This is a story from Brad MEYER and Hamid SENNI about some recent experiences and activities that we have been involved with – all of which have relevance for devising practical strategies to promote social integration.

We touch on a number of dimensions, including;

o Large-scale immigration into a culturally homogenous society
o Societal polarisation and fragmentation
o Confrontation
o Measuring social integration
o Mapping out areas for improvement
o Expanding and enhancing the inclusiveness of policy making processes
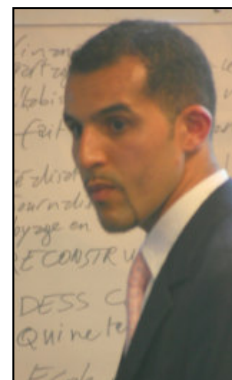
The following story contains within it a number of key themes and learning points around *inclusive behaviour* and *feeling included*, which we have come to acknowledge are two very different things. Some of the themes and learning points will be highlighted, and some will simply be implied within the story itself as it unfolds.

We will be sharing with you a brief sketch of our evolving process for facilitating sustainable consensus-based change. We have also provided for you several documents that further illustrate our approach as referenced in the story.

Our story takes place across a number of years, continents and contexts – and for the purposes of this paper, has been abridged and shortened to include a few activities that we have been involved with together over the last few years - primarily in **France** and the **UK**.

An incident and a co-incidence:

In November 2005, we saw petrol bombs being thrown into cars in Paris. We talked with each other about it. We had just finished designing a workshop on anti-terrorism and we were considering venue options for its first run when the fires began. Here, we thought, was a context in which (*an adjusted version of*) our workshop would have immediate relevance and attract strong interest.

Networking:

From that point onwards, we became very receptive to opportunities to share insights with others about what had lead up to and then sparked off the fires in Paris, particularly from *social & psychological perspectives*.

Reflection Time:

When possible, we video recorded conversational interviews with relevant academics and policy researchers and placed them into an *I-T-L knowledge asset* so that we could search across and ponder deeply what they had to say over a period of months afterwards. We had far more questions than answers.

We knew that even if we *thought* we had some of the answers to what was going on in Paris, we *knew* our expertise was in designing consensus building processes, rather than in the specific subject matter areas of "**diversity & inclusion**".

We asked ourselves and others various versions of the following questions…
1. What was the *context*, the *environment* in which the petrol bombs were thrown?
2. What were the *desired results* of those who were throwing the bombs? And what *aspirations* did those towards whom the bombs were being thrown share?
3. How was petrol bombing chosen above other *behavioural options*? And how was the *community response* to the bombings being expressed?
4. What would have enabled everyone to choose other (perhaps *more constructive*) behavioural options?

Underneath and within these questions, we were looking for and learning about every ones' **personal beliefs**, **values**, **purpose** and **sense of identity**. These then became our focus of attention, for devising our way forward.

Having asked others to reflect on the situation, we continued to reflect on what they said to us for awhile, and based on our perceptions, found that we were responding at both a personal and strategic level.

Our perceptions and our response:

