights legislation) race, colour, ancestry, creed (religion), place of origin, ethnic origin, age, sex (including pregnancy, breastfeeding), sexual orientation, gender identity, gender expression, age, marital status, family status, disability, record of offences
  - Diverse: (other dimensions of diversity) personality, education, work experience, work style, personal habits, management status, work location, job title
3. Assumptions: stereotypes, prejudice, biases, conscious or unconscious attitudes

#### Required knowledge

- i. Sources of potential conflict; differences that may cause misunderstandings or other difficulties
- ii. Specific sources of conflict between specific groups
- iii. The elements of Describe-Analyze-Evaluate

- iv. Conflict resolution styles
- v. Conflict resolution techniques

**Example(s) – what might this look like in practice?**

- A manager helps their direct report to respond without recrimination to any challenges to their authority.
- When developing a project plan, a team member suggests the group considers the events and holy days of different religions in the work schedule.
- You watch for micro-inequities and coach affected individuals on how to address them.

## Within my team

### 4. Assess performance and capabilities in an inclusive way

#### Performance Criteria – in my team, I...

- Use a strength-based approach to capability assessment.
- Am explicit about the assessment criteria.
- Question assumptions about job and task requirements, qualifications, need to conform to norms, and “potential”.
- Collect evidence for assessment in appropriate ways.
- Avoid bias in assessing the performance and capabilities of others.
- Provide feedback on performance and capability in an appropriate way.
- Recognize that individuals can gain and demonstrate knowledge and skills in a variety of ways.
- Demonstrate open and positive curiosity about people’s skills and capabilities.
- Invite others to share their knowledge and experience with the team.

#### Definitions – what the terms used in this competency mean

1. Assessment: formal, informal, diagnostic, formative, summative
2. Feedback: formal, informal, verbal, written
3. Appropriate ways: appropriate to the assessment criteria, and to the individual’s culture, personality, understanding, ability to express, objectives, career history, expertise
4. Others: direct reports, peers, supervisors, managers, clients, suppliers
5. Individual: team member, colleague and peer, candidate, applicant
6. Evidence: work samples, witness testimony (from colleagues, supervisors, customers, suppliers), video of you performing

## Required knowledge

- vii. Assessment criteria
- viii. Giving feedback
- ix. Biases:
  - Common biases related to dimensions of diversity
  - Common cognitive biases that affect decision-making (e.g. confirmation bias)
  - How to identify one's own biases
- x. Assessment tools and methods
- xi. Foreign credential recognition resources and tools
- xii. Objective knowledge of the role / task (e.g. required qualifications vs. nice to have)

## Example(s) – what might this look like in practice?

- In an upward feedback process, you provide specific behavioral examples of situations when your manager's actions did not feel inclusive.
- In a meeting to review employee potential and performance, the HR advisor challenges underlying assumptions about "appropriate style" of people with leadership potential.
- To uncover your own personal biases, you review the candidates for promotion with your HR Advisor, specifically asking him to challenge your choices.
- A supervisor asks a colleague to provide an additional perspective on a recent incident to avoid a misunderstanding due to cultural differences.

## Within my team

### Support learning and development

#### Performance Criteria – in my team, I...

- Provide ongoing feedback in appropriate ways.
- Identify potential gaps in each others' knowledge or performance.
- Encourage others to learn and develop and seek appropriate support.
- Facilitate equal access to opportunities, information, resources and other supports.
- Provide learning opportunities and other formal or informal support in a form and style that suit the person's and the workplace requirements.
- Conduct candid and constructive discussions about potentially sensitive differences between a person's behaviour and workplace culture and norms.
- Provide opportunities for people to learn and practise new knowledge and skills, and to help other people to learn.
- Encourage people to both seek and provide challenges and opportunities for learning and development.
- Provide a safe learning environment by minimizing the probability, stigma and effects of possible failure.
- Seek opportunities to leverage people's strengths to support others' learning and development.

