



Developing a | diversity policy

METHODOLOGICAL GUIDE



Federal Public Service
Personnel and Organisation

Diversity... a surprising effect!

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Developing a

diversity policy

METHODOLOGICAL GUIDE

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Introduction

The Federal Administration advocates equal opportunities and seeks to promote diversity in both human resources management and in its relationship with the general public. By signing the diversity charter, the federal organisations have effectively undertaken to implement concrete actions and to stamp out all forms of discrimination.

In signing the diversity charter, the federal organisations commit themselves to undertake concrete actions to irradiate all forms of discrimination and to offer everybody a work environment in which respect for differences in terms of values, gender, disability, country or region of origin, lifestyle is key.

When we value diversity, we show that we are unbiased, that we can appreciate everybody's unique talents and skills: differences are a strength and an advantage for an organisation, rather than a source of exclusion.

With this in mind, the Administration is offering job and career opportunities based on a respect for equal opportunities, resistance to any form of discrimination and neutrality in its HR procedures.

Objective

FPS Personnel and Organisation is introducing the diversity policy via a number of initiatives such as the Diversity Action Plan and the Federal Diversity Network, as well as in its agencies dealing with selection, certification and orientation (Selor) and training (the Training Institute for the Federal Administration).

In fostering support initiatives for the federal organisations, the Diversity Unit within the Directorate General of Organisational and Personnel Development is organising the network of diversity officers and backing the organisations developing their diversity policy. Within the organisations, one or more diversity officers are responsible for implementing diversity projects.

This guide proposes a methodology and tools to facilitate the implementation of a diversity policy and a human resources management system respecting each individual.



Target group

This guide is intended for use by the diversity officers in charge of implementing a diversity policy in their organisations as well as the P&O (Personnel and Organisation) sections and the Personnel Departments.

Approach

The **first part** of this guide contains a summary of various theoretical aspects of the nature of diversity and suggests a methodological model which can be used to structure the actions intended to promote diversity and to ensure equal opportunities in the organisation.

Part two describes the different stages you will have to go through in order to implement a diversity policy, once you have developed a vision of diversity and an action plan is designed and operational. It deals with the assessment stage. At each stage **tools** are suggested to assist the reader in the implementation process.

The guide shows contains a methodology broken down into **6 successive stages**. Each stage consists of one or more steps.

How to use the guide

The guide describes a number of steps. In practice, it is possible that you will not follow all steps in chronological order. At each step you should consult the working group in order to secure the involvement and support needed.

A diversity policy has to be tailor-made as it is an important vector in the way management is involved, in the organisational culture and in the management of the available financial and human resources, etc.

This guide proposes guidelines and tools, but it is not an exhaustive work.

Things to bear in mind

This guide is also available digitally at www.diversite.belgium.be and on eCommunity DIVnet. There you will find:

- the full version in PDF format;
- the tools in Word format so that readers can modify them to the needs and specific nature of their organisations;
- a glossary of the key words and definitions used in the field of diversity



For more information

The Diversity Unit of the Organisation and Personnel Development DG of the FPS P&O together with the diversity team from Selor (the federal recruitment and selection agency) are able to assist those organisations in search of support and advice (see useful contacts on page106).

Thanks for their collaboration...

to the Selor diversity team, the Institut de Formation de l'Administration fédérale (IFA), the Internal Communications and Information Management DG of the FPS P&O, the Personnel and Well-being Support Unit and the Centre for Equal Opportunities and Opposition to Racism, among others.

This guide was produced by the Diversity Unit of the Organisation and Personnel Development DG of the FPS P&O.



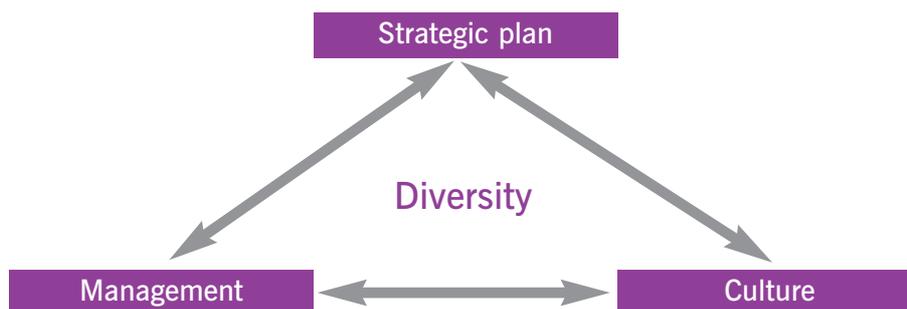
Part 1

The diversity policy: theoretical perspectives

1. What do we mean by 'diversity policy'?

There are various approaches when it comes to diversity policies. The Federal Administration considers diversity policy as a balance between **equal opportunities** focusing mainly on having recourse to positive discrimination initiatives, and **equality of treatment** focusing on the battle against discrimination and maintaining the neutrality of the processes.

Diversity policy is part of a political **strategy**. This policy must be backed by the **management** and has to be linked to the **culture** of the organisation. Diversity policy is an integrated approach encompassing a wide range of domains such as in-house and external communication, recruitment and selection, training, career development, and others. The diagram below illustrates the diversity process:



The importance of developing **a realistic strategy backed by management**, widely communicated and incorporated within the culture of the organisation, is depicted in this diagram.

A policy combining equal opportunities and equal treatment fosters both **short-term** actions – positive actions within strict implementation timeframes – **and medium- and long-term** actions focusing on behavioural attitudes and processes. The goal of diversity management is to provoke changes in the social perception of diversity and to guide the attitudes of all those involved with regard to who and what they are.



The diversity policy we advocate is not focusing on specific target groups. It is an approach that covers all differentiating factors: age, ethnic, geographic or social origin, education, gender, sexual orientation, state of health, and so on.

2. Why an action plan?

The ultimate goal of a diversity policy is to change processes and ways of thinking within an organisation. This is a long-term project and to complete it, **it is essential to take the environment of the organisation into account**. Actions which take place only from time to time will have scant impact unless they are embedded in global policy. The action plan establishes a framework and translates the diversity policy into concrete actions.

Evidence shows that improving existing procedures, ensuring neutrality and treating each individual on the same footing of equality not only benefits specific groups within the organisation, but is actually beneficial for every single worker and indeed to the organisation itself.

Tangible results

In implementing a diversity policy, TNT Austria has seen its staff turnover rate drop from 25% in 2000 to 10% in 2003¹, and a similar reduction in absenteeism has been observed.

3. What is a Diversity Action Plan?

The **action plan identifies diversity-oriented actions** for the benefit of the organisation. The plan also makes it possible to **explain the objectives of diversity and its advantages**, supporting both management and staff to obtain a clear view on relevance of the actions undertaken for themselves and for the organisation.

The action plan defines the actions planned for a given period, and it is an indication of how they are to be put into effect. It provides an answer to the following questions: why? when? how? by whom? and for whom?

It includes

- The context

It is essential to identify the different stakeholders inside and outside the organisation – as it is essential to put forward the vision of diversity and the added value it offers actors (the reasons for the diversity policy, what diversity means for your organisation, the pluses and, if appropriate, the risks).

- The actions

A Diversity Action Plan asks a series of questions and identifies the priorities of the diversity policy. The following should be clearly stated:

1. Marion Keil et al. *Training handbook for Diversity Management*, 2007.
<http://ec.europa.eu/social> > module "Recherche rapide": « manuel de formation diversité ».



- what are the actions and the objectives to achieve;
- what are the stakeholders and the resources mobilised;
- what is the timetable of the actions planned.

It depends on a number of fundamental factors

- **Staff involvement: an action plan for the organisation**

The Diversity Action Plan needs to be embedded in the global company strategy. In order to ensure that each individual feels involved, it must correspond to the realities on the ground. This is why it is important to ensure that the actions meet the specific issues and characteristics of the organisation.

- **Communication**

The communication plan is key in any diversity policy. An action plan should provide for transparent communication at regular intervals that reaches all levels of the management structure and the organisation.

- **Neutrality in human resources management procedures**

Questions relating to equal opportunities and diversity are primarily the domain of human resources management. Skills-based management allows the organisation to procure the best talent and thus to upgrade its performance. However, some tools and procedures could result in direct and indirect discrimination. Looking into the procedures from the equal opportunities angle is likely to eradicate discriminatory elements making the procedures as a whole more objective.

- **Rejecting all forms of discrimination**
- **A cross-cutting and integrated approach (at all levels of the organisation)**

4. Development of an action plan along the lines of the MIA model

The development of the “MIA model” by the Danish organisation “Mangfold I Arbejdslivet”² has been of great help to businesses and public organisations in the development of diversity projects.

This model was developed in Denmark on the basis of a joint European collaboration involving various actors and experts from the world of business and NGOs. It highlights diversity and equal treatment in the world of work. The MIA model recommends the development of inclusive organisations, where the fact that workers are different is accepted and celebrated.

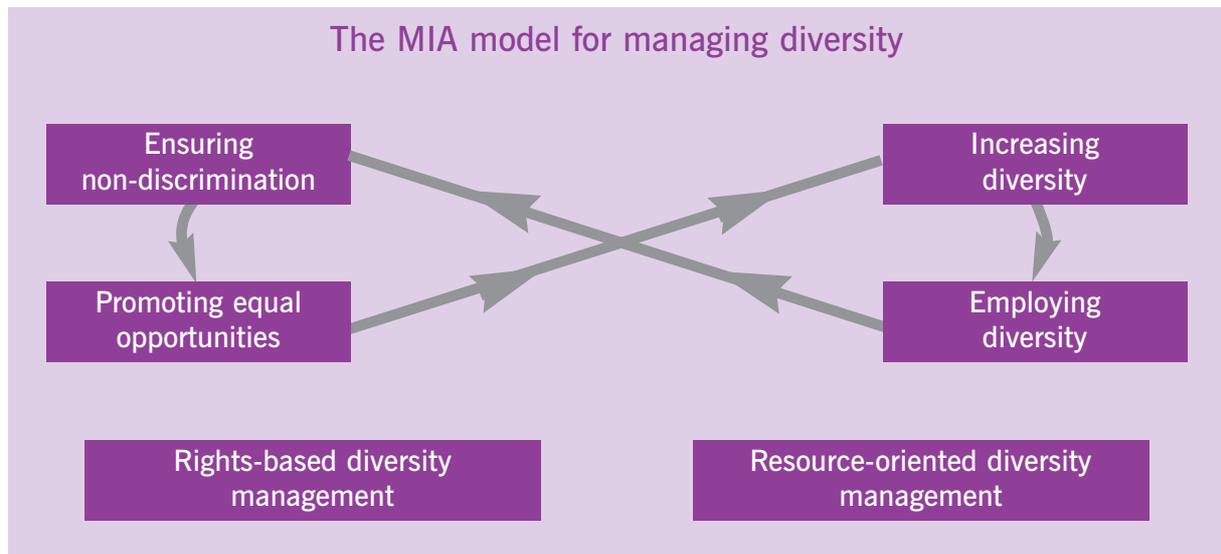
A variety of approaches exist to implement diversity in an organisation. The approach may be based on regulation or human resources. For example, an organisation could focus on increasing the perception of “diversity” among its staff, concentrate on non-discrimination or again actively promote equal opportunities.

2. *NOUR, Suzanne, NELLEMAN THISTED, Lars. Diversity in the workplace, when we are equal but not the same. Børsens Forlag (Copenhagen), 2005. – <http://www.mangfold.no/>.*



Managing a global rights-based and resource-oriented diversity policy

The MIA model illustrates the way in which rights-based and resource-oriented diversity management join up as part of a dynamic process.



According to this model, the management of diversity is a process which involves the continual re-evaluation of objectives and the methods used. The evaluation procedure is undertaken in parallel with the process of increasing diversity among the staff and raising their awareness of anti-discrimination.

Rights-based diversity management aims to combat all forms of discrimination and harassment in the workplace. The intention is to combine a rejection of discrimination with the active promotion of equal opportunities for all workers. This is not a matter of sporadic actions, but a continuous process based on the systematic questioning of day-to-day practices of the organisation and its structure (are both discriminatory or not?).

Resource-oriented diversity management is based on the optimum use of the diversity in human resources and on the recognition of the various skills, experiences and qualities of the workers.

The aim is to enhance diversity both in quantity as in quality, by valuing the diversity of the workforce and their skills.

These two types of diversity management are interdependent

Once the barriers are down, new worker profiles will find their place within the organisation. If this diversity is respected and valued, it will increase diversity both in a quantitative as in a qualitative way by offering new perspectives and new methods for the organisation.

The MIA model is founded on four pillars: **ensuring non-discrimination, promoting equal opportunities, increasing diversity and employing diversity.**



4.1. Ensuring non-discrimination

A policy focused on workforce diversity should engage in the **battle against discrimination** rather than to avoid it. The fact that certain groups are found in significant numbers within an organisation is no proof that discrimination doesn't exist. This means that attention must be paid to human resources processes and to discriminatory behaviour that may emerge during for example selection interviews, in promotions, in access to training, in mobility, and so on.

As far as administration is concerned, non-discrimination is an aspect of **personnel** management as much as the service provided to the **public**.

In real terms, ensuring non-discrimination consists of:

- **Acknowledging that discrimination is possible:** refusing to turn a blind eye to the existence of discrimination in a department.
- **Setting up a non-discrimination policy:** analysing practices and getting the message through loud and clear that harassment and discrimination have no place in an organisation.
- **Handling complaints:** ensuring that a complaints management system is in place by informing workers of their rights and directing them to the appropriate services when it comes to dealing with complaints of discrimination.
- **Staff training:** informing all personnel of the existence of anti-discrimination laws (May 10 2007) and training the workers to understand that knowledge of the law is essential to the performance of their duties (selection officers, department heads, etc.).

4.2. Promoting equal opportunities

In order to promote new values it will be absolutely necessary to make changes to the **culture of the organisation**. One of the keys to the success of a diversity policy is to ensure that staff are buying the new values being promoted. It is crucial to **create a favourable environment** for this process. To ensure staff involvement, a variety of means must be used to promote the concepts of diversity and equal opportunities. This means ensuring that the procedures in force in the organisation guarantee equal opportunities for all.

