



# Diversity and Inclusion self-assessment

User manual

This publication has been produced as part of the All in for Equality –project, supported by the Rights, Equality and Citizenship (REC) Programme of the European Union (2014-2020).

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Project All in For Equality  
is supported by the rights,  
equality and citizenship (REC)  
programme of the European Union

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# Introduction

United Nation's Sustainable Development Goals, customers' demands and employees wishes have raised diversity and inclusion on the agendas of an increasing number of organisations. Indeed, there are many reasons for promoting diversity and inclusion in work life: responsibility, ensuring equality and non-discrimination, attracting talent and gaining the commitment of employees, wellbeing and productivity, as well as being able to better respond to customer needs.

But what are we actually talking about when we talk about diversity and inclusion? Work life diversity refers to the composition of the group: the fact that the group members differ based on their gender, age, health, sexual orientation, social class, disability, religion, citizenship and linguistic background, or some other factor. The most important dimensions of diversity depend on the context: in a male-dominated field, increasing the number of women increases diversity, while the inclusion of men has the same impact in a female-dominated field. At its best, diversity work improves the participation of historically underrepresented groups;

people who face discrimination and structural obstacles are included. Identifying discrimination – both direct and indirect as well as conscious and unconscious – and correcting its effects are at the centre stage of diversity work.

For a diverse group to work well together, every member of the organisation must feel they are a valued part of the group and that they can have an impact, regardless of their background: the atmosphere at work must be inclusive. The experience of inclusion is influenced by organisational practices, the physical premises, and communication, for instance. The nature of interaction between individuals also plays an important role. Inclusion is challenged by everyday microaggressions, that is, intentional or unintentional comments, questions or gestures that are othering and indicate prejudice. As every organisational member impacts the work atmosphere, everyone should be able to identify challenging situations and know how to intervene in a respectful way.

Diversity and inclusion work is related to both the organisation's different processes and practices as well as the everyday interactions between people. As a result, those starting diversity and inclusion work may feel that they are faced with a massive task and they might wonder: how and where do I start? There is no single right answer to this question. Every organisation is unique, and the challenges related to difference

vary. Some cornerstones of successful diversity and inclusion work can nevertheless be identified:

- **Top management commits to the work in the long term**
- **Clear and realistic goals are set**
- **Progress is monitored with clear indicators**
- **Responsibilities and division of work are clearly agreed on**
- **Sufficient human resources are allocated for the work**

Diversity and inclusion work means creating change throughout the whole organisation, and succeeding in it requires cooperation, perseverance and resources.

## The tool and its objective

The goal of this tool is to help people who promote diversity and inclusion in the organisation to identify different aspects and practices of diversity and inclusion work, and see which areas are the most important and should be developed further in their own organisation.

The tool can be seen as a map. The map describes diversity and inclusion work from different perspectives and guides the user to reflect over practices related to commitment, D&I leadership processes, employees, customers and other stakeholders. We encourage you to travel the map in the way that suits you best and choose your route freely.

The tool consists of a matrix and a manual. The matrix lists the key themes of diversity and inclusion work on three different levels. At the beginner level, the organisation has become aware of the importance of the topic and identifies different challenges and needs for practices. At the developer level, the organisation has developed and is developing

new practices, while on the advanced level, practices supporting diversity and inclusion are systematically used and the impact is measured.

The second part of the tool is the manual. In the manual, each theme is described in more detail, and the practices related to it are listed. If the practices related to the theme differ considerably from each other between large organisations and small and medium-sized organisations, for instance, this is also mentioned in the manual. The manual also includes a list of references for each theme.

The tool is designed to support all types of organisations: the public sector and the private sector, small, medium-sized and large organisations, organisations operating in the capital city region as well as in the rural areas. Some of the tool's themes and practices are not suitable for all organisations. They may become relevant at a later stage, or they may describe a set of problems that the organisation for some reason does not face. If a theme does not seem relevant to the organisation, it is good to assess carefully why that is, and challenge oneself to notice potentially discriminatory practices or unconscious biases in the environment.