#### Definitions – what the terms used in this competency mean

1. Person/people: team members, colleagues and peers, supervisors, managers, clients, suppliers
2. Feedback: formal, informal, verbal, written
3. Appropriate ways: appropriate to the learning required, and to the individual's culture, personality, understanding, ability to express, objectives, career history, expertise
4. Support: feedback, learning opportunities, information, resources, time, encouragement, recognition
5. Learning opportunities: training, coaching, mentoring, access to learning materials, safe environment in which to practise new behaviours, new challenges, tasks, experiences and responsibilities, stretch assignment

## Required knowledge

- i. Methods for giving and receiving constructive feedback
- ii. Information and resources that are available to support learning
- iii. The organization's culture
- iv. Diversity dimensions that affect the process of learning and development
- v. The strengths of colleagues and team members
- vi. Development methods
- vii. Effect of possible failure on a member of an under-represented group

## Example(s) – what might this look like in practice?

- As an older employee, you ask a younger employee to support you to better understand social media opportunities. At the same time you provide them with insights based on your years of experience with customers.
- You respectfully help a supervisor who is a newcomer to Canada to understand that his culture's focus on empathy and sharing personal information about team members medical issues is in conflict with privacy laws and how those are practiced in the organization.
- To ensure equal access to opportunities, you reach out to employees who are uncomfortable with the expectation or need to be self-promoting.

## Within my organization

### 1. Foster, promote, support and drive inclusion in my organization

#### Performance Criteria – in my organization, I...

- Recognize the shared interests and values of those in the workplace and community.
- Promote practices that leverage diversity in the workplace and community.
- Attract, recruit, on-board and promote diverse talent using bias-aware and inclusive practices.
- Provide opportunities for full participation, development and advancement to all employees and stakeholders.
- Develop and use D&I KPIs to track the organization's progress with D&I.
- Build teams that reflect and leverage the diversity and inclusion in the organization.
- Encourage organization members to develop empathy and respect for everyone.
- Use a variety of D&I strategies to support diverse team and community members.
- Help the organization to understand the business case for D&I.
- Advocate for diverse perspectives that reflect the diversity of the organization.
- Consistently demonstrate integrity and credibility, and build trust through inclusive behaviour.

#### Definitions – what the terms used in this competency mean

1. Stakeholders: relevant community members, shareholders, owners, subcontractors, customers/clients, suppliers

#### Required knowledge

- i. The business Case for diversity and inclusion
- ii. D&I strategies to support diverse team and community members
- iii. Bias-aware and inclusive practices
- iv. Inclusive behavioural expectations

### Example – what might this look like in practice?

- Recognizing the lack of women represented in senior executive levels, the HR leader brings together the executive team in a workshop to redefine the criteria for 'high potential' to reflect how people might get results differently.
- You review the employee engagement survey questions and identify questions that can measure characteristics of an inclusive environment, align these metrics with the D&I objectives of the organization and start tracking these metrics over time to demonstrate improvements.
- You review the recruitment process in your organization, identifying those process steps that allow biases to unintentionally contribute to lack of diversity in your workforce.
- You contribute an article to the department blog that shares your personal perspective of the importance of reaching out to include a group of new refugees who have recently been hired by the organization.

## Within my organization

### 2. Achieve results through D&I best practices.

Performance Criteria – within my organization, I...

- Leverage diversity to innovate.
- Provide guidance and support that recognizes and accommodates diverse team member styles and aligns with organizational and community requirements.
- Collect evidence and report on progress towards achieving agreed upon D&I expectations and goals.
- Recognize and negotiate necessary changes to drive inclusive behaviour, expectations and outcomes.
- Use a wide range of employee engagement, feedback and recommendation mechanisms.
- Consider diverse client needs and identify new markets, products and services.
- Recognize and act on opportunities for diversifying external relationships.
- Support goal setting to promote and implement D&I.