Enhancing diversity also means **explaining why diversity is important** for the organisation and how this can be implemented in concrete terms on the ground. Examples of concrete actions, employees' personal experiences, success stories and the like will mean a great deal more to the workforce than lectures on the advantages of diversity. Good communication and diverse **awareness** raising actions remain essential.

4.3. Increasing diversity

Next to the fact that recruiting a "diverse" workforce is a must, attention must also be paid to ensuring that the staff feel comfortable in the organisation by implementing various measures such as mentoring, coaching, training in diversity awareness, staff satisfaction surveys, and so on.



Increasing diversity also suggests that the organisation is advertising itself as an **open-minded employer**, and that this openness is to be shared with the general public, with certain target groups within the organisation, with social organisations, etc.

With regard to employing people with a disability, the Federal Administration has set itself a goal of increasing the number of workers with a disability³ in each organisation. To achieve this goal, it will require **awareness raising initiatives** to demystify certain commonly-held perceptions regarding people with disabilities.

4.4. Employing diversity

At present far too much talent is being underexploited. For example, we know that there are too few women in managerial positions. This is why the Federal Administration is actively encouraging women to apply for these jobs.

Enhancing the diversity of a department means using this diversity of skills and experiences as an opportunity for the organisation. For example, the recruiting of a worker with a disability in a section may lead that section to rethink the way the work is organised and to incorporate improvements which are not only good for the worker, but also of benefit to the entire section.

Illustration of the model: a number of actions by the DG DOP of the FPS P&O, which the IFA and Selor (Diversity@Selor) implemented using the MIA model.

1. Ensuring non-discrimination

- Screening selection tests: analysing selection tests to ensure that candidates are not discriminated on the basis of their origin or their gender.
- Insisting on the inclusion of the “diversity” criteria in the purchasing and development of new tests.
- Making diversity training obligatory for all Selor staff to ensure that selection is non-discriminatory.
- Reasonable facilities for candidates with a disability in all selection procedures.
- Monitoring recruitment in order to provide figures on male and female candidacy, persons with a disability, persons from other ethnic origins, etc. These figures will have to be analysed in order to make projects more concrete and to remedy any imbalances.

2. Promoting equal opportunities

- The Federal Administration Diversity Charter signed by the management and communicated in the organisations.
- Diversity training designed to improve familiarity with the notion of diversity proposed in the catalogue of standard IFA training programmes.
- Presence and promotion of diversity at fairs, job centres, etc.
- Diversity channels focused on certain target groups (people of foreign origin, people with a disability, women, etc.).
- Ethno Tour of Belgium: decentralised ethno-communication tours are to be organised. The goal is to make contact with certain target groups in various cities, towns and districts in order to introduce Selor, to talk about job opportunities, diversity projects, and to make the selection procedures neutral.
- Communication: information on equal opportunities and related FPS P&O actions/projects, inclusion of a diversity logo in job advertisements, a section based on equal opportunities and on disabilities in the job descriptions supplied to candidates, etc.

3. The Royal Decree of March 5 2007 stipulates that 3% of every public service's workforce should comprise people with a disability by 2010.



3. Increasing diversity

- Reasonable selection procedure facilities for candidates with a disability and a specific list of successful applicants with a disability.
- PAS Project (previously acquired skills): the intention is to allow candidates lacking a qualification but in possession of the right skills and the required experience to be issued with an entry ticket (a skills certificate) for selection procedures.
- TOP SKILLS Project: providing women with a managerial skills audit so that they become aware of their true level of competence, with a view to increasing their participation rate in selection procedures for management positions and their presence on the Board of Directors.
- A booklet providing organisations with valuable advice and useful contacts on welcoming and integrating new staff with a disability.

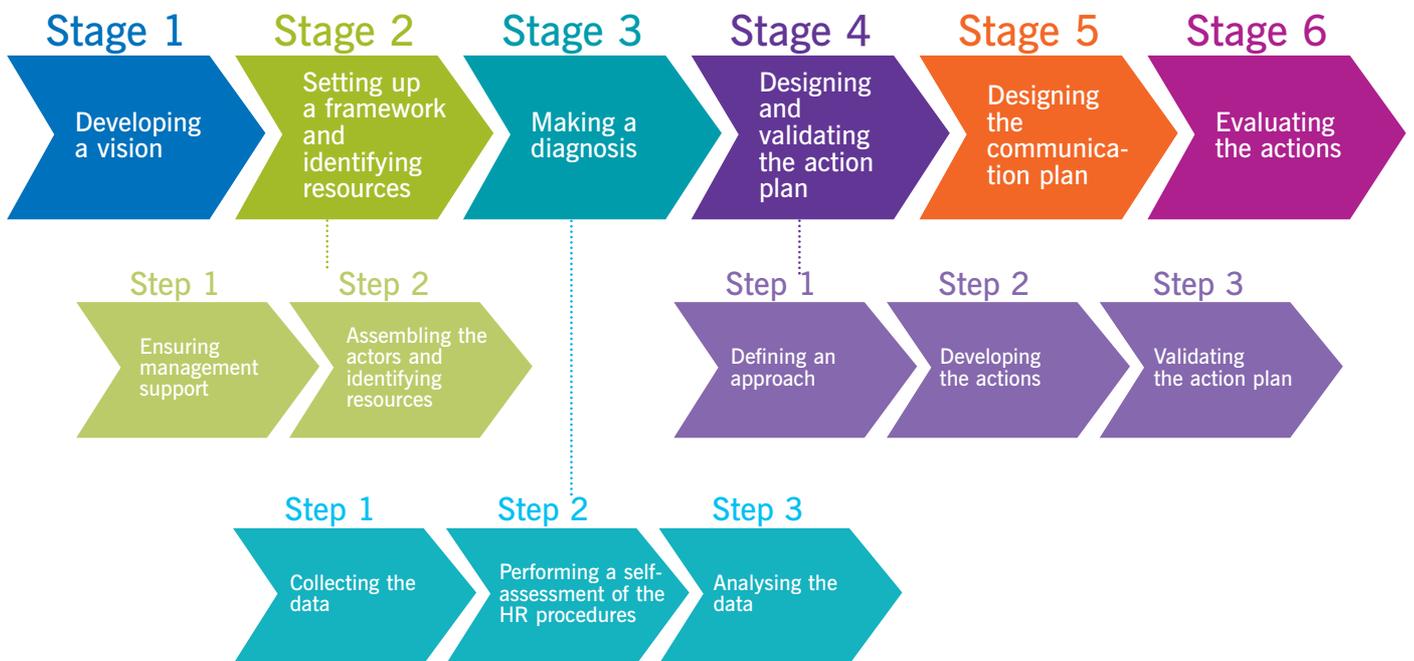
4. Employing diversity

- FELINK network: assists women with building their network and supports their personal growth.
- Workers' personal experiences (on internet/intranet websites, in the annual report, and in other publications).



Part 2

The diversity policy in practice



The stages in a diversity policy: SUMMARY

Stage	Objectives	Tools
Stage 1 : Developing a vision	<ul style="list-style-type: none"> • Defining the general objectives of the diversity policy in the organisation • Defining diversity for the organisation 	<ul style="list-style-type: none"> • Examples of vision pp. 23–24
Stage 2 : Setting up a framework and identifying resources	<ul style="list-style-type: none"> • Involving management and the departments concerned • Mandated working group • Participatory operations 	<ul style="list-style-type: none"> • Project datasheet (tool 1)
Stage 3 : Making a diagnosis	<ul style="list-style-type: none"> • Assessing diversity status • Inventory of actions already carried out • Identifying strengths and areas for improvement • Identifying priority courses of action • Diversity policy adapted to the specific characteristics of the organisation (needs, challenges, etc.) 	<ul style="list-style-type: none"> • Data gathering methods (tool 10) • Diversity gauge: an audit questionnaire focusing on strategy, leadership and organisational culture (tool 3) • satisfaction survey for staff with a disability (tool 4) • Anti-discrimination law in practice (tool 5) • Quality and diversity self-assessment questionnaire (tool 6) • Interview guide for a diversity audit focused on the organisation and HR practices (tool 7) • Analysis of HR procedures from the diversity angle – checklist (tool 8)



<p>Stage 4 : Designing and validating the action plan</p>	<ul style="list-style-type: none"> • Defining the diversity policy approach • Working out the actions to be undertaken • Management approval and engagement • Communicating the action to the staff 	<ul style="list-style-type: none"> • Examples of diversity actions per HR area (tool 9) • Diversity Action Plan, FPS P&O, 2009 • Guide: “Diversity and HR: Best practice in Belgium and Abroad”, FPS P&O, 2008
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<p>Stage 5 : Designing the communication plan</p>	<ul style="list-style-type: none"> • Communicating the diversity commitment in-house and externally • Awareness-raising • Promoting diversity • Impact on the organisational culture 	<ul style="list-style-type: none"> • Model of communication plan and possible channels (tool 2)
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<p>Stage 6 : Evaluating the actions</p>	<ul style="list-style-type: none"> • Identifying keys to success and risk factors • Re-focusing of upcoming actions • Communicating with the parties concerned 	
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Securing management involvement is crucial at every one of these stages



Stage 1



Why?

This initial phase offers the possibility to define guidelines for the diversity policy within the organisation.



Context

The vision is forward-looking, and takes the form of general objectives. It stems from an analysis made by the diversity officer(s) of the organisation's diversity policy.

Working method

The diversity officer may conduct this analysis of vision together with a working group. Once the vision has been defined, it will be shared with the management (see the next step). It must be approved and backed by the Board of Directors.

Examples

RBC Canadian finance group⁴

Our vision of diversity: Our vision of diversity: Having a diversified workforce that is operational in an inclusive work environment liberating the talents of all the employees in such a way as to generate added value, providing a superior customer experience, developing innovative solutions for the markets and communities with whom we work and creating value for our shareholders. By helping our employees, clients and communities to succeed by incorporating diversity into our processes, RBC will be helping to create a better future.

It is our conviction that the successful efforts we have invested in the area of diversity correspond to three interdependent factors: talent and the work environment, the market, and the communities. Our priorities in the field of diversity match these three factors:

Talent and work environment: increasing diversity and involving the whole of our workforce, while seeking to increase the number of women and representatives of minorities in senior management.

Market: offering products and services adapted and accessible to diversified markets and setting up effective supplier diversity programmes in North America.

Minority communities: supporting the economic and social development of our minority communities by providing evidence of leadership in research, strategic partnerships, donations and sponsorships.

Hewlett-Packard⁵

At HP, we believe that diversity and inclusion are key factors in creativity, innovation and inventiveness. We are profiting from our differences everywhere in the world in order to help everyone to enjoy the power of technology, in the market place, in the workplace and in the community.

The creation of a diverse environment which supports integration has for some years been an on-going process, a journey in which we are guided by firmly established values. Our vision of

4. www.rbc.com > about RBC > our values > diversity.

5. www.hp.com > about HP > information about the company > diversity.



diversity is now global. It depends on the courageous actions of a great many people throughout the world. We are proud to be able to share our experiences as well as our present aspirations.

2005–2007 Action Plan to promote diversity within the Federal Administration⁶

The aim of diversity within the administration is to “better reflect the composition of the society it serves, and hence to provide better service for the whole of the population; to act as an example in promoting social justice and in fighting discrimination and inequality...”.

6. *FPS P&O, 2005-2007 Action Plan to celebrate diversity, Brussels, 2005, p. 7.*

Stage 2



Step 1



Step 2



Why?

One of the keys to the success of a diversity policy is the involvement of the various actors in the organisation. The diversity policy affects every level of the organisation; it is essential to be assured of the commitment of the management and the active participation of the parties concerned. Before launching a diversity policy, management must be convinced, the available human and financial resources identified, and collaborative work must be undertaken with all the various actors in order to establish each party's roles and responsibilities.



Context

By signing the Federal Administration Diversity Charter⁷, the managers of the federal public services have committed themselves to promoting diversity and to initiating concrete actions within their organisations. To set up a working group (step 2), it is essential to obtain a formal commitment from the management of the organisation to develop a diversity policy.

Working method

It is not necessary at this stage to present the management structure with an action plan, merely to inform them of the “why” (see also Stage 1, “Developing a vision”), the “what” and the “how” in a very general way. But it is also important to stress the added value for the organisation, and possibly to offer a summary of actions already undertaken, their results, any problems encountered, and other findings. It might also be a good idea to remind management of the requirements of the law as regards diversity and non-discrimination.

Once this commitment is in place, the management must be kept informed of the development of the diversity policy and be in a position to be able to incorporate the objectives associated with this policy into their company strategy. It will also fall to them to supply the human and financial resources⁸ required to achieve these objectives.

Tips

- ⇒ Ensure you are in no doubt about the willingness and motivation to develop a diversity policy.
- ⇒ Inform the staff that the policy has the management’s support.

7. Download the charter from www.diversite.belgium.be > the diversity policy of the Federal Administration.
8. Since 2006, the FPS P&O has been offering organisations joint funding for diversity projects via the launch of a call for projects. For more information, visit www.diversite.belgium.be > projects.



Context

Once you have gained the support and commitment of management, the next step is to identify the individuals and resources which will be involved in the development and implementation of the diversity policy.

Working method

Some questions to be considered in order to identify the resources:

- Who will shoulder the burden of the diversity policy? Who are the stakeholders and what are their roles?
- Which actors need to be involved in the diversity procedure (management? workers? unions? external experts⁹ ?). At what point will they become involved? What scope do they have for action?

If a project is to succeed, the organisation must have at least:

- a diversity officer
- a working group
- a steering committee
- a sponsor

1. The diversity officer(s)

The diversity officer is the project leader. He or she will co-ordinate the diversity policy. They may be working alone or prefer to set up a project team responsible for coordinating and implementing the diversity-focused actions.

2. A working group

A working group consisting of representatives of the various sections of the organisation is the best method for involving a number of sections in the diversity policy and organising a general analysis of the actions to be carried out and the way in which they can be rendered operational. The working group is responsible for the implementation of the diversity policy, it is what drives it.

List of possible members of the working group

- the diversity officer
- representative(s) from the P&O supervision section or personnel department
- representative(s) from the communications department
- representative(s) from the training department
- representative(s) from the logistics department
- representative(s) from the in-house/external and/or joint section for workplace prevention and protection
- others

9. Refer to the list of appropriate organisations on the question of disability available on DIVnet <https://ecomunities.belgium.be>.