OUR PERCEPTION	OUR RESPONSE
The bomb throwing was a behavioural option chosen by the youngest of three generations of non-white descendants of parents who emigrated to France from northern and west African countries to create a better life for themselves and for their children	We asked ourselves how we could help people with this background tap back into a vision for a better way of living that might help them create a better life for themselves
The bomb throwing option was chosen by this youngest generation in response to a police chase that ended in the deaths of some of their peers. It was neither the first nor the last incident of this nature.	We asked ourselves what influencers encouraged (and what enablers supported) the actions and re-actions that were taken by both the police and the youth
While the first (eldest) generation born to the French immigrant families were encouraged to work and study to a higher degree level in order to join the French workforce as equals to their white French-borne counterparts, they were essentially only offered low-paying positions "on the factory floor or opening doors" – regardless of their academic achievements	We looked to see how this eldest generation was responding to its overall shared failure to realise the anticipated results of their social participation (i.e. working and studying hard).
The second generation born of the French immigrant families experienced much the same, became disenchanted with the probable value of the educational process sooner, and began considering other ways to create a better life for themselves – sometimes turning to drug dealing and similar psychologically and socially disabling enterprises	The drug scene felt too complex an area for us to delve into personally at the time
The third and youngest generation, seeing few or no positively successful family role models, generally decided to not invest their time in higher education – thereby only qualifying for low-paying work "on the factory floor or opening doors", and so found drug dealing and related endeavours more attractive than either of the elder generations	This also felt too complex an area for us to delve into personally at the time – so we chose to concentrate our efforts on the third and eldest generation of children – those who were relatively highly educated and yet were either unemployed or underemployed. This lead us into discussions with corporate 'diversity and inclusion' managers
The generalised company and corporate perspective was that immigrants of Arab descent were not only undereducated, they were impatient and violent – so were not on the recruiters 'wanted' list	We could understand the logic of not wanting 'lesser educated', impatient and violent people in their offices, yet we knew the conclusion was based on a one-dimensional view of an entire race
French corporations hire from top French Schools – and essentially, only white graduates were available from them	So we decided to talk with the top French Schools about their perspective
Top schools in France primarily take in white students – saying that non-whites would not be hired, so they were not eager to attract or accept them into their programmes	We had uncovered and recognised a systemic "catch-22" and decided that we would revise our workshop under the banner of "Recruiting Visible Minorities"
French perceive diversity and inclusion as a charitable endeavour, rather than one that can simply make good business sense	This nuance minimised our commercial flexibility in the short term and necessitated a self-funded programme to begin our work

Recruiting Visible Minorities:

Over time – as we were engaging in dialogue and reflecting on the situation and what we wanted to do in response to what we were learning, we left a trail of thoughts, questions and commentary with the media. This resulted in an increasing number of invitations for Hamid to be interviewed.

Being himself a first-generation son of a French immigrant couple who moved to France from Morocco for a better life, his quiet, thoughtful demeanour stood out in stark contrast to stereotypical expectations regarding Arabs as being 'impatient and violent'. In fact, from a French perspective, Hamid was a highly successful businessman who had become so only after electing to leave his native country of France.

In France, he became a sought-after subject for television interviews, Senate debates, magazine, radio and newspaper articles. His story was featured in Time Magazine and he was recently invited to join the French-American Foundation for Young Leaders. We logged these events on our web site as they unfolded.

As a result of these activities, we received many emails from people who could identify with Hamid's background and who aspired to greater success in their own lives. This gave us a list of potential delegates for our intervention – a process, centred around a series of three workshops which we called, "Recruiting Visible Minorities", Episodes I, II & III..

Looking through the emails we had received over time, we elected to invite those who we felt could most easily contribute in our workshop setting. We had designed the workshop process to examine ways to help France transcend the systemic 'catch-22' which we had identified through our dialogues and reflections.

Our offer to them was that in exchange for sharing their experiences, insights, reflections, and thoughts on how France (as a nation) could improve the recruitment of visible minorities, we would in-turn provide video-enriched exposure of their thoughtful participation into the corporate world, where they themselves had been physically excluded and unable to enter.

We were confident that we could do this for them because we knew that we were able to create an *I-T-L knowledge asset* from the first live workshop (Episode I) - and could make this available to people in their corporate offices - environments that enabled the people in the corporate world to feel safer and so more reflective than perhaps they would have been in-person.
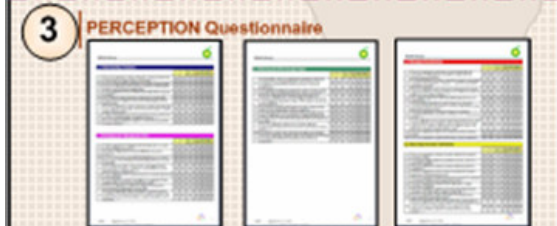
In fact, the immediate response on the corporate side was a request to meet the individuals featured on the *I-T-L knowledge asset*. They had experienced the intelligence, innovativeness and humanity of some people 'foreign' to them and they were intrigued, rather than overly cautious about working with them on the shared issue of "recruiting visible minorities".