Definitions – what the terms used in this competency mean

1. Feedback: informal, formal, diagnostic, formative, summative
2. Diversifying external relationships: suppliers, customers, community partners

Required knowledge

- i. How the organization's D&I strategy or activities, policies and KPIs support the organizational strategy
- ii. The business case for diversity and inclusion
- iii. D&I best practices

### Example(s) – what might this look like in practice?

- You collaborate with your company's Asian employee network to pilot a new product that is designed for the local community that is predominantly of South-East Asian background.
- As a senior manager, you ask your direct reports to capture and submit examples of inclusive behaviours and the positive impact on clients.
- A senior manager recognizes that the group of team leaders in the department is very homogeneous, so she sets a goal of having more diverse short lists for promotion and requests this for future lists provided by her HR advisor.
- The Director of Patient Care realizes that the current make-up of the care staff is no longer representative of the local population demographics. He creates a plan to ensure that the health care services can be provided in a culturally responsive manner.

## Within my organization

### 3. Respond to inappropriate and non-inclusive behaviour.

#### Performance Criteria – within my organization, I...

- Recognize incidents of inappropriate or non-inclusive behaviour.
- Act in accordance with my role or organization's policy:
  - Act proactively to defuse or prevent potential Issues.
  - Address unspoken tensions or negative feelings.
  - Hold people accountable for their behaviour and its potential consequences.
  - Address issues in a sustainable way.
  - Encourage, support, include and protect people.
- Report incidents in accordance with organization policy, rules, regulations and laws.

#### Definitions – what the terms used in this competency mean

1. Inappropriate behaviour: discrimination, bias, harassment, unfairness.
2. Non-inclusive behaviour: use of words, humour, gestures, other acts or omissions that cause offence.

Applies to behaviour relating to:

- Protected grounds under applicable human rights legislation e.g. race, colour, ancestry, creed (religion), place of origin, ethnic origin, age, sex (including pregnancy, breastfeeding), sexual orientation, gender identity, gender expression, age, marital status, family status, disability, record of offences
  - Other dimensions of diversity: education, work experience, work style, personal habits, management status, work location, job title
3. People: colleagues, employees, superiors, subcontractors, customers/clients, suppliers.

## Required knowledge

- i. Relevant requirements under Protected Grounds under Human Rights and other legislation for your jurisdiction.
- ii. Concepts of discrimination, bias, harassment, equity/equality.
- iii. Concept of overlapping or intersection social identities.
- iv. The impact of subtle bias in the workplace and community.
- v. Dimensions of diversity.
- vi. Your organization's policies, rules and regulations and your responsibilities.
- vii. Common instances of inappropriate and non-inclusive actions and typical responses to them.
- viii. Strategies for addressing discrimination, (subtle) bias, harassment, micro-aggressions
- ix. Sources of information and support
- x. Systemic barriers and micro-inequities and how to address them
- xi. Inclusive behavioural expectations

## Example(s) – what might this look like in practice?

- You make it clear to a colleague that it is not acceptable to use racist or sexist language or jokes.
- You collaborate with others on an awareness campaign about racist or sexist language and jokes.
- You create a network of colleagues who agree to “stand up” and challenge racist or sexist language or jokes.
- You formally reflect your concerns about your employee's racist comments in their performance appraisal.
- You express your concerns about a colleague's sexist behaviour when discussing advancement opportunities.

## Within my organization

### 4. Influence others to promote, embrace and progress D&I.

#### Performance Criteria - within my organization, I...

- Act as a role model for inclusive behaviour.
- Consistently demonstrate integrity and credibility and build trust through inclusive behaviour.
- Share ideas and goals on D&I practices and approaches.
- Give active and visible support to organizational, stakeholder and community D&I initiatives.

#### Required knowledge

- i. Expectations of inclusive behaviour
- ii. D&I characteristics of organization, community and stakeholders
- iii. Purposeful D&I practices

#### Example(s) – what might this look like in practice?

- As a busy senior leader, you make time to attend and actively participate meetings of your organization's Employee Resource Groups.
- You make "support for diversity and inclusion" a significant criterion for promotion decisions within your organization.
- As a leader, you intentionally use storytelling as a technique to foster culture change and demonstrate commitment to creating a more inclusive workplace.
- An employee volunteers their own time to contribute to a task force and D&I events.