2.1. Structure of the working group

It is the diversity officer's task to co-ordinate this group and, with the agreement of its members, to define the way in which it will work. Furthermore, it has to be decided what are the working group objectives, the frequency of the meetings, how long they should last, the roles and duties of the members, reporting and eventually, how to communicate. When consensus has been reached on these questions, they should be embedded in a report or a project file.

If some members of the group are unable to attend every meeting, it is important to keep them regularly informed of the progress of the projects and to seek their consensus on any actions which directly concern them.

Tips

- ☞ Organise a diversity training session for the members of the working group and the steering committee, encourage them to assess their own input and to familiarise themselves with the concept of diversity management in an organisation.
- ☞ Involve members of staff in the diversity policy by moving towards a bottom-up approach, which will help them to have a better understanding of the life and needs of the organisation.

2.2. The mission of the working group

Compile an inventory of actions undertaken

Once the work plan has been defined, before any further actions are planned, one of the first tasks of the diversity working group is to find out about actions which are already underway:

- are actions already underway in the area of diversity and equal opportunities in the organisation?
- if yes, at whose instigation?
- what were the objectives ?
- to whom were these actions addressed?
- did anyone evaluate them? How?
- what was the outcome?

Identify the keys to success and the risk factors

The goal is to identify the keys to success and the risk factors of the actions already carried out:

- What were the keys to success and the risk factors?
Examples of keys to success: a motivated working group, financial resources, and so on;
Examples of risk factors: lack of management backing, lack of human resources, etc.

Draw up a project file

The project file¹⁰ contains information about the context and objectives of the project, its scope, the actors and their roles, the schedule, the main risks and keys to success of the diversity policy.

3. A steering committee

In the initial years of the diversity policy, a steering committee may be very useful. The duty of the steering committee is to monitor. As the coordinator of the working group, the diversity officer will have the job of reporting the progress made with the various projects to this committee, which will then monitor the actions. Here again, working with the management, it will be necessary to decide who is to be a member of the committee, the meeting agendas, their frequency, duration, etc.

List of potential members of the steering committee

- senior management
- the head of P&O supervision or the personnel head
- the head of the communication section
- the head of training
- a union representative
- external stakeholders (association representatives, diversity experts, etc.) able to contribute their expertise

Possible duties for the steering committee

- validating actions
- contributing expertise
- making decisions
- reorienting objectives if necessary

4. The sponsor(s)

The duty of the sponsor is to support the diversity policy in the organisation. Ideally, it will be the most senior manager who will take on the role of diversity policy sponsor, as this reinforces the message to staff. Making senior managers aware is essential as it is important that the openness towards diversity is sustained by management.

TOOLS USED IN STAGE 2

STEP 2: ASSEMBLING THE ACTORS AND IDENTIFYING RESOURCES

Tool 1 is an example of the project file you will need to launch your “Diversity policy” project

Also see page 106: useful contacts

10. Tool 1: Example of a project file.



Stage 3



Step 1



Step 2



Step 3



Why?

Before devising diversity-focused actions, you must be familiar with the environment and culture of the organisation. Being familiar with the organisation means you will be implementing an action plan which corresponds to the realities on the ground. A diagnosis will make it possible to highlight priorities and identify the strengths and weaknesses of the organisation.



The diversity diagnosis allows you to assess the following in real terms¹¹:

- the level of representation of the various target groups in the organisation
- horizontal segregation phenomena (the relegation of some target groups to certain jobs)
- vertical segregation (the level of representation of various target groups in the management structure and positions of responsibility)
- the opinions and perceptions of staff regarding the diversity policies in place
- the specific problems experienced by the target groups in the company (based on a survey or focus groups organised by the diversity officers).

The diagnosis should lead to the development of **concrete initiatives** to correct, improve or adjust the procedures or perceptions of certain categories of personnel.

Example: monitor the male/female balance in management positions, ensure 3% of your staff are disabled and ensure that they are distributed evenly in terms of level and position, etc.

11. Federal Public Service Personnel and Organisation, Diversity and HR, Best Practice in Belgium and Abroad, Brussels, 2008, p.19.

STEP 1: COLLECTING THE DATA

Why?

It is not always necessary to carry out additional surveys – often the data already exists. What you have to do is put this data together and analyse it through the prism of diversity. The data may be quantitative (statistical data available by processing personnel data) and/or qualitative data (findings of the satisfaction survey, the quality survey on the Development Circles, exit interview, and the like).

Consistent diversity management calls for a combination of both a quantitative and a qualitative approach.

Tip

⇒ Setting calculated targets should be accompanied by qualitative measures to ensure the absence of any kind of horizontal segregation (avoiding certain categories of people occupying certain positions as a matter of course) or vertical segregation (some individuals will never be allowed to occupy positions of responsibility) within the groups targeted.

Work method

Collecting quantitative and qualitative data

A **quantitative analysis** is based, for example, on statistical data already available from the personnel services or on data which must be collected.

Personnel data should make it possible to see the following items in the compositions of the organisation: who are the staff members who make up the organisation (percentage of men and women, distribution by level, age, percentage of employees with a disability, etc.)? Are there any minority groups? If yes, which?

As a starting point you will need to have statistics relating to the organisation's workforce (incoming and outgoing) available to you.

Quantitative data is important but limited. It is certainly useful to be able to have qualitative data to give depth to your diagnosis.

A **qualitative analysis** will show the position of the organisation on the diversity scale, for example. The **actual situation of the personnel as a whole** is interesting to look at, but equally interesting is the opinion of the **people in charge**: what attitude is adopted by the management and the workers to diversity? What is the culture of the organisation?



A few questions to include in a qualitative analysis:

- How do management and the various actors in the organisation describe the current situation?
- Are there threats and hurdles affecting the diversity project within the organisation?
- What opportunities and possibilities exist in the organisation with regards to the development of a diversity policy?
- Do the various actors in the organisation share the same vision of diversity?
- What is the attitude of the personnel regarding discriminatory practices?
- Have members of the personnel already encountered discriminatory practices?
- How do they react when they encounter discriminatory practices?
- Do the personnel feel that they are developing with an organisation which cares about equal opportunities and non-discrimination?
- Does the organisation communicate its commitment to equal opportunities and non-discrimination to the users?
- etc.

A wide range of stereotypes, received ideas, prejudices, objections, questions may exist relating to the issue of diversity. In order to prepare a realistic action plan, it is essential to be familiar with the social climate of the organisation and to identify the various opinions and any prejudices and objections that exist in the organisation. It will then be possible to come to a deeper understanding of the environment and **to implement awareness-raising actions, to provide information or appropriate training sessions for the organisation.**

This analysis can be approached in a variety of ways:

- Tool 10 Data collection methods
 1. The examination of documentation
 2. The questionnaire
 3. Focus groups
 4. One-on-one interviews with “resource” persons
- Tool 4 Satisfaction survey for employees with a disability
- Tool 7 Interview guidelines for a diversity audit focused on the organisation and HR practice.

The results obtained in this step can serve as your “base point” or “base year” for the launch of the diversity policy.

Tip

🔗 Regularly repeating the study after the launch of the diversity policy will allow you to measure the progress made by the organisation in the diversity policy implementation process.

STEP 2 : PERFORMING A SELF-ASSESSMENT OF HR PROCEDURES

Why?

In real terms, self-assessment¹² makes it possible to:

- examine procedures seeking to identify any problems and discriminatory factors;
- to identify causes and the type of discrimination a procedure may give rise to: direct discrimination, systemic discrimination or indirect discrimination;
- to amend the processes identified as discriminatory.

Context

The organisation's policies, procedures and practices may be sources of direct, indirect or systemic discrimination. The self-assessment of the human resources management procedures will allow any discrimination¹³ present in the organisation to be identified. The aim is to use neutral procedures which guarantee equal treatment for all the workforce and users.

Types of discrimination

Direct discrimination

This is the case when, based on one set of established criteria, one person is treated less favourably than another is, has been or would be treated in a similar situation.

Indirect discrimination

This is the case when an apparently neutral provision, criteria or practice is likely to lead to a specific disadvantage for individuals characterised by one of the established criteria in comparison with other individuals.

Systemic discrimination

Systemic discrimination is a form of discrimination which is an aspect of a system, in other words, an established order arising from practices which may be voluntary or otherwise within an organisation, which are apparently neutral, but which, for example, give rise to wage differences between those jobs traditionally performed by men, and those traditionally performed by women.

Work method

The policies and practices of an organisation must be reviewed under the prism of diversity and non-discrimination in order to be able to set them right.

The key processes to be examined¹⁴ are in particular: recruitment and selection, intake and integration, in-house mobility, work relationships, training and development, communication towards workers and the general public, etc.

12. Tool 6: Quality and diversity self-assessment questionnaire.

13. Tool 5: Anti-discrimination law in practice.

14. The analysis can be carried out using the following tools :

- Tool 8: Analysis of HR procedures from the point of view of the diversity checklist
- Tool 3: Diversity gauge: questionnaire focused on strategy, leadership and the organisational culture.



Recruitment and selection

It sometimes happens that some candidates end up being victims of discrimination in the recruitment procedure several times over. Their self-esteem can be severely damaged.

Tip

☞ Break the ice at the beginning of the interview and demonstrate sincere interest in every candidate.

Intake and integration

Despite taking measures to facilitate the integration of a worker with a disability, the best advice in this matter will come from the individuals themselves.

In-house mobility

We hear a lot about the glass ceiling, but the glass walls can be equally tough. The fact is that some workers find themselves restricted to certain kinds of job because of aptitudes associated with their gender, or where they originate from, and so on. The glass ceiling leads to discrimination, and so do the glass walls, making certain jobs the exclusive domain of certain categories of people.

Work relationships



Complaints about our services?

Workers should be aware of the crucial role played by the diversity officers, operating as trusted confidantes, and they should know where they can find a sympathetic ear and help in cases of discrimination or harassment.

On the question of relationships with users and the quality of the services provided, the FPS P&O is proposing an approach to implement a user complaints management procedure.

For more information, visit www.fedweb.belgium.be > A propos de l'organisation > Développement et support > Clients > Gestion des plaintes.

Training and development



Training, an important aspect of a diversity policy, is also likely to involve a variety of individuals (the diversity officers, the HR heads, recruitment personnel, department heads, etc.). Its purpose is to provide workers with information about the legal system as regards diversity, to teach the use of tools for constructing a diversity policy and to develop analyses leading to better communication in a diversity-based environment.

Apart from the organisation of a training session on diversity, care must also be taken to ensure that all workers have equal access to all the training schemes so that they can develop within the organisation.

Taking job descriptions, skills profiles and the achievement of objectives (for both services and development) set at the planning interview as a base helps guarantee a certain degree of objectivity.

See also: the “Errors of judgement” leaflet taken from the guiding principle for the operational chief available on www.fedweb.belgium.be > [Evaluation](#) > [Cercles de développement pour fonctionnaire](#).

The work environment

The work environment must be adapted to suit workers with a disability. A lack of reasonable facilities for the disabled is seen as discrimination (Anti-discrimination law of May 10 2007).

Arrangements may be physical or otherwise. Adaptations of the working hours may, for example, be considered to suit the different stages of life.

Union representation

In their capacity as actors on the ground and defenders of equal opportunities, the unions stand as privileged allies in the field of diversity policy. It is important that they are involved and kept informed of the actions being undertaken.



STEP 3: ANALYSING THE DATA

Why?

By analysing the data it is possible to take a snapshot of the current situation and to draw conclusions from this for the future.

Context

Once the qualitative and/or quantitative data has been collected, it must be analysed to provide an overview of the situation.

Work method

For the purposes of this analysis, it is useful, when possible, to make cross-references between the different variables, for example, between age, gender and disability; age, gender and nationality; gender and position, etc.

The conclusions of these quantitative and qualitative analyses can be discussed by the working group and should lead to actual concrete actions. The results of the diagnosis can be presented to the steering committee.

TOOLS USED IN STAGE 3

STEP 1: Collecting the data

Tool 4 is a satisfaction survey for workers with a disability

Tool 7 is an interview guide for performing a diversity audit focusing on HR organisation and practices

Tool 10 describes some methods for collecting data

STEP 2: Performing self-assessment of the HR processes

Tool 3 is a diversity gauge presented in the form of an audit questionnaire focusing on strategy, leadership and the organisational culture

Tool 5 gives an overview of the anti-discrimination laws and includes some examples

Tool 6 is a quality and diversity self-assessment questionnaire whereby diversity can be analysed from the point of view of integrated quality management

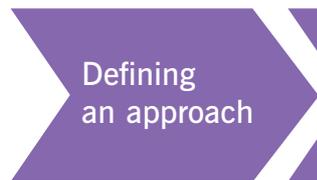
Tool 8 is a checklist for analysing HR procedures through the prism of diversity



Stage 4



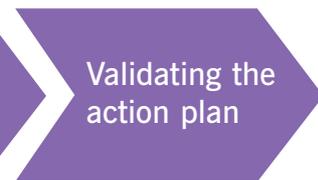
Step 1



Step 2



Step 3



Why?

Following the analysis stage, which is intended to identify the difficulties, the keys to success and the readiness of the organisation for diversity, the diversity officer is now in possession of all the elements needed to devise an action plan. This plan represents more than a succession of actions. It is the reference tool of the diversity policy. The actions planned must be organised into an integrated approach focusing on all areas of human resources.



Context

This step is based on the vision which was developed in stage 1 “Developing a vision” and on the results of the diagnosis.

It consists of undertaking an analysis together with the working group, of the definition which has been given to diversity within the organisation, and to the context and objectives, etc. This is an introductory phase needed to situate the context and explain the philosophy behind the organisation of the diversity process to personnel.

Work method

A few questions you should examine:

- what is the vision of the organisation regarding the diversity policy?
- what is the added value for the FPS or the organisation?
- what are the objectives sought from diversity? What is the organisation committing itself to?
- what are the needs of the organisation?
- what are the priorities of the organisation?