So we said we would arrange for everyone to come together (Episode III) after running a workshop with corporate staff first (Episode II).

The process we invited delegates to go through with us was *therefore* in **three episodes** – with each episode itself being broken into three sections each, which we will now share with you…

The first section for each episode was primarily a coaching phase designed to clarify each person's values and strategies for success which were important to them personally in the context of their working with others.

Importantly, this personal focus was then followed by a topic–specific questionnaire for each person to fill in and send back to us.

SECTION 1	Values Assessment
	After introducing ourselves via email, our first interaction with each person was about them - indeed about what they felt was most important to them personally - in relation to their working with others.
	We provided each person with a Values Assessment template to work through – incorporating a process that had been highly codified and refined for this purpose.
	State of Mind Workbook
	With respect for what each person affirmed as most important to them in their working with others, we then asked them to reflect on the state of mind which most helps them work with others most effectively.
	We provided each person with a personal State of Mind Workbook to work through – incorporating a process that had been highly codified and refined for this purpose.
	Perceptions Questionnaire
	Once each person had clarified what was personally most important to them and the state of mind which most helps them work with others, we then asked them to fill in a topic-specific Perceptions Questionnaire.
	This Questionnaire was based on a relevant benchmarking tool which had been highly codified and refined for this purpose. In this case, we used a 135-page **UK CRE** (Commission for Racial Equality) document as the basis of our 1-page questionnaire.

If any delegates failed to complete any of the steps in section 1, we did not ask them to do the next step, but instead suggested we might follow up with them at a later date, as we required full participation for this first programme we were running to be as successful as possible.

Indicators of Progress:
Once every one had returned their Section One Perceptions Questionnaire to us, we prepared comparison charts to help each person clarify how they perceived the general situation regarding recruitment of visible minorities - and to then compare this with how their colleagues (as a group) perceived the situation.

The second of these three sections was a face-to-face workshop which was designed to help everyone clarify and build consensus around a collective vision. Participants then worked out what specific actions could be taken to progress towards achieving their collective vision.

Collective Reality
Using the comparison charts together, we closely examined the 'collective reality' of the group. Careful facilitation of this discussion allowed each person to broaden their own perspective and deepen their understanding of the shared context in which everyone collectively found themselves.

Workshop Flow
The heart of our workshop was designed to clarify what was most important to the collective – establishing a group vision (taking into account what we learned from the first section). Through the use of carefully crafted tasks, everyone helped clarify what needed to be done to achieve this.

Indicators of Progress
Having clarified the group vision and what needed to be done, each person then took on the task of identifying specific, key indicators that could be used to measure their progress towards achieving the group vision.

Multi-Media Reference
Having clarified the key progress indicators and devised action plans towards achieving the vision, the group had the opportunity to communicate their vision on-camera.

An *I-T-L reproduction* of the key messages and related activities coming out of the workshop created a tremendous opportunity to not only inform / inspire others who were not participating in the workshop but also re-invigorate participants whenever they felt a need to tap back into the conversations they had together.

The third of these three sections was primarily a coaching phase designed to help each person implement the action plans that were collectively identified and then personally agreed to during the workshop.

This phase includes dealing with any perceived 'blockers' that arose for an individual along the way. It also includes our reporting back to the group on the actions taken.

Finally, we expected to give people the opportunity to report on the results they have achieved by implementing the actions planned.

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SECTION 3

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Action Plan
Back in 'the real world' we work with each person – helping them implement and progress the Key Action Plans that they took away with them from the workshop.