## Within my organization

### 5. Collaborate on and contribute to organizational and community D&I efforts.

#### Performance Criteria - – within my organization, I...

- Am willing to share own D&I perspectives, interests and needs.
- Participate in open and constructive discussions of differences, such as others' perspectives, interests and needs.
- Actively contribute constructive ideas and suggestions to build an inclusive workplace.
- Demonstrate support for inclusive practices and decisions; challenge cynicism or myths expressed by others.
- Encourage others to be active participants to effectively shape and progress organizational, community and stakeholders' D&I efforts.
- Monitor and effectively act on indicators of the current level of inclusion in the organization and community.

#### Definitions – what the terms used in this competency mean

1. Indicators of inclusion: informal (colleague comments), observational (behaviours representation, etc.), formal (conduct surveys, interviews, focus groups, benchmarks)
2. Stakeholders: relevant community members, shareholders, owners, subcontractors, customers/clients, suppliers

#### Required knowledge

- i. Inclusive behavioural expectations
- ii. Inclusive best practices
- iii. Relevant initiatives

### Example(s) – what might this look like in practice?

- You take part in surveys, town hall sessions, dialogues conducted by the organization
- Informal conversations about specific decisions (such as accommodations, promotion decisions) take place on a regular basis within the organization.
- You actively take part in a task force or designated group with a mandate to address inclusion issues
- You lead a work group or organizational D&I efforts, as appropriate for role of managers, senior leaders, champions, HR and/or D&I practitioners

## Within my organization

### 6. Carry out “The Duty to Accommodate” diverse needs

#### Performance Criteria - within my organization, I...

- Am aware and keep up-to-date with relevant accommodation knowledge, legislation and policies.
- Identify potential systemic barriers present in the work environment.
- Request accommodation for own needs (if relevant).
- Contribute ideas for work practices and spaces, and design them considering everyone’s needs.
- Consult with those who require accommodation to determine their needs.
- Explore whether people encounter barriers and encourage appropriate requests for accommodation.
- Respond positively to accommodations that are implemented in the workplace (without stigma or complaint).
- Respond supportively to others’ requests for accommodation (without reprisal).
- Protect privacy and confidentiality according to privacy legislation.
- Identify potential steps to eliminate systemic barriers.
- Provide knowledge and support to colleagues and stakeholders as appropriate, so they can support accommodation.
- Follow up to assess the effectiveness and impact of the accommodation on individual and workplace, and adapt as needed.

#### Definitions – what the terms used in this competency mean

1. Barriers: policies, rules, procedures, practices that have a negative impact on people’s needs that are based on Protected Grounds (e.g. creed (religion), sex (including pregnancy, breastfeeding), age, disability, etc.)
2. People: colleagues, employees, subcontractors, customers/clients, suppliers.
3. Impact: effectiveness, physical, socio-cultural, financial, convenience, efficiency.

## Required knowledge

- i. Relevant requirements under Protected Grounds under Human Rights and other legislation for your jurisdiction (for example AODA or equivalent local legislation).
- ii. Your organization's policies and HR procedures.
- iii. Relevant common requests for accommodation.
- iv. Good practice in developing win-win solutions when accommodating diverse needs.
- v. Sources of advice, support and training.
- vi. Inclusive behavioural expectations

## Example(s) – what might this look like in practice?

- You point out to the Facilities group that the plans for new furnishings will create difficulties for people who have mobility challenges.
- When your team is joined by a team member with limited English skills, you explore options for translation support while he or she learns the relevant work terms.