It is also important to analyse the direction to be adopted for the diversity policy and the way in which the actions are to be structured. A variety of approaches is possible and they can be combined. For example:

- by HR field¹⁵: an integrated approach focused on human resources management processes in order to eliminate any discriminatory aspects which may exist and to ensure equal opportunities (see also step 2 “Performing a self-assessment of HR processes” in stage 3 “Diagnosis”).
- by target group: a policy based on actions targeting specific groups¹⁶.
- on a basis of the MIA model: a policy based on diversity management structured into 4 sections (ensuring non-discrimination, promoting equal opportunities, increasing diversity and employing diversity) (see p.11).

15. Tool 9 : Non-exhaustive list of diversity actions per HR area

16. FPS Personnel and Organisation, Action plan 2005–2007 to promote diversity in the Federal Public Administration, Brussels, 2005. Available at www.diversite.belgium.be > publications.



Context

If a thorough analysis has been undertaken (qualitative and quantitative), the diversity officer will have a better understanding of the needs of his organisation and its readiness for a diversity policy. He or she will then be in a better position to identify the priorities to be converted into concrete actions.

Work method

Getting ideas from the diagnosis and setting priorities

Based on the results obtained from the diagnosis and the analysis regarding the approach to follow, it is now very important that you make strategic choices and define your priorities from among the actions envisaged to promote diversity. The next step is to set specific objectives (SMART objectives: Specific, Measurable, Acceptable, Realistic and Timetabled) and convert them into actual actions.

Actions are set up on the basis of the diagnosis (Stage 3 “Making a diagnosis”) but may also be inspired by research data¹⁷ or best practices¹⁸.

Defining indicators

Once the actions have been determined, the next step is to define and use indicators designed to allow the effect of the actions to be evaluated and to identify discriminatory phenomena. These indicators will be used subsequently at the action assessment stage¹⁹. It is important to carefully consider the definition of these indicators at the outset, since to some extent they will guide the progress of the actions. These indicators need not necessarily be mentioned in the action plan to be communicated to personnel, but they should be included in a project file.

This plan must provide answers to a series of questions:

- what are the vision and approach as far as diversity is concerned?
- how does diversity add value to my organisation ?
- who are the target groups?
- who are the actors?
- what are the actions to be developed? By whom? What are the objectives and what is the timetable?
- which resources are being used?
- who are the target groups for each action?
- to what extent does the action plan use an integrated approach?

Tip

☞ Use the MIA model to ensure that these actions cover all the aspects.
Examples on pp.14-15.

¹⁷ See, for example, the studies on diversity undertaken in the Federal Administration available at www.diversite.belgium.be > études.

¹⁸ FPS Personnel et Organisation, “Diversity and HR: Best practice in Belgium and abroad” Brussels, 2008.

¹⁹ See Stage 6 “Evaluating the actions” p.55.



Why?

To ensure the support of the key actors, the action plan should be communicated and submitted to the steering committee for approval, or if there is none, to the management.

Context

If this step is omitted the project is in danger of failing to secure the necessary support and resources. Furthermore, if management is not involved, this will be perceived as a sign of lack of interest, and this could undermine the motivation of those taking part in the project.

Work method

In order to ensure that the plan is understood by the workforce, it might be a good idea to read over the rough draft of this plan to some of its members. Once the plan has been finalised, it can be presented to the management for their approval.

Examples

Federal Administration action plans

- 2005–2007 action plan to promote diversity
www.diversite.belgium.be > Publications

- 2009–2010 Diversity Action Plan (folder)
www.diversite.belgium.be > Publications

The full version of the 2009–2010 Diversity Action Plan is available on DIVNet
<https://ecomunities.belgium.be>

TOOLS USED IN STAGE 4

STEP 1 : Defining an approach

Tool 9 is a non-exhaustive list of examples of diversity actions by HR area.

See also on pp. 14–15: a few actions split up according to the 4 areas of the MIA model.



Stage 5



Why?

Communication is an integral part of any diversity policy. It is ongoing communication on the subject of diversity which will, little by little, make it possible for diversity to become part of the culture of the organisation.

To win the support of the personnel, it is essential that considerable effort be made to communicate the fact that the organisation is seriously committed to eradicating discrimination and promoting diversity.



1. Content of the communication plan

A successful communication needs a communication plan. To this end, you must be clear about the following:

- what is the message you wish to communicate?
- who is communicating?
- when should the communication be sent out?
- who is the target group?
- what channel should be used?
- what equipment should be used?

Example of a communication plan

Date	Target group	Message	Channel	Sender	Frequency	Equipment
xx/xx/xxxx	The workforce	The organisation has a diversity action plan	Intranet Company website Newsletter Etc.	The diversity diversité	1 X	Online article Banner Diversity action plan (PDF)
xx/xx/xxxx	The management	The organisation has a diversity action plan	Management meeting Newsletter Website Etc.	The diversity officer	2 X	PowerPoint presentation

Internal and external communication

In order to ensure that staff support the new values, regular communication is required in-house to explain the why and the how of the diversity policy.

Communication must also be directed outside of the organisation to advertise its support for diversity. External communication is important to keep the general public informed and to enhance the image of the organisation.

2. Communication about what?

- about the organisation of the Diversity Action Plan (why? for whom? how? etc.)
- about the diversity officers (who is it/ are they? What is he/she doing? How can he/she/they be contacted?)
- about the progress and the results of each action
- about the in-house and external events taking place relating to diversity (seminars, conferences, fairs, etc.)
- etc.



Tip

☞ A communication²⁰ plan is necessary for every action.

3. Which channels should you use?

Various channels can be used to communicate information. The choice of channel depends on the public you wish to reach. This may mean in-house channels to reach all staff, channels internal to the administration to talk to federal staff members, or external channels when targeting the general public.

TOOLS USED IN STAGE 5

Tool 2 is a model of a communication plan and includes a list of possible communication channels

See also the list of “diversity” communication channels on DIVnet
<https://ecomunities.belgium.be>

20. Tool 2: Model of the communication plan and possible channels.

Stage 6



Why?

The actions undertaken must be evaluated in order to determine their effects and the changes they have wrought in the organisation. The indicators must be defined at the stage when the actions are being developed (see stage 4 “Designing and validating the action plan”).



Evaluation relates to both the implementation of the action and its results.

Depending on the objectives to be achieved you may be concerned here with **quantitative indicators**, such as the breakdown of men and women in management positions, the percentage of men and women on contract or permanent staff members, the number of workstations which have been adapted, the percentage of staff with a disability in the organisation, etc.

But the evaluation may also be concerned with **qualitative data**: the achievement of objectives in the field of neutral processes, training for staff selection officers, the adaptation of communication tools, improvements in induction approaches, etc.

The results will be used to correct existing actions and to develop new ones. The evaluations must be communicated to the various actors involved in the diversity policy of the organisation.

Examples

Diversity training session

Description and objectives

Organisation of a diversity training session intended for section heads. The objective is to make 20 section heads aware and to offer them concrete advice which they can implement in their sections.

Indicators

The number of section heads attending the session, the extent to which the advice is put into practice by the heads in their sections (assessment form, organisation of a survey of the heads after the session, etc.).

Satisfaction survey

Description and objectives

In the framework of the diversity policy, questions relating to diversity and to non-discrimination have been added to the personnel satisfaction survey. Initial results can be used to establish the base marker. One year after implementing diversity-oriented actions, it is interesting to examine the survey findings to assess the effect, if any, of the diversity policy being implemented within the organisation.

Indicators

Positive change in the responses supplied by staff to questions relating to diversity on the occasion of the second satisfaction survey.



FELINK events

Description and objectives

FELINK is a network which assists women with building their network and supports their personal growth. A range of events have been organised for the members of the network.

Indicators

The satisfaction of the event participants. At the end of each event, a satisfaction form is distributed among the participants. This form can be used to assess: the quality of the speakers, the quality of the organisation (welcome, reception, venue, etc.) and general satisfaction.

Conclusion

The keys to a successful diversity policy

- Ensure the commitment and support of the management and the chain of command of the organisation.
- Incorporate objectives associated with diversity into the strategic objectives of the organisation to prevent these actions being seen as side-issues.
- Implement an integrated diversity policy transversally across all the human resources management processes and the organisation.
- Ensure that the connection between diversity and the objectives, the mission and the values of the organisation is visible.
- Ensure that you are given the human and financial resources you need to carry out the actions.
- Set up a work structure to supervise the diversity policy (working group, steering committee, etc.).
- Establish the value of these achievements by incorporating the efforts made in support of diversity into the job description, in the setting of objectives and in the assessment of the diversity officer(s).
- Carry out an analysis of the organisation (practices, procedures) and the composition of the workforce from the point of view of diversity to identify any discrimination or segregation which may persist.
- Take account of the specific characteristics of the organisation and the reality of the situation at grass roots level, so that actions are made to measure.
- Never lose the ability to question the practices of the organisation.
- Explain clearly to all the personnel what is involved in the diversity policy (context, raison d'être, objectives, etc.).



- Treat staff fairly and establish a culture of respect which means that employees understand each other, accept each other in terms of their uniqueness and never judge the behaviour of others.
- Make regular, clear communications on the actions carried out so that support for the diversity policy is assured at all levels: on the shop floor, among the supervisors and the management.
- Organise regular diversity awareness-raising actions to demolish stereotypes and create a positive image of diversity.
- Evaluate the actions undertaken and make adjustments when necessary.
- Operate as a network so that the know-how of the various actors on the ground in the administration – and outside – can be shared.



Tools²¹

1. Example of a project file
2. Model of a communication plan and possible channels
3. Diversity gauge: questionnaire focusing on strategy, leadership and organisational culture
4. Satisfaction survey for employees with a disability
5. Anti-discrimination laws in practice
6. Quality and diversity self-assessment questionnaire
7. Interview guide for a diversity audit focusing on the organisation and HR practices
8. Analysis of HR procedures from the diversity angle – checklist
9. Non-exhaustive list of examples of diversity actions by HR field
10. Data collection methods

21. The Word versions of the tools are available at www.diversite.belgium.be.



TOOL 1. EXAMPLE OF A PROJECT FILE

Project file

This document describes the project so that the objectives, the scope (extent), the main hazards and the keys to success may be clearly defined. The document also includes a communication plan on the project.

● = must be completed

Version	Date	Author	Reason for amendment	●
0.01	<dd.mm.yyyy>	<Document author>	Proposal: first version	

Role	First name and surname	☎	📁	●
Sponsor	Who is responsible for the end results of the project?			
Steering group (if there is one)				
Project Leader	Who is responsible for the execution of the project and project follow-up?			
Contact person	Who should be consulted in case of a problem or to request more information?			

Duration of the project (estimate)	<State the number of calendar days>
Start date	mmyyyy
Estimated end date	mmyyyy

1. Context and objectives of the project

1.1 Context and problem / opportunities (AS IS)

<Briefly describe the origin of the project: was it a request from a political officer (e.g. Minister of the Interior), from the FPS or from ...>

<Describe the current situation in no more than 100 words, « AS IS » :

- what is the **problem** which the project is intended to solve?

or

which **favourable opportunities** does it help to grasp?

- what is the **context** (only the relevant elements)?>

1.2 Objective to achieve (TO BE) and added value of the project

<Describe the objective the project is intended to achieve in real terms, the situation « TO BE », or in other words, the "state of affairs" desired when the project results have been incorporated into the original situation: what will have **changed**?

- **in what way** will the improvement of the existing situation be tangible, what are the advantages and for whom (stakeholders) ?>



1.3 Strategic and operational objectives

<Include here the strategic and operational objectives – which are shown in general terms in the project sponsor's management plan – which the project is helping to achieve. Indicate precisely how the project helps to achieve the strategic and operational objectives mentioned>

1.4 Change indicators (project performance criteria)

<For the preceding point, mention what indicators are used to **measure** this change:

- what **objective observations** “at the grass roots” tell you that change has taken place following the implementation of the results of the project?

(If possible), **to what extent** and **in what way** should these indicators **change** after the implementation of the results of the project? Over what time **period(s)** ?>

Note: it may be the case that you are unable to perform the follow-up on these indicators, because the necessary measurement instruments have not been supplied by your unit (measurement of the effect and the impact of the actions carried out).

2. Scope of the project (Scope)

2.1 General scope of the project

<Mention in very general terms (2 or 3 sentences) what the project will make it possible **to accomplish, to achieve and/or** what the **final result** of the project will be>

2.2 The tangible effects of the project (elements included)

<Make a list in which you describe the **main 'products to be supplied'**, together with tangible results of the project, the interim results and the final results (documents, instruments, procedures, recommendations, supervision, etc.)

Mention the **requirements** they must meet>

2.3 Elements excluded (Out of Scope)

<Clearly state the elements **excluded** from the project which do not fall within the scope of the project>

2.4 Target groups and organisations

<Make a list of **people/groups of people** – including their position or level – who will be involved in the implementation of the project to be carried out, who will be required to convert the changes in the organisation(s) in question into real effects>

<Where appropriate, state the **organisations** to which these individuals belong (FPS, semi-governmental, etc.)>

2.5 Links with other projects

<Make a list stating all the **links (to be set up) with other existing projects**>

3. Principal risks and keys to success

3.1. Major risks

Draw up a risk assessment where you show the risks facing the project >

3.2 Keys to success

<State the external and in-house factors guaranteeing the success of the project. Include only the most relevant>

4. Communication plan

See tool 2. Model of communication plan and possible channels

Source: *FPS Personnel et Organisation*

TOOL 2 : MODEL OF A COMMUNICATION PLAN AND POSSIBLE CHANNELS

1. Communication plan for a Diversity Action Plan

For your communication to succeed, you must devise a communication plan. In order to do this, you must define the following:

- *what is the message you wish to communicate?*
- *who is communicating?*
- *when should the communication be sent out?*
- *who is the target group?*
- *what channel should be used?*
- *what equipment should be used?*

Date	Target group	Message	Channel	Sender	Frequency	Equipment
Week x	Steering committee	The organisation has a Diversity Action Plan	Meeting Action Plan	Diversity officer(s)	1X	PPT presentation of the plan Action plan brochure
Week x	The members of the organisation	The organisation has a Diversity Action Plan + to announce the event associated with the publication of this in house	Intranet Newsletter internal	Diversity officer(s) + sponsor	1 X	Online article Banner Diversity Action Plan (PDF)
Week x+1	P&O Supervisory section communication department of federal organisations	The organisation has a Diversity Action Plan	Fedweb light newsletter managed by the FPS P&O	Diversity officer(s)	1 X	Online article Banner Diversity Action Plan (PDF)
Week x+2	The members of the organisation	Event to announce the plan and organisations of awareness-raising sessions (workshops theatre)	Event	Diversity officer(s) + sponsor	1 X	Action plan to be distributed PPT presentation Talk Awareness-raising workshops, etc.
Week x+3	All staff	The organisation has a Diversity Action Plan	Fédra (Federal Officer's Communication system)	Diversity officer(s)	1 X	Article
Week x+4	Staff and general public	The organisation has a Diversity Action Plan	Publication of the action plan for the benefit of the organisation (display stand, table) Publication of the action plan on the organisation website	Diversity officer(s)	1X	Online article Banner



Date: the date on which the action is to take place.
It may be possible to sort the actions by date.