Sometimes, everyone walks away with 'a piece of the action' to manage and move forward with – and sometimes only the leaders commit themselves.

Action Coaching
In either case, we remain available to work with each person in personal coaching sessions during which we help them make and track tangible progress and achieve success against their Actions.

Whatever the 'blockers' that may arise, we will help each person face the issues square-on and find effective personal strategies to manage moving forward.

Progress Monitoring
Reporting on progress made and results achieved is key to everyone encouraging and helping each other move forward with focus. We provide vehicles for this to happen.

Personal Coaching and Follow-up
Our coaching sessions provide an opportunity to sit back, reflect and report on what is really going on. We will help people face issues coming up in refreshing ways that free the mind to think around and through perceived blockers to achieving goals.

Our intention is to stick with each person until they have established a strong momentum of success.

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In reality, section three was only taken up on by the minorities, as the corporate side has opted to engage with us in a different way, going forward.

In Episode I, we took the minorities through sections one and two above. Section three for the minorities has been on-going since contributing to the workshop.

In Episode II, we took the corporate managers through a variation of sections one and two above – with the primary distinction being that they did not receive any formal coaching re: their personal values or states of mind.

In Episode III, we brought everyone into the same room for a third workshop, to focus in together on the **action planning** stages of the process. This focus served as a strong catalyst for people from 'both sides' of the issue to **<u>stand together</u>** – looking at the challenges from a third, shared perspective as "national planners".

All was not 'sweetness & light,' of course. Some participants sparked off each other, to some degree. However, in France, getting everyone into the same room was itself an award-winning event. On the 2nd of February 2007, we were awarded during the 6th "*Convention France-Maghreb*", the 4th "*Trophée de la Diversité Culturelle en enterprise*".

Next steps:
Receiving the award has lead to government grants being promised to us to continue our work this and next year. The grants will fund our work coaching minorities – particularly in relation to **communication skills** needed for interacting with & within the business / corporate world..

Corporate fees will fund our in-situ work with staff on four specific dimensions of diversity over the same year; **gender**, **age**, **disability** & **ethnicity**.

Further insights into our approach:
During the Expert Group Meeting, you should feel free to ask us for any clarifications that might be helpful to you.

The following documents should give you a deeper understanding of our approach, which we have described above. We have included here **four attachments**;
1. Our **Diversity & Inclusion Matrix** ®, which we used to facilitate early conversations on what was most important for us to work on with our D&I client base;
2. Our 1-page **pre-workshop Perceptions Questionnaire**;
3. Our **in-depth Perceptions Questionnaire** which we used to engaged corporate staff prior to the workshop for Episodes II;
4. Our **Dimensions Matrix** ®, which we used to help participants consider various stakeholders.

We have shared our story and our intellectual property with you in good faith. We respectfully request that you use this document only for purposes relevant to the Expert Group Meeting you are attending with us in Paris, France on 10 – 13 September, 2007 as sponsored by UNDESA / DSPD in collaboration with UNESCO and UNHABITAT.

We will happily consider granting permission for additional use. If this is of interest to you, please contact Brad MEYER.

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Diversity & Inclusion Matrix ®

D & I Dimensions	gender	disability	color	nationality (including citizenship)	ethnic or national origin	religion or Belief	sexual orientation	physical characteristics	health	age	*other (married or social status...)*
Recruiting	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Hiring	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
compensation	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Promotion	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Training	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
Transfer	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
termination of contract	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
disciplinary actions	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
performance assessment	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
benefits *(bonuses, performance pay)*	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐
other (facilities & services, grievances...)	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐	☐

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Diversity Questionnaire

First & Last name: _____

Contact Details: _____

Please, score the attached statements based on your own personal views & belief.