The tool can be used in many roles. People planning and developing organisational practices, such as heads of human resources, heads of corporate responsibility, persons responsible for equality and non-discrimination, and managing directors of small and medium-sized organisations are evident users. However, also line managers, local union representatives and different employee groups can also benefit from using the tool. If the tool is used by more than one person within the same organisation, their assessments of the level reached may differ from each other: not everyone has the same information on all themes, and not everyone assesses the situation from the same point of view. If one person believes that the developer level has been reached while another thinks the

organisation still is on the beginner level, we encourage you to approach the situation with curiosity. We hope that the tool will lead to good internal discussions and provide ideas on the next steps in your diversity and inclusion work.

All in all, the tool helps make the organisation's current strengths and development needs related to diversity and inclusion visible. You might be a beginner in one theme and advanced in another. This means that the tool will not give the organisation an overall grade, and it does not allow you to compare your own level with the levels of other organisations. The current level of the organisation is assessed and determined by the users themselves. When monitoring the progress of D&I work, we recommend that you do so in more detail: set goals for different areas of the work and monitor them with clear metrics. The tool can act as a source of inspiration for setting your own goals and metrics and planning your diversity strategy.

## How was the tool developed?

The tool was developed in the spring of 2021 as a part of an EU funded project called 'All in for Equality'. The project was coordinated by the Finnish Ministry of Justice and funded by the Rights, Equality and Citizenship programme of the EU. FIBS was a project partner.

FIBS has been developing the field of diversity management for more than 10 years. FIBS represents the EU Platform of Diversity Charters in Finland, and it coordinates the Diversity Charter that was launched in 2012. Today, the Charter has been signed by a hundred organisations operating in Finland.

Includia Leadership acted as FIBS's partner in the project. Includia has been training and consulting Finnish organisations about diversity in work

life and inclusive work culture since 2017, and has been FIBS's diversity and inclusion partner since 2019.

The development of the tool started with a review of the existing tools. D&I self-assessment tools have been created especially in English-speaking countries: the USA, the United Kingdom and Australia. In these countries, organisations have been managing diversity and inclusion for a longer time. The strengths and weaknesses of the existing tools were assessed and mirrored against the Finnish context. The question constantly on our minds was: what would work in Finland?

The objective of this tool is to describe practices that are suitable for Finnish working life and that take the Finnish legislation into account. After evaluating the tools, we developed the first version of the matrix, in which the advanced level does not significantly differ from the practices in place in organisations operating in Finland that have been doing diversity and inclusion work for a longer time. At this stage, we asked experts to comment on the matrix regarding the following areas: family-friendly working life, gender and sexual minorities in working life, disabilities and work, foreign talents in the Finnish labour market, and D&I leaders in Finland. Based on the experts' comments, the matrix was further developed: both the themes and the definitions of the levels were revised.

The D&I field has developed rapidly in the recent years. We hope that this tool continues to spur on, inspire and support diversity and inclusion work and that as a consequence the matrix will soon need new levels!

**Helsinki, 14 May 2021**

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# 1. Commitment

## 1.1 Organisation's commitment

### **Description:**

An organisation's commitment to diversity and inclusion work communicates about the organisation's state of mind. Externally and internally communicating about the organisation's diversity and inclusion commitment to different stakeholders strengthens the internal legitimacy of diversity and inclusion work as well as the organisation's employer brand.

### **Practices:**

- Internal communications
- External communications
- Diversity Charter: In Finland, organisations can sign the Diversity Charter coordinated by FIBS.

### **Large organisations:**

Annual reports, media communications, customer magazine, personnel magazine, intranet, public appearances.

### **Small and medium-sized organisations:**

Newsletters, media communications, internal meetings, public appearances.

## 1.2 Resourcing and responsibility

Clearly defining responsibilities and securing sufficient resources increases the probability of success in diversity and inclusion work. Even though every member of the organisation has an impact on diversity and inclusion, the responsibility of planning and implementing the work must be clearly allocated to specific persons. In some organisations the persons will be the Head of D&I, while in others the person might have the role of HR Manager and D&I be just one part of their job description. D&I can also be the responsibility of an equality and non-discrimination working group. For the work to be effective, it is important that it is promoted by a person or persons with the authority to make a difference in the organisation: for instance that a member of the organisation's management team has responsibility of D&I work.