## 5. Glossary

Item	Suggested definition	Index
Adjust and adapt communication styles	<p>adapt: changes are planned with intent</p> <p>adjust: changes are made in the moment</p>	Within Myself 3
Appropriate	defined broadly: to be reflective of, and appropriate for, a wide range of diversity characteristics	Within my team 3
Appropriate ways	appropriate to the matter at hand as well as the individual's culture, personality, understanding, ability to express, objectives, career history, expertise	Within my team 3 Within my team 4 Within my team 5
Barriers	policies, rules, procedures, practices that have a negative impact on people's needs that are based on protected grounds (e.g. creed (religion), sex (including pregnancy, breastfeeding), age, disability, etc.)	Within My Organization, Workplace and Community 2 Within My Organization, Workplace and Community 6
Bias	a prejudice in favour of or against one thing, person, or group compared with another, usually in a way considered to be unfair	Within myself 1 Within myself 2 Within myself 3 Within myself 4 Within my team 1,
Competencies	The competencies in this framework are defined using short action statement summarizing the desired behaviour for each. For each competency a number of performance criteria provide behaviours describing "what this looks like".	

Consider the impact of dimensions of diversity	use the elements of describe-analyze-evaluate to apply knowledge and self-awareness to understand the diversity-related factors that might be contributing to conflict	Within my team 3
Deal effectively with ambiguous and confusing situations	apply knowledge and self-awareness to recognize and understand diversity-related dimensions	Within my team 1
D&I (Diversity and Inclusion)	<p>Diversity: in workplaces, it refers to all the ways individuals in an organization differ (e.g. age, education, country of origin etc)</p> <p>Inclusion: a sense of belonging: feeling respected, valued for who you are; feeling a level of supportive energy and commitment from others so that you can do your best work. (Koehler &amp; Katz, 2002)</p>	n/a
Inappropriate behaviour	discrimination, bias, harassment, unfairness.	Within My Organization, Workplace and Community 2
Indicators of inclusion	informal (colleague comments), observational (behaviours representation, etc.), formal (conduct surveys, interviews, focus groups, benchmarks)	Within My Organization, Workplace and Community 5
KPI (Key Performance Indicators)	a measure used to evaluate the success of an organization or employee in meeting objectives of performance (see also performance criteria on page 7)	n/a

Language that does not exclude	language that is free from words, phrases and non-verbal cues that reflect stereotypical or discriminatory views of people or groups, whether deliberately or inadvertently; also known as “inclusive language”	Within myself 2
Micro inequities	small events which are often subtle and hard-to-prove, sometimes unintentional, and frequently unrecognized by the offending person	Within my team 1 Within my team 3 Within My Organization, Workplace and Community 2
Myth	a widely held but false belief or idea	Within myself 1 Within myself 2 Within myself 3 Within myself 4, Within my team 1
Non-inclusive behaviour	use of words, humour, gestures, other acts or omissions that cause offence.	Within My Organization Workplace and Community 2
People	team members, colleagues and peers, supervisors, managers, clients, suppliers	
Perspective	a way of looking at or thinking about something that includes and is influence by many factors including opinions, cultures, experiences, beliefs, ability, age, gender, roles, friends, affinity groups	Within myself 2 Within myself 3 Within my team 1
Prejudice	a preconceived opinion that is not based on reason or actual experience	Within myself 1 Within myself 2 Within myself 3 Within myself 4 Within my team 1
Reflective practice	a way of studying own experiences to improve the way of working	Within myself 1

Stakeholders	relevant community members, shareholders, owners, subcontractors, customers/clients, suppliers a way of studying own experiences to improve the way of working	<b>Within myself 1</b> <b>Within My Organization</b> <b>Workplace and Community</b> <b>5</b>
Stereotype	a widely held but fixed and oversimplified image or idea of a type of person or thing relevant community members, shareholders, owners, subcontractors, customers/clients, suppliers	<b>Within myself 1</b> <b>Within myself 2</b> <b>Within myself 3</b> <b>Within myself 4,</b> <b>Within my team 1</b> <b>Within My Organization,</b> <b>Workplace and Community</b> <b>5</b>
Systemic inequities	inequalities that are generally rooted in the normal operations of businesses and other institutions	<b>Within myself 1</b> <b>Within myself 2</b> <b>Within myself 3</b> <b>Within myself 4</b> <b>Within my team 1</b>

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