SCORE TABLE
0 = Never (0%)
1 = Rarely (20% of the time)
2 = Sometimes (40% of the time)
3 = Often (60% of the time)
4 = Normally (80% of the time)
5 = Always (100% of the time)
N/A = Not Applicable

SECTION 1: WORKING ENVIRONMENT

do you personally believe that your working environment is …

		0	1	2	3	4	5	N/A
1.1	■ supportive & harmonious *(respectful of Diversity; promotion of racial & sexual equality)*?	☐	☐	☐	☐	☐	☐	☐
1.2	■ free of unwanted conduct *(hostility; degrading or offensive attitude; threats of intimidation; humiliation)*?	☐	☐	☐	☐	☐	☐	☐
1.3	■ free of any prejudice that can affect day-to-day operations *(risks of legal liability; costly & time-consuming grievances; damage to productivity; staff morale)*?	☐	☐	☐	☐	☐	☐	☐
1.4	■ inclusive, with high level of integrity *(equitable treatment; selection criteria solely based on merit)*?	☐	☐	☐	☐	☐	☐	☐
1.5	■ encouraging individuals to treat each other with respect *(dignity; politeness)*?	☐	☐	☐	☐	☐	☐	☐

SECTION 2: DIVERSITY POLICY

do you personally believe that your organisation's diversity policy is…

		0	1	2	3	4	5	N/A
2.1	■ opening equal opportunities to all candidates *(skills & qualifications; promotion & development; job & training)*?	☐	☐	☐	☐	☐	☐	☐
2.2	■ highlighting that certain discriminatory practice can have dramatic effects on some people *(self-confidence shattered by abuse or insults)*?	☐	☐	☐	☐	☐	☐	☐
2.3	■ encouraging anyone who says they have been bullied or harassed to seek help, and be sensitive to their feelings *(racist 'jokes' or ridicule; offensive tone or language)*?	☐	☐	☐	☐	☐	☐	☐
2.4	■ preventing anyone from taking part in or encouraging gossip about cases of alleged or actual harassment or bullying *(Leadership)*?	☐	☐	☐	☐	☐	☐	☐
2.5	■ promoting good relations between people *(valued individuals)*?	☐	☐	☐	☐	☐	☐	☐

SECTION 3: EMPLOYEES

do you personally believe that all employees are…

		0	1	2	3	4	5	N/A
3.1	■ responsible for familiarizing themselves with this policy *(commitment to the principle of equality; rights & responsibilities)*?	☐	☐	☐	☐	☐	☐	☐
3.2	■ clear on what is and what is not acceptable behaviour at work *(communicating company policy)*?	☐	☐	☐	☐	☐	☐	☐
3.3	■ alert to potential discrimination and would quickly resolve any issues that arise *(violation of company policy)*?	☐	☐	☐	☐	☐	☐	☐
3.4	■ clear that Diversity is a competitive advantage in the marketplace, helping your organization achieve its commercial goals *(attracting and retaining the best qualified talent; individuals achieving their potential)*?	☐	☐	☐	☐	☐	☐	☐
3.5	■ making full use of the organisation's diverse workforce and fostering good relations in the workplace *(experience; networks; cultural perspectives)*?	☐	☐	☐	☐	☐	☐	☐

SECTION 4: COMPLAINTS HANDLING

do you personally believe that complaints and policy violations are…

		0	1	2	3	4	5	N/A
4.1	■ treated seriously & reported appropriately through the complaints procedure *(Manager, Supervisor & Human Resources representative; identifying potential concerns; prevention)*?	☐	☐	☐	☐	☐	☐	☐
4.2	■ thoroughly investigated with appropriate corrective action *(disciplinary sanctions; taking prompt and effective corrective action)*?	☐	☐	☐	☐	☐	☐	☐
4.3	■ dealt with promptly, with no retaliation tolerated against any employee involved in the filing, investigation or resolution of a complaint *(safety; openness; fairness)*?	☐	☐	☐	☐	☐	☐	☐
4.4	■ also identifying bullying as unacceptable *(racially derogatory remarks or insults; graffiti or slogans)*?	☐	☐	☐	☐	☐	☐	☐
4.5	■ a risk for organisational reputation *(brand; customers & clients; suppliers & contractors)*?	☐	☐	☐	☐	☐	☐	☐