Message: content of the message to be communicated to achieve the desired objective. The “why” of the action.
The objective must be clearly defined.

Target group: the groups of people for whose benefit you wish to carry out this action.
All actors must be identified, together with their profiles, their characteristics and behaviour patterns.

Channel: the communication method used to convey the message. The “how” of the action.
E.g.: information session, training, information letter, Fédra, meeting.

Sender: whoever is in charge of the action.

Frequency: the number of times this specific action has to be repeated.

Matériel: the actual physical entity associated with the communication channel selected.
E.g.: PowerPoint document (info session), trainer (training), email, article (Fédra), hard copy, video, etc.

Source : *Etablir le plan de communication d'un projet. Guide pour les communicateurs fédéraux.* FPS Personnel and Organisation (Brussels), 2005 (COMM Collection n°12).
www.fedweb.belgium.be > [A propos de l'organisation](#) > [Communication](#).

2. Some communication channels

In-house, within the organisation	Outside the company
<ul style="list-style-type: none"> • Email to staff • In-house magazine • Mailshot to staff • Website • Intranet • Posters • Video clip • Seminar • Information meeting • etc. 	<ul style="list-style-type: none"> • Website • Radio/TV ad • Job centre • Poster campaign • Information session in schools, clubs, etc. • Press article • etc. <p>The federal portal is available to the federal public services wishing to share information with the public:</p> <ul style="list-style-type: none"> • Federal portal: www.belgium.be Contact to publish info/a banner: portalteam@premier.fed.be
<h3>Within the company</h3>	
<p>To communicate information to federal officials:</p> <ul style="list-style-type: none"> • The Federal Administration personnel portal 'Fedweb' : www.fedweb.belgium.be Contact to publish info banner on Fedweb: fedwebteam@p-o.belgium.be • Fedweb light newsletter Contact to publish info in Fedweb light: fedwebteam@p-o.belgium.be • Fédra Magazine Monthly newsletter sent to federal officials • Fédra magazine website: www.fedramagazine.be To publish an article in the magazine or on the Fédra website contact: the communications section of your organisation 	
<p style="text-align: center;">You should ensure that your messages are accessible to the blind or partially-sighted.</p> <p style="text-align: center;">If you wish your communication campaign to succeed, consult your communication section.</p>	



TOOL 3 : Diversity gauge: QUESTIONNAIRE FOCUSING ON STRATEGY, LEADERSHIP AND ORGANISATIONAL CULTURE

The Diversity Gauge is a diagnostic self-assessment-based questionnaire focusing on strategy, leadership and the organisational culture.

It allows the organisation to:

- *perform self-assessment on the management of cultural diversity;*
- *obtain an accurate picture of the current situation;*
- *decide which improvement areas should be prioritised.*

The items are broken down into 6 subject areas:

- strategy and leadership
- organisational culture
- multicultural skills
- recruitment, preselection and selection procedures
- intake and integration
- job retention

Instructions

For each of the items, tick 1, 2, 3 or 4.

Scale used:

1 = not at all

2 = to a small extent

3 = to a large extent

4 = completely

- A score of 1 or 2 means several points have room for improvement as far as approach or application is concerned.
- A score of 3 or 4 shows the presence or several strong points as far as approach or application are concerned.

To allow you to discuss this with your colleagues, jot down the reasons for your scoring. Try to restrict yourself to factual data.

The questionnaire can be used as part of a wider survey by presenting it to a number of colleagues in a random fashion and/or to section managers.

Analysing the results

Once the questionnaire has been completed, work out the scores for each of the sections and add them up to get the total out of 20 points.

- A score of 5 to 10 means that the approach and implementation are unsatisfactory.
- A score of 10 to 15 means that the approach and implementation are satisfactory.
- A score of 15 to 20 means that the approach and implementation are excellent.



Comments

- This questionnaire has been taken from a guide developed in Quebec. Originally it was more specifically concerned with multiculturalism. Certain terms appropriate to the Quebec context (visible minorities, immigrants) have been replaced by terms more adapted to the Belgian context.
- You are also free to perform a re-assessment 6 to 12 months later, so that you can measure the progress made.
- You can adapt the questions to the specific characteristics of your organisation.

The Diversity gauge

Strategy and leadership

Our organisation acknowledges differences and individual needs.	1	2	3	4
Our organisation has incorporated diversity into its strategy.	1	2	3	4
Our organisation has implemented practices which help integrate workers from different backgrounds.	1	2	3	4
Our organisation is careful to respect the right to equality.	1	2	3	4
Our organisation offers everybody equal opportunities, based on skills.	1	2	3	4

Total /20

Organisational culture

Our managers are comfortable with the fact that they have to deal with "diversified" teams.	1	2	3	4
Our managers see the presence of personnel from different backgrounds as an advantage for the growth of the organisation.	1	2	3	4
Our managers believe that diversity provides a competitive edge and increases productivity.	1	2	3	4
Our managers support the idea that the organisation workforce represents the diversity of the labour market.	1	2	3	4
Our managers support an inclusive work environment in which efforts must be made to identify and remove any obstacles in the way of the integration of new workers from all backgrounds.	1	2	3	4

Total /20

Multicultural skills

The organisation takes care to demonstrate that it has a good understanding of how to manage diversity and difference.	1	2	3	4
The organisation takes care to incorporate multicultural skills into the essential skill base required to achieve its objectives.	1	2	3	4
The organisation has developed a multicultural skills development plan.	1	2	3	4
The organisation holds information, awareness-raising, and targeted training sessions for administrative staff and the workforce in general, so that multicultural diversity will be better known, demystified and managed.	1	2	3	4
The organisation has knowledge of conflict resolution in a multicultural context.	1	2	3	4

Total /20



Recruitment, preselection and selection procedures

Job advertisements are displayed in those locations frequented by groups which are under-represented in the organisation.	1	2	3	4
Job offers refer to the importance attached by the organisation to cultural diversity (inclusion of a reference to the principle of equal access to employment, images representing diversity, etc.).	1	2	3	4
Job application forms, CV sorting, interview and the preselection procedure respect the principle of non-discrimination. They do not discriminate.	1	2	3	4
Before the interview, candidates are supplied with information about the selection procedure: nature of the interview, use of psychometric tests, organisational culture, specific skills sought, equal treatment, etc.	1	2	3	4
The organisation ensures that there are no hurdles to being recruited (particularly when being interviewed) such as cultural preferences, prejudices, preconceived ideas, selection grids or selection tests which are biased.	1	2	3	4

Total /20

Intake and integration

All new employees are covered by an intake and orientation programme which highlights the importance attached to the management of diversity.	1	2	3	4
The organisation will provide workstation or work environment facilities for new employees if necessary.	1	2	3	4
To ensure an optimal integration process, the teams which take on the new employees are given support not merely to facilitate and adapt training to the job; they are also trained in diversity awareness, effective communication, and the prevention of discrimination and harassment.	1	2	3	4
The organisation provides courses in French or Dutch to facilitate integration and communication.	1	2	3	4
The organisation operates a support or mentoring programme to help staff members to hone their skills.	1	2	3	4

Total /20

Job retention

All section heads receive leadership and communication training in diversity.	1	2	3	4
All staff are assessed and given constructive feedback. Assessments are fair and unbiased.	1	2	3	4
The organisation has incorporated the diversity dimension into its approach to promotion. Promotion is transparent and respects equal opportunities.	1	2	3	4
The organisation promotes diversity by organising awareness-raising activities for all staff.	1	2	3	4
Department heads are trained in the concept of diversity, non-discrimination, reasonable facility provision, understand the extent of diversity, and continually ensure that they familiar with the law on equality and non-discrimination.	1	2	3	4

Total /20

Source : based on the *Guide pratique de la gestion de la diversité interculturelle en emploi* [Practical Guide to multicultural diversity management in the workplace.]
Emploi-Québec, Bibliothèque nationale du Québec (Québec) [National Library of Quebec], 2005.



TOOL 4 : SATISFACTION QUESTIONNAIRE FOR EMPLOYEES WITH A DISABILITY

This questionnaire is intended for employees with a disability. It is designed to assess their level of satisfaction in the context of their work and therefore enables the identification of areas for improvement.

It covers 8 areas:

- recruitment and selection
- the workstation
- the work environment
- work relationships
- training
- career development
- the adaptation of the workstation
- safety

Since employees with a disability are not all known to the personnel departments or the P&O supervisory sections, it is recommended that this questionnaire be emailed to all employees. To guarantee the anonymity of the respondents, the use of an online questionnaire is recommended. The email sent to personnel members may direct the reader to a website or may itself include the questionnaire. An online questionnaire also means that the responses can be automatically encoded.

If the questionnaire is sent out by email, it is important to ensure that it is accessible to blind or partially-sighted employees. A prior test on a blind employee is therefore recommended.

Interviews

Employees with a disability may prefer to answer questions orally. The questionnaire could serve as a guide for the interview. An email offering an interview with the diversity officer, for example, could be sent out to the workforce.



QUESTIONNAIRE

1. Regarding the way in which you were employed, what is your opinion of the following points?

	Highly satisfactory	Satisfactory	Unsatisfactory	Highly unsatisfactory
Information on job offers				
The recruitment procedure				
The organisation of the selection procedures/tests				
Your induction on being hired				

Comments:

.....

.....

.....

.....

2. Regarding your job, what is your opinion of the following points?

	Highly satisfactory	Satisfactory	Unsatisfactory	Highly unsatisfactory
What your job consists of				
The use of your skills				
Your workload				

Comments:

.....

.....

.....

.....

3. Is the work environment adapted to your situation?

	Necessary?		If yes, how do you rate the present situation?			
	YES	NO	Highly satisfactory	Satisfactory	Unsatisfactory	Highly unsatisfactory
Facilities for outside access (entrance, lift, car park, etc.)						
In-house facilities (toilets, cafeteria, etc.)						
Suitable work hours						
An adjusted timetable						
Adapted workstation						
A personal assistant						
Assistance from your colleagues						
The commute						

Comments:

.....

.....

.....

4. Regarding your work relationships, what is your opinion of the following points?

	Highly satisfactory	Satisfactory	Unsatisfactory	Highly unsatisfactory
Relationships with your colleagues				
Teamwork				
Relationships with your superiors				
Relationships with your subordinates				
Relationships with other sections				
Access to section information				

Comments:

.....

.....

.....

5. Regarding your access to training, what is your opinion of the following points?

	Highly satisfactory	Satisfactory	Unsatisfactory	Highly unsatisfactory
Able to participate				
Venues accessible and adapted				

Are there any training schemes you would like to take or which are essential for the performance of your job, but which you cannot take because of your disability?
If yes, which?

.....

.....

.....

Comments:

.....

.....

.....

6. If you have taken a training course, what is your opinion of the following points?

	Highly satisfactory	Satisfactory	Unsatisfactory	Highly unsatisfactory
Adaptation of equipment				
Interpreter				
Syllabus translation				
Adaptation of the course and exercises				
Other				

Comments:

.....

.....

.....



7. Regarding your career progression, what is your opinion of the following points?

	Highly satisfactory	Satisfactory	Unsatisfactory	Highly unsatisfactory
Promotion is open to you				
Transfer is possible				
Assessment procedure				
Promotion examination				
Interviews in the framework of the development circles				

Are there any examinations you have not taken or other promotion procedures in which you have been unable to participate because of your disability? If yes, which?

.....

Comments:

.....

8. If you have requested an adaptation to your workstation, assistance, a different job or a transfer, or anything of that nature ...

Nature of the request:

.....

	Highly satisfactory	Satisfactory	Unsatisfactory	Highly unsatisfactory
How the request was handled				
Length of the process				
Decision				
Final outcome				

Comments:

.....

9. Are you familiar with the procedure for submitting an application to have your workstation adapted (contact person, administrative procedure, etc)?

Yes No

10. Are you familiar with the procedure for evacuating the building in the event of fire or other incident?

	Highly satisfactory	Satisfactory	Unsatisfactory	Highly unsatisfactory
If yes, to what extent has your disability been taken into account in the procedure in force?				
If no, would it be necessary to take account of your disability in the event of the evacuation of the building or other incidents? (explain)				

Did you require the help of a third party to complete this questionnaire? (mark a cross at the side of your answer).

Yes No

Thank you for your co-operation!

Source : based on the questionnaire taken from the study on "The employment of disabled persons in the Federal Administrative Public Service". Universities of Notre-Dame de la Paix de Namur and the Hoger Instituut voor de Arbeid van de KU, Leuven on behalf of the FPS P&O (Brussels), 2004.



TOOL 5 : ANTI-DISCRIMINATION LAWS IN PRACTICE

There are three anti-discrimination laws dated May 10 2007

1. THE GENERAL ANTI-DISCRIMINATION LAW: this replaced the law of February 25 2003 and transposes European directive 2000/78

- 13 protected criteria

The law is intended to create a general framework to combat discrimination on grounds of age, sexual orientation, civil status, birth, wealth, religious or philosophical convictions, political beliefs, trade union membership, language, present or future state of health, disability, a physical or genetic feature or social origin (known as “protected criteria”).

2. THE ANTI-RACISM LAW: amends the Moureaux law of July 30 1981 and transposes European directive 2000/43

- 5 protected criteria

This law is intended to create a general framework to combat discrimination on grounds of nationality, race, skin colour, descent or national or ethnic origin.