Assessment Level Summary			Scores
Section 1	Working Environment	*max (25)*	0
Section 2	Diversity Policy	*max (25)*	0
Section 3	Employees	*max (25)*	0
Section 4	Complaints Handling	*max (25)*	0
Overall	*Diversity Assessment*	*max (100)*	0

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SECTION 1: WORKING ENVIRONMENT

Key Questions	Vision	Enablers	Tools	N/A	⚫	🥉	🥈	🥉	🎖
do you personally believe that your working environment is …	*foreseen & desired*	*Embedded throughout the organisation*	*in place*						
	YES: ☒ **NO:** ☐	**YES:** ☒ **NO:** ☐	**YES:** ☒ **NO:** ☐						
1.1 ■ supportive & harmonious *(respectful of Diversity; promotion of racial & sexual equality)*?	- Leaders committed by their *Values, Decisions & Actions* to improving the work environment ☐	➢ Visibility & accessibility of leaders ☐ ➢ Examples of leaders' behaviour as a role model ☐ ➢ Reinforcement of the importance of Diversity in Management Communications ☐	✓ A leadership system which set goals & directions to inspire performance excellence & reward increased on Diversity ☐ ✓ Breaking the leader's vision into clear steps & specific actions plan ✓ Diversity vision , mission & strategy ☐ ✓ Business values, expectations & behaviours ☐		☐	☐	☐	☐	☐
1.2 ■ free of unwanted conduct *(hostility; degrading or offensive attitude; threats of intimidation; humiliation)*?	- Creating the path for the team to act ☐	➢ A pattern of examples of action taken to improve diversity ☐ ➢ Employees managed & supported to satisfy Diversity requirements ☐	✓ Strategic training plan for the organisation ☐ ✓ Skills checklist ☐ ✓ Examples of a personal training plan ☐ ✓ Performance Appraisals & Personal objectives ☐		☐	☐	☐	☐	☐
1.3 ■ free of any prejudice that can affect day-to-day operations *(risks of legal liability; costly & time-consuming grievances; damage to productivity; staff morale)*?	- Building motivation & job satisfaction ☐	➢ Employees trained & developed to be able to meet Diversity needs (competency framework) ☐	✓ Investigating processes & tools in place ☐ ✓ Clear process ownership ☐ ✓ Induction programme ☐		☐	☐	☐	☐	☐
1.4 ■ inclusive, with high level of integrity *(equitable treatment; selection criteria solely based on merit)*?	- Generate high employee Integrity standards ☐	➢ Showing how employees' efforts help the organisation achieve its goals ☐	✓ Criteria / forms measuring diversity standards ☐ ✓ Diversity KPIs & balanced Scorecard deployed & performance monitored ☐ ✓ Reports & graphs showing performance against diversity standards ☐		☐	☐	☐	☐	☐
1.5 ■ encouraging individuals to treat each other with respect *(dignity; politeness)*?	- Infuse self-confidence throughout the company ☐	➢ Incentive systems for encouraging employees to seek education beyond basic requirements ☐	✓ Building a story that everyone can embrace ☐ ✓ Basic training package provided for all employees ☐		☐	☐	☐	☐	☐

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SECTION 2: DIVERSITY POLICY

	Key Questions *do you personally believe that your organisation's diversity policy is…*	Vision *foreseen & desired* YES: ☒ NO: ☐	Enablers *Embedded throughout the organisation* YES: ☒ NO: ☐	Tools *in place* YES: ☒ NO: ☐	N/A	●	🏅	🏅	🏅	🎖
2.1	■ opening equal opportunities to all candidates *(skills & qualifications; promotion & development; job & training)*?	- Increase productivity ☐	➢ Performance evaluation & suggestion planning ☐ ➢ Holding teams accountable for implementation ☐	✓ Examples of action taken to improve any adverse situations ☐ ✓ Summaries of staff surveys ☐ ✓ Reports showing employees indicators ☐	☐	☐	☐	☐	☐	☐
2.2	■ highlighting that certain discriminatory practice can have dramatic effects on some people *(self-confidence shattered by abuse or insults)*?	- Inspiring the team with clear visions of how things could be improved ☐	➢ Investigation of strong & weak processes in the company ☐	✓ analysis of employee satisfaction data ✓ Measures of absenteeism & turnover for employees ☐ ✓ Multiple measures of employee well-being & morale showing positive trends ☐ ✓ Summaries of employee exit interviews ☐	☐	☐	☐	☐	☐	☐
2.3	■ encouraging anyone who says they have been bullied or harassed to seek help, and be sensitive to their feelings *(racist 'jokes' or ridicule; offensive tone or language)*?	- Challenge day-to-day reality & status quo by encouraging staff to speak up ☐	➢ Defining flagging & alert systems ☐	✓ Measure trends in key indicators of well-being & morale ☐ ✓ Data quality, reporting & analysis from employee metrics ☐ ✓ Questionnaires & feedback cards ☐	☐	☐	☐	☐	☐	☐
2.4	■ preventing anyone from taking part in or encouraging gossip about cases of alleged or actual harassment or bullying *(Leadership)*?	- Diversity mindset embedded throughout the organisation ☐	➢ Leadership engagement ☐	✓ Identification of key processes for policy implementation ☐	☐	☐	☐	☐	☐	☐
2.5	■ promoting good relations between people *(valued individuals)*?	- Bring excitement into the business ☐	➢ Implementing ways in which individual employee ideas can be heard ☐	✓ Percentage of employees participating in improvement teams ☐ ✓ Multiple avenues of employees access to management & to propose ideas ☐ ✓ Company newsletter ☐ ✓ Employee suggestion system ☐	☐	☐	☐	☐	☐	☐

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SECTION 3: EMPLOYEES

Key Questions *do you personally believe that all employees are…*	Vision *foreseen & desired* YES: ☒ NO: ☐	Enablers *Embedded throughout the organisation* YES: ☒ NO: ☐	Tools *in place* YES: ☒ NO: ☐	N/A	⚫	🥉	🥈	🏅	🎖
3.1 ■ responsible for familiarizing themselves with this policy *(commitment to the principle of equality; rights & responsibilities)*?	- Help Teams create both short-term & long-term change ☐	➢ Empowering the team to promote trust among staff ☐	✓ Agreeing teams' rights & responsibilities ☐ ✓ Diversity charter ☐	☐	☐	☐	☐	☐
3.2 ■ clear on what is and what is not acceptable behaviour at work *(communicating company policy)*?	- Engage every mind & every member of the team ☐	➢ Making staff feel comfortable enough to speak up ☐ ➢ Building foundations with common language & principles ☐	✓ Actions taken to increase employees' responsibility ☐ ✓ Plans for increasing employee empowerment ☐	☐	☐	☐	☐	☐
3.3 ■ alert to potential discrimination and would quickly resolve any issues that arise *(violation of company policy)*?	- Encourage everyone to want to contribute ☐	➢ Involving key players & stakeholders ☐ ➢ Evaluation & improvement of processes ☐	✓ Coaching & counselling ☐ ✓ Evidence of routine evaluation of processes ☐ ✓ Reports demonstrating process improvements thanks to processes evaluation. ☐	☐	☐	☐	☐	☐
3.4 ■ clear that Diversity is a competitive advantage in the marketplace, helping your organization achieve its commercial goals *(attracting and retaining the best qualified talent; individuals achieving their potential)*?	- Allowing a smooth implementation across the business, building capabilities ☐	➢ Driving knowledge throughout the organisation ☐ ➢ Development plan ☐	✓ Capabilities review & audit ☐ ✓ Competitive threats analysis ☐	☐	☐	☐	☐	☐
3.5 ■ making full use of the organisation's diverse workforce and fostering good relations in the workplace *(experience; networks; cultural perspectives)*?	- Capture the diverse contributions of all team members ☐	➢ Unleashing behavioural & cultural forces ☐ ➢ Helping cross-cultural & diverse team working efficiently together ☐	✓ Process for obtaining, analysing & using a range of internal & external data ☐	☐	☐	☐	☐	☐