3. THE LAW ON GENDER: this concerns discrimination between women and men, replaces the law of May 7 1999 and transposes European directives 2002/73 and 2004/113

- 1 protected criterion: gender (including maternity and trans-sexuality).

The prohibition on discrimination

In those areas of application of the general anti-discrimination law, all forms of discrimination are prohibited:

- direct discrimination
- indirect discrimination
- encouragement to discriminate
- harassment
- the refusal to provide reasonable facilities for a disabled person.

The definition of direct and indirect discrimination

- **Direct discrimination** = a direct distinction (less favourable treatment in a comparable situation) based on one of the protected criteria which cannot be justified.
- **Indirect discrimination** = the situation which arises when an apparently neutral provision, criterion or practice, in comparison with other people, is likely to result in a specific disadvantage for a person characterised by one of the protected criteria which cannot be justified.



Examples of distinction on the basis of protected criteria

Direct distinction

“I don't want a homosexual couple as tenants”
“No blind persons allowed”
“I don't hire non-Europeans”

Indirect distinction

“I prefer to rent to a conventional couple”
“No (guide) dogs allowed”
“The candidate's mother tongue must be French”

Justification

DIRECT/INDIRECT DISTINCTION is DIRECT/INDIRECT DISCRIMINATION unless there is justification.

Under which circumstances is justification valid?

1. In the workplace

Direct distinction based on: gender, race, skin colour, descent, national/ethnic origin, age, sexual orientation, religious or philosophical conviction or disability can only be justified when the characteristic is an essential and determining occupational requirement to be assessed on a case-by-case basis by reason of the nature of the activity and the conditions under which it is performed.

Examples

A film producer looking for a black person to play the role of Martin Luther King in a film. Similarly, a blind person cannot play the part of a prison guard.

Direct distinction based on: civil status, birth, wealth, political beliefs, language, state of health, physical or genetic features, social origin or nationality can only be accepted if it is objectively justified by:

- a legitimate goal;
- appropriate means (relevance of means);
- and necessary means => proportionality test.

The indirect distinction at the root of all these grounds will only be admissible if it is objectively justified by:

- a legitimate goal;
- appropriate means (relevance of means);
- and necessary means => proportionality test.

2. Other than the workplace (goods and services, etc.)

Direct distinction on the basis of: gender, race, skin colour, descent, national/ethnic origin which can never be justified²².

Example

A refusal to rent to a person because of the colour of their skin will always be discrimination.

22. Except for gender-based distinctions relating to insurance, for example.

Direct distinction based on: civil status, birth, wealth, political beliefs, language, state of health, physical or genetic features, social origin and nationality is not admissible unless it is objectively justified by:

- a legitimate goal;
- appropriate means (relevance of means);
- and necessary means => proportionality test.

Example

Extra premium for the balance of an insurance payment based on state of health.

- Legitimate goal? Economic viability of the insurance company
- Appropriate means? The excess premium allows the risk to be covered and hence achieves the goal
- Necessary means? Depending on the amount of the extra premium, is it reasonable compared to the increase in risk? Refusal in the absence of the extra premium would be out of proportion for the most part.

Indirect distinction on the basis of all the grounds will only be admissible if it is objectively justified by:

- a legitimate goal;
- appropriate means (relevance of means);
- and necessary means => proportionality test.

3. The positive action case

A positive action is a measure involving a direct or indirect distinction which is intended to eliminate inequality. Anti-discrimination law authorises direct or indirect distinction if it is applied as part of a positive action scenario.

A number of conditions must be met to give rise to a positive action:

- the existence of obvious inequality
- objective of the measure = to eliminate the inequality
- temporary measure
- the measure is withdrawn if the goal is achieved
- no unnecessary restriction of the rights of others.

The determination of the hypotheses and the conditions governing a measure are stated in a royal decree which has not yet been passed. This means that as yet there is no legal framework.

The case for distinctions established by or in keeping with a law

Examples

- The recruitment of staff with a disability at a rate of 3% in the workforce of the public services (Royal Decree of March 5 2007).
- Measures promoting youth employment, like the Rosetta Plan (the starter job arrangement, which came into force on April 1 2000)



The burden of proof

When a person believes that he or she is the victim of discrimination, and the Centre pour l'égalité des chances et la lutte contre le racisme [Centre for Equal Opportunities and Opposition to Racism] or one of the interest interest groups presents facts before the relevant court which are sufficient to assume the existence of discrimination on the grounds of one of the protected criteria, it is up to the defence, not the plaintiff, to prove that discrimination did not take place.

Discrimination by a civil servant

Discrimination committed by a civil servant, whether or not by order of his management superior, can lead to fines or imprisonment.

In practice

Is this a case of discrimination ?

In order to decide, it is important to analyse the situation by asking the right questions.

STEPS IN THE ANALYSIS

Does the direct/indirect distinction relate to protected criteria?

YES

Does it relate to an area covered by the law?

YES

Is there any justification that is compliant with the law?

NO

This is then a case of DISCRIMINATION*

* pursuant to the AD law of May 10 2007

The basic legislation relating to non-discrimination and diversity and the measures available to the federal authorities can be consulted on [DIVnet https://ecomunities.belgium.be](https://ecomunities.belgium.be).

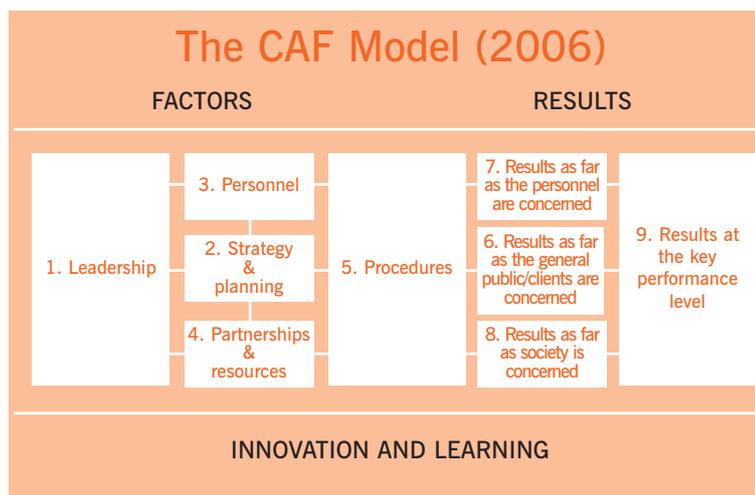
TOOL 6. QUALITY AND DIVERSITY SELF-ASSESSMENT QUESTIONNAIRE

The use of the quality and diversity self-assessment²³ questionnaire in the organisations allows you to analyse diversity from the point of view of integrated quality management.

With the self-assessment questionnaire it is possible to analyse diversity in terms of both organisational factors and the results of an organisation.

- The first step is to check to what extent the diversity and equal opportunities issues can be taken into account in the **five organisational factors of a public service**: (1) leadership - (2) strategy and planning - (3) personnel - (4) the management of partnerships and resources - (5) the management of processes.
- And then to assess how far they are reflected in **four results areas regarding the public service**: (6) the results as far as the general public/client is concerned - (7) the results as far as the staff are concerned - (8) the results in society - (9) the results at the key performances level.

The questionnaire is based on the CAF model (Common Assessment Framework or Cadre d'Autoévaluation des Fonctions publiques – Civil Service Self-Assessment Framework). It contains 21 questions (98 items), structured in line with the European CAF quality model. This model is structured according to 9 criteria²⁴ :



It overarches the various areas of an organisation and can be used together with an **audit of HR practices** (see tool 7).

The questionnaire is available from DIVnet – <https://ecomunities.belgium.be>.

Source : *FPS Personnel and Organisation, “La diversité dans les services publics” [Diversity in the public services], October 26 2004.*

23. The self-assessment questionnaire used was used in 2004 for the awarding of the Diversity award to a public body. In 2004, the Public Service Ministers of various levels of authority decided to launch a joint action in support of diversity and equal opportunities in the civil service. The CAF questionnaire was sent to the various sections to assess their efforts in promoting diversity. When the questionnaires had been analysed, the public services with the best practices were recipients of the Diversity Award.

24. The general CAF model is available from www.publicquality.be > CAF 2006.



TOOL 7. INTERVIEW GUIDE FOR A DIVERSITY AUDIT FOCUSED ON THE ORGANISATION AND HR PRACTICES

This is a guide for individual interviews with a sample of staff members. Used in advance of the implementation of the diversity policy, this questionnaire will help an organisation to assess its readiness for diversity. If used after the launch of your diversity policy, it will serve as a gauge of diversity and as an assessment tool to be re-used on a regular basis.

The questionnaire tackles 6 aspects of the organisation and HR practices:

- vision and strategy
- client/user
- culture/identity
- cooperation, team work
- leadership
- development of human resources.

It is often a good idea to seek external assistance to run this kind of audit. If you decide to run it yourself, train a handful of people in the most suitable ways to carry out the interview. You could, for example, train a group of survey officers whose duty is to conduct the interview and summarise the results. It might be advisable to communicate the results to the steering group. Naturally, strict confidentiality must be maintained as far as the results of the various interviews are concerned.

1. Sample size

The size of the sample will depend on the resources and time available.

A sample of from 5 to 10% of the members of a section will provide results supplying food for thought, although they cannot be extrapolated to the whole of the organisation. A 10 to 20% sample of the members of a department will be more representative.

2. Sampling

There are 2 methods for devising the sample of people to be interviewed:

- the random method: choice base on chance²⁵
- the non-random method: choice based on certain criteria; you might choose to interview, for example:
 - all the directors, x% of the directors, some directors, etc.'
 - all department heads
 - all the human resources department personnel
 - x % of people per level, per position
 - ...

25. If you choose the random sample, it might still be a good idea to interview a few members of senior management.



3. Interview guide

Interviewer: _____ Interviewee: _____

Date:

Personal data of the interviewee:

a) Age: _____

b) Seniority in the organisation: _____

c) Gender: m/f

d) Position: _____

e) Level: _____

1. Vision and strategy

- a. Please describe your organisation and the main challenges it faces.
- b. What vision has been adopted by your organisation regarding diversity?
- c. What do you think of the current strategy of your organisation/section as far as diversity is concerned?
- d. If you were the Chairperson of the organisation, what decisions would you make to ensure that diversity is better respected?

2. Clients / users

- a. Do you think that your clients/users feel that they are treated without discrimination by your organisation?
- b. How would your clients describe their relationship with your organisation?
- c. Have your clients/users been informed of the commitment your organisation has made as regards diversity?

3. Culture / Identity

- a. Could you say that diversity is seen as important by your team/section?
- b. What aspects of personal behaviour are not appreciated by your team/section?
- c. What does diversity mean to you?
- d. Do you see diversity in the organisation as a help or a hindrance?

4. Cooperation, teamwork

- a. To what extent are you satisfied that diversity is respected in your team/section?
- b. Have you encountered discrimination in your organisation or in your section? How did you react?
- c. What are the main areas in need of improvement for your team/section as far as diversity is concerned?

5. Leadership

- a. How would you describe the typical style of leadership in your team/section?
- b. What about your own? (if in a managerial position)
- c. How do the line managers in your section handle attitudes, opinions, suggestions, skills or contexts which are different or controversial?
- d. To what extent is diversity in your team or organisation important to your boss? If you hold a managerial position, to what extent is diversity in your team important?
- e. How does your intake and integration procedure for new employees work? Is a special intake procedure in place for staff with a disability?
- f. Do you think that your boss's treatment of members of the team/section reveals no distinction based on gender, age, origin, state of health, sexual orientation, political beliefs, religion, etc.?
- g. Do you think the way you are assessed is fair?

6. Development of human resources

- a. What are the major challenges in terms of recruitment and/or retention which you expect to encounter in the future?
- b. How does the promotion procedure work in your organisation ?
- c. What level of importance would you allocate to diversity and diversity management in your organisation? (give a scale)
- d. What does diversity mean to HR? Ethical duty? Legal requirement? Potential advantages/benefits?
- e. What in your opinion are the main challenges arising from diversity facing the management and staff of your organisation ?
- f. What types of management tools are currently in use to implement diversity?
- g. Would you say that the composition of the workforce of your organisation is "diversified"?
- h. What do you know about the diversity and equal opportunities policy established in an global fashion by the Federal Administration?

Source : based on the *Diversity Management Training Manual* from KEIL, Marion, AMERSHI Badrudin, HOLMES Stephen, et al., *Diversity Management Training Manual*, International Society for Diversity Management (Berlin), 2007.

<http://ec.europa.eu/social> > module "Recherche rapide[quick search]" : "manuel de formation diversity [diversity training manual].



TOOL 8. ANALYSIS OF HR PROCEDURES FROM THE DIVERSITY ANGLE – CHECKLIST

This checklist allows you to screen the procedures and adapt organisational systems (organisation of HRM work and systems) to eliminate any biases which may exist which could lead to discrimination.

It is structured by process (recruitment and selection, intake and integration, training and development, work relationships, communications, departures, working hours and the work/life balance, working conditions). Questions are asked concerning each aspect.

Each question is considered and the “Indicators” column completed. When complete, this column will provide an overview of the practices already in place in the organisation (answer yes), those which are not yet in place (answer no), the action to be undertaken (action) and the timeframe.

This exercise is ideally undertaken as a group, which could be the members of the diversity working group, for example. The results could be communicated to the steering committee.

This checklist is not exhaustive. It will allow you to list certain best practices and the efforts in place to provide them.

HR and organisational processes	Indicators			
	YES	NO	ACTION	TIMEFRAME
Recruitment and selection				
Scheduling personnel requirements				
Does the personnel requirements plan take account of the regulations governing the employment of those with a disability?				
Are the data for the recruitment of employees with a disability up-to-date?				
If necessary, have any actions intended to increase recruitment and achieve the 3% disabled employees level been carried out? (Royal Decree of March 5 2007)				
Has the age pyramid been analysed?				
Has the number of women per level and per position been analysed?				
Position analysis for job descriptions				
Has a detailed and objective analysis of the positions been carried out in order to produce a job description and realistic skills profile which does not include certain requirements which could exclude certain candidates and which are not necessary?				
The job advertisement				
Do job advertisements state that the organisation has a diversity policy and/or do they feature a “diversity” logo, for example?				
Do job advertisements state that the selection procedure is adapted for candidates with a disability?				
Are job advertisements broadcast via a range of channels so as to reach different target groups?				
Are the job advertisements distributed in collaboration with the associations representing target groups?				