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SECTION 4: COMPLAINTS HANDLING

	Key Questions	Vision	Enablers	Tools	N/A					
	do you personally believe that complaints and policy violations are…	*foreseen & desired*	*Embedded throughout the organisation*	*in place*						
		YES: ☒ NO: ☐	YES: ☒ NO: ☐	YES: ☒ NO: ☐						
4.1	■ treated seriously & reported appropriately through the complaints procedure *(Manager, Supervisor & Human Resources representative; identifying potential concerns; prevention)*?	- Giving a chance to staff to voice their grievance ☐	➢ Easy access provided to staff for placing complaints or other feedback ☐ ➢ Organisation being proactive & aggressive in seeking feedback that can be used for process improvement ☐	✓ Evaluation and improvement of the complaint management processes ☐ ✓ Effectiveness of contact channels - measures of their ease of use ☐ ✓ Forms / Systems used for complaint management ☐ ✓ Reports on complaint analysis ☐ ✓ Analysis & summaries of findings ☐ ✓ Site visits ☐	☐	☐	☐	☐	☐	☐
4.2	■ thoroughly investigated with appropriate corrective action *(disciplinary sanctions; taking prompt and effective corrective action)*?	- Encouraging full participation ☐	➢ Analysing complaints to determine underlying cause ☐ ➢ Improvements in processes & service standards resulting from this analysis ☐	✓ Root cause analysis reports ☐ ✓ Reports showing complaint resolution times and / or other related measures ☐ ✓ Reports on complainer's satisfaction after resolving the complaint ☐	☐	☐	☐	☐	☐	☐
4.3	■ dealt with promptly, with no retaliation tolerated against any employee involved in the filing, investigation or resolution of a complaint *(safety; openness; fairness)*?	- Engaging people at every level of the organisation ☐	➢ A comprehensive system for managing complaints from initiation to resolution ☐	✓ Solutions prioritisation ☐ ✓ Answering questions / resolving problems quickly ☐	☐	☐	☐	☐	☐	☐
4.4	■ also identifying bullying as unacceptable *(racially derogatory remarks or insults; graffiti or slogans)*?	- Improving behaviours & employee morale ☐	➢ Company's culture review ☐	✓ Process for tracking & resolving all formal & informal comments & complaints promptly & effectively ☐ ✓ Employee complaint & feedback reports ☐	☐	☐	☐	☐	☐	☐
4.5	■ a risk for organisational reputation *(brand; customers & clients; suppliers & contractors)*?	- Delight customers with a better Intercultural Team Management ☐	➢ Focusing on the key actions to make a real difference ☐	✓ Market studies ☐ ✓ Customer retention rate ☐ ✓ Multiple measures showing very high levels of satisfaction ☐	☐	☐	☐	☐	☐	☐

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Dimensions Matrix ®

	INDIVIDU / MINORITES VISIBLES A	GOUVERNEMENT B	ENTREPRISES C	GRANDES ECOLES D
ENVIRONNEMENT, BESOINS & ENVIES ①				
OPPORTUNITES D'EMPLOI EN FRANCE ②				
OPPORTUNITES D'EMPLOI A L'ETRANGER ③				
LA DIVERSITE CONTRE LA DISCRIMINATION ④				

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