In order to boost notoriety of the organisation, are special projects launched to inform potential candidates of the mission of the organisation?				
Are job advertisements screened to ensure that they contain no discriminatory terms?				
Are job advertisements and job descriptions gender neutral and do they mention Male/Female?				
If the offer is published on the Internet, is it accessible to the disabled? (all forms of disability)				
When involved in job fairs, are potential candidates informed of diversity policy of the organisation?				
Are course positions open to students?				
Are work placement vacancies communicated via diversity communication channels so that certain marginalised groups can be reached (special schools, etc.)?				
The C.V.				
Is the standardised C.V. developed by Selor in use?				
If it is necessary to use other documents, do you have standardised documents?				
Are the questions and headings in the C.V./other documents which may be used screened to ensure that they contain no information likely to lead to discrimination? (e.g.: civil status is not necessary)				
Are C.V.s/documents analysed anonymously to reduce any possible discrimination based on the name, ethnic origin, social background, etc.?				
The selection interview				
Are selection panels mixed?				
Have the panels been informed of the principle of non-discrimination with which they must comply?				
Have the panels been informed of discriminatory questions they must not ask? (family situation, origin, religious convictions, etc.)?				
Have the selection officers been trained in non-discrimination?				
Do the selection panels use standardised assessment grids allowing them to assess the candidates on the same bases, by asking the same questions?				
Are the panel members trained in interview techniques and skills assessment (STAR)?				
Are selection tests facilitated for candidates with a disability?				
Are candidates told they can be supplied with feedback about their interview and selection tests?				
Intake and integration				
Does an intake procedure exist for new staff?				
Are new staff members informed of the diversity policy of the organisation?				
Is mentoring a possibility?				
Before the candidate was hired, had a workstation been prepared for a new staff member with a disability?				
Is the new staff member with a disability informed of the procedure in place to have their workstation adapted?				
Do the work regulations adhere to the principle of non-discrimination?				
Is the intake procedure assessed by the staff?				

Career, training and development				
Development circles				
Are operational heads aware of diversity and non-discrimination?				
Do the decisions taken during team planning involve indirect discrimination? (e.g.: organising team training sessions every Wednesday afternoon)				
Is attention paid to the climate within the team?				
Has the interview with an employee with a disability been prepared?				
Have any adaptations been considered?				
Have competencies referring to respect for diversity, such as "show respect" and "adapt" been evaluated?				
Training				
Have training sessions on diversity been communicated to all the staff?				
Is the participation rate of employees in the various training sessions and their profiles known?				
Have the sections in contact with the public (reception, windows, etc.) been encouraged to take diversity training?				
Do the training schemes which have been developed in-house include the concept of diversity ?				
Have the promotion procedures been communicated in a transparent fashion to all staff members?				
Work relationships				
Have the roles of the mediator, the diversity officer, the prevention consultant, etc. been clearly defined? Do the employees know who the contact persons are and what they do?				
Have mediators been trained in anti-discrimination law and diversity?				
Can members of staff in need of information or who believe they are victims of discrimination approach a contact point or contact person?				
Is anybody aware of the number of complaints about racism, harassment or sexism?				
Has a complaints management system been set up?				
Are the union representatives aware of and involved in the diversity policy?				
Communication				
In-house communication				
As far as in-house documents are concerned, has care been taken to ensure that job titles are gender neutral (manager instead of manager/manageress, for example)?				
To what extent are employees aware of the diversity actions carried out within the organisation?				
Have the information brochures on diversity in the Federal Administration been distributed in-house and externally?				
Do the images used to illustrate the documents reflect diversity?				
Are informational texts, supports and channels (website, intranet, etc.) adapted to and readable by persons with a disability? Are they accessible to all employees? (kitchen staff, maintenance staff, etc.)?				



External communication				
What sort of image is conveyed to the general public and in-house?				
How does the organisation communicate its commitment to diversity?				
What channels are used to communicate to the general public?				
Departures				
Is an exit interview conducted for employees leaving the organisation designed to discover their feelings about, among other things, the respect for diversity/non-discrimination in the organisation?				
Is there a system in place to transfer the knowledge of people leaving the organisation?				
Work hours – Balancing personal and work life				
What is the organisation's meeting culture? (frequency of late meetings)				
Do the work regulations clearly state that work hours can be rearranged?				
Is a crèche available?				
If it is possible with the position in question, is teleworking encouraged in the organisation?				
Work environment				
Has an accessibility audit of the building(s) been carried out for the benefit of persons with reduced mobility or the blind?				
Have the evacuation instructions in the event of an incident been communicated to all personnel, and are they all familiar with them?				
Have special safety measures been put in place for the evacuation of employees with a disability in the event of a fire?				
Are workstation adaptation requests followed up?				
Has the process for having a workstation adapted been assessed? (employee satisfaction, length of time taken, etc.).				

Source: Diversity Unit of the Organisation and Personnel Development DG of the FPS P&O.

TOOL 9. NON-EXHAUSTIVE LIST OF EXAMPLES OF DIVERSITY ACTIONS BY HR FIELD

This document suggests courses of action plus points to consider in order to promote equal opportunities in your organisation. The courses suggested are intended above all to help you to develop projects adapted to the specific characteristics of the organisation and to draw up an action plan.

The table shows 6 human resources management procedures and a communication approach:

1. Recruitment and selection
2. Intake and socialisation
3. Work environment and welfare in the workplace
4. Career and training
5. Analysis of reasons for leaving
6. Organisational culture
7. Communication

The list of actions is not exhaustive.

If you have a best practice to add to this table, please inform diversite@p-o.belgium.be.

	GENERAL	SPECIFIC
1. RECRUITMENT AND SELECTION	<p>Analyse the workstation from the perspective of the job description</p> <ul style="list-style-type: none"> - ensure that the profiles sought are realistic from the perspective of the demands of the position to be filled and avoid exaggerating the level of expectations thus forcibly excluding some candidates. - ensure that the job descriptions are drafted by an HR specialist who is familiar with the site and has produced a comprehensive analysis of the job. Feel free to include in job descriptions skills needed to fulfil the role, such as "ability to adapt" which refers to respect for diversity. <p>A number of techniques exist: observation, participatory observation, questionnaire, interview, critical incident etc. The content must be described in detail in terms of actual tasks so that each individual can evaluate their own capabilities. This will prevent some candidates from being frustrated or disappointed. A individual with a disability can decide whether or not their disability is compatible with the position.</p> <p>Recruitment</p> <ul style="list-style-type: none"> - include a diversity clause in job advertisements: mention the equal opportunities policy in practice in the organisation. <p>Example: clause used by the FPS P&O in job advertisements. "Diversity is an important principle for FPS P&O. What is essential is that the candidate has the appropriate skills".</p>	<p>Disability</p> <ul style="list-style-type: none"> - if recruitment is managed by the organisation, advertise job openings via general and specific channels (a non-exhaustive list of the channels is available from the Selor Diversity team or the Diversity Unit – DG DOP). - inform the job centres of the measures taken in the area of the employment of persons with a disability by the organisation (adaptation of workstations, accessibility, etc.). - before launching a new selection process for a certain profile, check the list of successful candidates with a disability if there is one (use the Selor E-recruiting platform). - mention the possibility of adapting the selection procedure by establishing a foolproof invitation process (advice regarding the adaptation of the selection procedure and the



	<ul style="list-style-type: none"> - be aware of diversity (presence of bias, discriminatory criteria?) when drafting job descriptions submitted to Selor in the framework of a specific selection procedure or a general recruitment pool. - mention the measures taken in regard to the diversity policy at job centres. <p>Selection</p> <ul style="list-style-type: none"> - only include the information relevant to the job profile: experience and qualifications. The name, age and address, etc., of the candidate are factors which could influence the analysis (and assumptions of stereotypes and prejudices increase according to the amount of information available). - design a standardised C.V. to be completed by all candidates. Avoid accepting personal C.V.s which do not contain the same information for each candidate and cannot then be compared. A standardised C.V. means that you have the same information about each candidate, and you will be less influenced by C.V.s of all types, layouts, etc. - use standard methods and set down criteria which leave no room for discriminatory criteria or overly subjective judgements. Base selections solely on skills. - use notes during the interview and a standardised interview guide to increase objectivity and avoid discriminatory questions (origin, weight, religious beliefs, etc.). - train your recruitment officers in diversity and selection (see the training scheme "interview and subjectivity" provided by Selor). - ensure social mix and diversity in the selection panels. Encourage social mix to limit the psycho-social biases which emerge in assessment processes. - have written tests checked anonymously. - use a structured interview technique focused on skills. - remind the members of the panel of the principles of non-discrimination. - encourage union representatives to attend selection interviews. - inform the candidates that they have a right to obtain feedback about the interview. - assess skills with reference to respect for diversity, such as "showing evidence of respect" and "able to adapt", and make sure that the candidates are capable of working in mixed teams. <p>Selor can provide a diversity screening device for the procedures and tools used as part of the selection process, plus advice on how to adapt the selection procedure to candidates with a disability: diversité@selor.be.</p> <p>Hiring staff</p> <ul style="list-style-type: none"> - include clauses in employment contracts whereby the employer and the employee undertake not to discriminate. Available from the Selor Diversity team: diversité@selor.be 	<p>organisation of tests under disability-adapted conditions regardless of gender, skin colour, religious convictions, any disabilities, sexual orientation, age, etc.)</p> <ul style="list-style-type: none"> - check on the needs of each candidate with a disability and arrange things so that he or she is taken on and supported under optimum conditions. - set up work placements for students and advertise vacancies via specific communication channels in order to reach a wide public. E.g.: contacts with specialist teaching establishments, etc. (contacts available from the Diversity Unit – DG DOP: diversité@p-o.belgium.be). - organise information sessions on the organisation missions and the diversity policy for users from specialised disability associations (list of associations available from the Diversity Unit: DG DOP diversité@p-o.belgium.be).
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		<p>Cultural diversity</p> <ul style="list-style-type: none"> - If recruitment is managed by the organisation, advertise job openings via the specific channels (the non-exhaustive list of the channels is available from the Selor Diversity team: diversité@selor.be or the Diversity Unit – DG DOP: diversité@p-o.belgium.be). - list and analyse the jobs involving the exercising of public authority and requiring Belgian nationality. - mention nationality requirements in job advertisements. - set up work placements for students and advertise vacancies via specific communications channels intended to reach a wide public. For example: contacts with schools with a high percentage of students of foreign origin, etc. - attend specific job centres (e.g.: Kif kif). <p>Gender equality</p> <ul style="list-style-type: none"> - seek the best numerical balance possible between the genders on the selection committees. - promote the Top Skills project which provides a managerial skills audit for women at level A (more info: www.selor.be).
<p>2. INTAKE AND SOCIALISATION</p>	<p>New employee intake</p> <ul style="list-style-type: none"> - inform the new employees about the equal opportunities policy by means of a brochure when they are being introduced to the organisation and inform of the equal opportunities policy contact point via a brochure, or a PowerPoint presentation, etc. Provide information about who to contact in the event of experiencing discrimination. - set up a mentoring system. - analyse the quality of the new employee intake system by means of a satisfaction questionnaire. 	<p>Disability</p> <ul style="list-style-type: none"> - try to provide a workstation adapted for a new employee with a disability before they start. - set up an interview between the section head and the employee with a disability about any needs which may be expressed by the new employee. - ensure that the mentors of employees with a disability



		<p>are informed of this and are familiarised with the disability. Organise training if necessary.</p> <ul style="list-style-type: none"> - take care to monitor whether the new employee is being successfully integrated. <p>Advice about adapting the workstation to the new employee can be obtained from Selor: diversité@selor.be.</p> <p>Advice on intake and integration can be sought from the Diversity Unit – DG DOP : diversité@p-o.belgium.be.</p>
<p>3. WORK ENVIRONMENT AND WELFARE IN THE WORKPLACE</p>	<ul style="list-style-type: none"> - include a non-discrimination clause in the work regulations. - set up a contact point to deal with internal complaints or those lodged by users concerning discrimination. - analyse complaints of discrimination both internally and in relationships with users. - include questions on diversity in the employee satisfaction survey. <p>Personal/work life balance</p> <ul style="list-style-type: none"> - undertake communication initiatives focused on men on the subject of parental leave. - encourage teleworking. - upgrade childcare systems, particularly during school holidays (set up crèches). - improve the meetings culture (see the “meetings culture” project by the Diversity Unit-DG DOP). 	<p>Disability</p> <ul style="list-style-type: none"> - set up a procedure whereby the adaptation of workstations can be requested and communicate it via various channels: brochure, Intranet, personal mail to employees with a disability, etc. - have the accessibility of the buildings examined by a specialist organisation. - equip the building with textured-strip marking in key locations (before a staircase, the route to the emergency exit, etc).
<p>4. CAREER AND TRAINING</p>	<p>Training</p> <ul style="list-style-type: none"> - analyse the participation rate on IFA diversity training schemes. - encourage employees to take the diversity training courses offered by the IFA. Suggest a SMART objective (e.g.: % of HR heads). - ensure that in-house training includes the concept of diversity (gender neutrality as regards exercises, first names used in role plays, stereotypes, etc.) and ensure that training heads are aware. - make sure that promotion procedures are transparent. <p>Development circles</p> <ul style="list-style-type: none"> - be conscious of the various biases which may downgrade the quality of interview carried out in the context of Development Circles. <p>For example, during the assessment interview, certain skills could be seen as natural in positions seen as women's jobs and thus not evaluated (sense of communication,</p>	<p>Disability</p> <ul style="list-style-type: none"> - be aware of the needs of the persons with a disability when it comes to in-house or IFA training sessions, promotion selection procedures, or for participation in events, seminars, or the like, by setting up a contact point to guarantee adaptation. <p>Certain adaptations can be envisaged for persons with a disability (accessibility of locations, adaptation of teaching materials, etc.). To take advantage of this, the employee should tick the box on the registration form. As soon as registration is recorded by the IFA, the applicant will receive a</p>

	<p>of the organisation, etc.)²⁶.</p>	<p>special questionnaire to be completed and returned to the IFA.</p> <p>Cultural diversity</p> <ul style="list-style-type: none"> - provide information about the jobs involved with the exercising of public authority which require Belgian nationality.. <p>Gender equality</p> <ul style="list-style-type: none"> - encourage women to take the IFA managerial training courses. - encourage those women who have the requisite experience to apply for in-house management positions. - encourage employees to become members of the Felink network and to promote its activities (www.felink.be).
<p>5. ANALYSIS OF REASONS FOR LEAVING</p>	<ul style="list-style-type: none"> - set up an exit interview for each employee leaving the organisation including questions on how well they were integrated into the organisation, about discrimination, etc. <p>Example of a question to ask during an exit interview: have you experienced any discrimination with regard to yourself in the organisation?</p> <p>Yes / No</p> <p>If yes, was it discrimination connected with</p> <ul style="list-style-type: none"> <input type="checkbox"/> your gender <input type="checkbox"/> your ethnic or social origin(s) <input type="checkbox"/> your language <input type="checkbox"/> your religious or philosophical convictions <input type="checkbox"/> your wealth <input type="checkbox"/> a disability or a physical feature <input type="checkbox"/> your current health status <input type="checkbox"/> your age <input type="checkbox"/> your sexual orientation <input type="checkbox"/> your civil status or family situation <input type="checkbox"/> your level (A, B, C, D) <input type="checkbox"/> your political ideology <input type="checkbox"/> other 	
<p>6. ORGANISATIONAL CULTURE</p>	<ul style="list-style-type: none"> - organise diversity awareness-raising activities (company theatre, exhibitions, talks, themed lunches, etc.). - display the federal diversity charter in key locations in the organisation. 	<p>Disability</p> <ul style="list-style-type: none"> - organise awareness-raising workshops on disability in

26. Also see the brochure "C'est en forgeant qu'on devient forgeronne" [practice makes perfect] which deals with the question of gender bias in assessment. Federal bureau for sexual equality, Practice make perfect, Preparing for the assessment interview, (Berne), 2000. Available from www.ebg.admin.ch > documentation > publications > publications sur l'égalité dans la vie professionnelle >



	<ul style="list-style-type: none"> - include a non-discrimination clause in the work regulations and in the handouts for new employees. - increase the number of diversity policy communication campaigns. 	collaboration with specialist associations (work schedules, personal experiences, etc.).
7. COMMUNICATION	<p>In-house communication</p> <ul style="list-style-type: none"> - communicate the action plan via articles in the in-house magazine, information emails, the intranet, etc., and ensure that the communication is accessible to the partially-sighted or blind (large print, HTML format, etc.). - circulate the Federal Administration diversity brochures and communication campaigns. - organise diversity awareness-raising campaigns (in-house and external): posters, leaflets, website, etc. - analyse in-house and external communication: images used, communication channels adapted to the disabled? ... <p>External communication</p> <ul style="list-style-type: none"> - create a diversity section on the organisation website: <ul style="list-style-type: none"> - presentation of the Diversity Action Plan - publication of the federal diversity charter - experiences - communicate the diversity policy to the general public. <p>Annual report</p> <ul style="list-style-type: none"> - include a section on diversity in the organisation annual report. 	<p>Disability</p> <ul style="list-style-type: none"> - check the accessibility of the organisation Internet/Intranet sites to ensure that they are accessible to people with visual, auditory or sensorimotor disabilities. Perform the adaptations required to obtain the "Anysurfer" accessibility certification.

Source: Diversity Unit of the Organisation and Personnel Development DG FPS P&O..

TOOL 10. DATA COLLECTION METHODS

This tool describes several methods for collecting data relating to diversity in an organisation. The results obtained can serve as the "base point" or "base year" for the launch of diversity policy. Regularly repeating the study after the launch of the diversity policy will allow you to measure the progress made by the organisation in the diversity policy implementation process.

Several methods can be used to carry out the analysis:

1. studying documentation
2. the questionnaire
3. the discussion group
4. individual interviews with "resource" people

1. Studying documents

Analysing the content of documents allows you to assess the position allocated to diversity in the various publications (non-discrimination clause, attention to diversity, visibility of the diversity of the personnel, etc.). This leads on to an analysis of the tools or content of the organisation communication plan (see also stage 4 "Designing and validating the action plan", and stage 5 "Designing the communication plan").

Examples of documents to analyse:

- the organisation introduction brochure
- the new employee intake brochure
- communication campaigns (posters, leaflets, etc.)
- the work regulations, the employment contract
- job descriptions
- etc.

Some questions to ask during the analysis:

- do the photographs used reflect diversity or do they rather reinforce certain stereotypes? (example: a photograph of a man to illustrate an article dealing with the job of a prison officer)
- is reference made to the diversity of the organisation?
- are job titles gender-neutral?
- do the examples given reinforce certain stereotypes ?

2. Questionnaire

- **The satisfaction survey** provides an overview of the level of staff satisfaction and the work climate. Questions relating to diversity can be included in the questionnaire which all employees will be asked to complete. For example:
 - I am treated just the same as everybody else, without distinction of nationality, origin, language, religious or ideological views, gender, age or social status.



- I feel that customers are treated without discrimination in my organisation.
- I regard my organisation as one which attaches considerable importance to the management of in-house diversity.
- I find that my organisation offers equal opportunities to every employee.
- ...

- **Specific satisfaction surveys**²⁷ focusing on certain target groups may also be used and may highlight the actions that need implementing.
- Anonymous **quantitative or qualitative** surveys showing the representativeness of certain categories in the workforce.

Carrying out a survey on the number of individuals with a disability working in the organisation makes it possible to check whether or not the recruitment quota for people with a disability is being met for each public service.

Filling out a declaration form before launching this kind of survey is advisable. This form and all information regarding the protection of personal data are available from the Commission for the Protection of Privacy website www.privacycommission.be > en pratique > déclaration.

Data can be referred to as "anonymous" if it is impossible to associate it with any specific individual²⁸.

The questionnaires can be used at different points and serve as a gauge for changes to the situation within the organisation.

3. Focus groups

Setting up focus groups on diversity is a useful way to identify any needs and problems experienced by staff related to diversity, plus the nature of the stereotypes and prejudices at work in an organisation. This also involves encouraging staff members to talk about the subject of diversity as it appears within the organisation.

By means of a focus group, you can, for example:

- **identify the needs and problems being experienced at the grass roots level**

Organising focus groups with a representative sample of the employees of the organisation (consisting of staff members, contract workers, women, men, younger employees, older employees, persons of foreign origin, the disabled, staff members who come in contact with the public, etc.) will provide a better picture of their experience as part of the organisation.

- **identify stereotypes and prejudices**

Setting up focus groups to identify the social perceptions of diversity will help identify areas of resistance and any stereotypes to be found among personnel.

27. Tool 4: Satisfaction questionnaire for disabled employees.

28. Article 1 of the Royal Decree of February 13 2001 relating to the execution of the law of December 8 1992 on the protection of privacy with respect to the processing of data of a personal nature.

Based on the findings, specific actions can then be developed.

Ideally, focus groups concerned with social perceptions should be rounded off with **an anonymous survey by questionnaire** allowing all personnel to express themselves more freely.

The study on “Les représentations sociales de la diversité dans la fonction publique fédérale” [The social perceptions of diversity in the Federal Public Service] is based on focus group methodology. The study is available at DIVnet <https://ecomunities.belgium.be>.

4. Individual interviews with “resource” persons²⁹

Unlike the questionnaire, which provides quantitative information from a large number of people, the individual interview **allows for the collection of personalised, qualitative information**, which is therefore complementary to that supplied by the questionnaire. This observation method requires:

- the choice of a method; depending on the level of depth desired, the interview will be more or less directional
- an ability to reframe the discussion (reformulation)
- an active listening attitude
- an interpretation of the discussion as the interview proceeds and once it has finished.

Like the questionnaire, preparation for the interview requires the definition of the subject area and its component parts in order to provide a guideline for the interview marking out the area of observation.

It may be found useful to interview “resource” people who can provide an overview of what happens in their section and/or organisation as far as diversity is concerned: discrimination, representativeness, integration, attitude of personnel as regards the diversity policy, discriminatory behaviour on the part of colleagues, superiors, external contacts, etc.

A variety of resource persons can be identified:

- **managers** (section heads, executive officers, etc.)
- **HR managers**
- **mediators** within organisations who, on account of their job, are required to manage a range of issues, mainly associated with harassment
- **union representatives** who are equally in a position to be able to identify and pass on examples of dysfunction in a department (discrimination, harassment, etc.)

29. Tool 7: Interview guide for a diversity audit focusing on the organisation and HR practices.



Information

1. Resources available on DIVnet

- The Diversity Guide and HR: best practice in Belgium and abroad, FPS Personnel and Organisation, Brussels, 2008.
- Toolbox Combattez les stéréotypes de genre et donnez un coup de pouce au talent [Combat gender stereotypes and give talent a leg up.] European Commission. Training Centre of the International Labour Organisation (ILO) in collaboration with the Association of European Chambers of Commerce and Industry (EUROCHAMBRES), Brussels, 2008.
- Article entitled “Le travail comme lieu d’exclusion et d’inégalités – La gestion de la diversité : une solution ? ” [“Work as a place of exclusion and inequality – Managing diversity: a solution ? ”]. CORNET, Annie, WARLAND, Philippe. XVIIth Congress of the AGHR, Reims, 2006.
- Brochure entitled “C’est en forgeant qu’on devient forgeronne [Practice makes perfect]” which deals with the question of gender bias in assessment procedures. BELSER, Katharina, GEISSER, Marianne. Considerations in preparation for the assessment interview, Federal Bureau of Gender Equality, Berne, 2000.
- The publication entitled “Des pratiques pour l’égalité des chances que répondent les entreprises à la HALDE ? ” [“HALDE [Anti-discrimination authority] Business equal opportunities practices: how does business respond to HALDE?”], La Halde, Paris, 2007.
- The KEIL manual, Marion, AMERSHI Badrudin, HOLMES Stephen, et al., Manuel de formation pour le Management de la Diversité [Training manual for the management of diversity], International Society for Diversity Management, Berlin, 2007.
- The list of disability organisations.
- The training assessment questionnaire.
- List of communication and “diversity” recruitment channels.
- List of useful websites.
- Study on the incidence of homosexuality in the Belgian Public Service.
- Study of professional ambition among level A civil servants in the Federal Public Service.
- Research into the social perceptions of diversity in the Belgian Federal Public Service (Brussels, Wallonia, Flanders).
- The handbook entitled “Outils pratiques pour promouvoir l’égalité des femmes et des hommes dans la gestion des ressources humaines” [“Practical tools for promoting gender equality in human resource management”], Cap Sciences Humaines, ASBL-UCL, Louvain-la-Neuve, 2005.
- All the tools offered in this guide.



2. Useful contacts

FPS Personnel and Organisation

Diversity Unit – Organisation and Personnel Development DG

Rue de la Loi, 51
BE-1040 Brussels
Tel.: +32 (0)2 790 58 00
diversité@p-o.be
anne.schmidt@p-o.belgium.be – hafida.othmani@p-o.belgium.be
www.diversité.belgium.be

Personnel and welfare support point

bien-etre@p-o.belgium.be

Selor – diversity team

Boulevard Bischoffsheim,15
BE-1000 Brussels
Tel.: 0800 505 55 (F)
0800 505 54 (N)
Fax: +32 (0)2 788 68 44
diversite@selor.be
vincent.vanmalderen@selor.be – silvia.akif@selor.be
www.selor.be

IFA

Boulevard Bischoffsheim,15
BE-1000 Brussels
Tel. : +32 (0) 2 229 74 50
claudia.hereman@ofoifa.fgov.be
www.ofoifa.be

Centre for Equal Opportunities and Opposition to Racism

Rue Royale,138
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Freephone number: 0800 14912 (F)
Freephone nummer: 0800 17364 (N)
Fax: +32 (0)2 212 30 30
centre@cntr.be
www.diversite.be

Institute for the Equality of Women and Men

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BE-1070 Brussels
Tel.: +32 (0)2 233 42 65 (F)
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Fax: +32 (0)2 233 40 32
egalite.hommesfemmes@iefh.belgique.be
www.iefh.be



3. Regulation – summary

I. Basic non-discrimination legislation

- Law of May 10 2007 designed to tackle certain forms of discrimination (Belgian Official Gazette of May 30 2007).
- Law of May 10 2007 amending the law of July 30 1981 designed to suppress certain actions inspired by racism and xenophobia (OG of May 30 2007).
- Law of May 10 2007 designed to tackle discrimination between men and women (OG of May 30 2007). See also tool 5 “Anti-discrimination laws in practice”.

II. Federal Administration measures concerned with non-discrimination and diversity

- Royal decree of February 27 1990 concerned with measures intended to promote equal opportunities between men and women in the public services (OG of March 8 1990).
- Royal decree of October 6 2005 implementing various measures on comparative recruitment selection and relating to course material: people with a disability can be listed in a separate recruitment pool. Public services wishing to recruit a person with a disability may consult this recruitment pool (OG October 25 2005).
- Royal decree of March 5 2007 organising the recruitment of the disabled in the federal public services. Each service is required to employ, either as full members of staff or on contract, disabled persons to the rate of 3% of its workforce (OG of March 16 2007).
- Protocol concerned with the concept of reasonable facilities adopted by the Federal State, the Regions and the Communities. This protocol defines the interpretation to be given to the concept of reasonable facilities in Belgium (OG of September 20 2007).
- Law of January 12 2007 designed to incorporate gender across all federal policy, also known as the “gender mainstreaming” law (OG of February 13 2007).

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Discrimination sur le marché de l'emploi. Origine, couleur de peau, nationalité. De quoi s'agit-il ? Comment réagir ? [Discrimination in the employment market. Origin, skin colour, nationality. What's it all about? How do you react?], Centre for Equal Opportunities and Opposition to Racism, Brussels, 2009.

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Contact

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Many though our differences be:
origin, character, age, gender, profession, colour,
nature, style, thoughts and actions,
it is amazing to realise how much we all resemble each other despite everything.
All different, yet all the same.

Diversity, a source of inspiration.