### Practices:

- Hiring a Head of D&I
- Ensuring that a member of the organisation's management team is responsible for D&I
- Allocating clear working hours for D&I work in case it is part of larger job description
- Forming a D&I working group

### Large organisations:

In large organisations the resourcing should mirror their size: hiring a Head of D&I is more likely in large organisations rather than in small ones. In an international organisation, the Head of D&I may work abroad, while the work in Finland is led by an HR specialist.

### Small and medium-sized organisations:

In small and medium-sized organisations, D&I work most probably constitutes one part of a person's larger job description. Small and medium-sized organisations reach the advanced level, when they have a clear division of responsibilities and the person leading D&I work is in a position of authority: such as the managing director of the organisation.

## 1.3 Composition of the board of directors

The diversity of the board of directors communicates about the organisation's attitude towards diversity and inclusion, and it builds an image of the organisation as a responsible actor. Board members of historically underrepresented groups act as role models. Diversity and inclusion also impacts the work of the board of directors.

According to the Corporate Governance Code of the Helsinki stock exchange, the board of a listed company must include both women and men. If both of these genders are not represented, the organisation must explain why they have deviated from the recommendation.

### Practices:

- Clear diversity goals have been set for the composition of the board
- Targeted recruitment
- Gender quotas
- Affirmative action

Affirmative action = Special measures that aim to improve the position and conditions of groups that are vulnerable to discrimination and ensure the actual equality of members of these groups. Affirmative action includes, for instance, proportionate recruitment measures that aim to increase the share of members of an underrepresented group in the personnel.

## 1.4 The role of the board of directors

A board of directors that regularly has diversity and inclusion work on its agenda both guides the executive team and makes the executive team responsible of creating good conditions for D&I work.

### Practices:

- Diversity and inclusion is discussed regularly by the board of directors: goals and monitoring.
- A named member of the board of directors is responsible for diversity and inclusion.

## 1.5 Composition of the executive team

The composition of the executive team communicates about the organisation's attitude towards diversity and inclusion. When the members come from different backgrounds, it conveys an image of the organisation as a responsible actor. Executive team members from historically



underrepresented groups act as role models. Diversity and inclusion also impacts the work of the executive team.

**Practices:**

- Targeted recruitment
- Affirmative action
- Practices related to the personnel: [see Section 3 of the manual](#).

## 1.6 The role of the executive team

An executive team that regularly talks about diversity and inclusion work as well as the objectives, responsibilities, and performance, strengthens the organisation's success.

**Practices:**

- Diversity and inclusion work is regularly on the executive team's agenda
- The members of the executive team have their own diversity and inclusion goals

## 1.7 Public support by the top management

By showing their support for diversity and inclusion work regularly and publicly, the top management demonstrate their commitment to the work and build the organisation's brand as a responsible actor. Commitment to the theme is strengthened by the personal thoughts and experiences of the top management on diversity and inclusion. Public support by the top management sends a message to current and potential employees, customers, partners and the whole community.

**Practices:**

- Public appearances
- Interviews in the media
- The organisation's communication material
- Acting as a as role model in everyday life

**Small and medium-sized organisations:**

In small and medium-sized organisations, the top management is often present and visible to the employees in their daily work. In small and medium-sized organisations, the top management does not only communicate their support in public comments, but also through everyday actions and choices.

# 2.

## Diversity and inclusion work processes

### 2.1 Definition

A good definition of diversity and inclusion work describes the importance of diversity and inclusion to the organisation. A clear definition describes which aspects of diversity and inclusion in particular are important and how diversity strengthens the organisation's success in its operations.

### 2.2 Focus

Effective diversity and inclusion work aims to change the discriminatory structures in the society/in one's own field. The focus of the organisation's D&I work should reflect this: the emphasis is on groups that are underrepresented or in a weaker position in the field, taking intersectionality into account.

Intersectionality refers to the intersection of differences. In order to make discrimination visible and understand it thoroughly, we need to study multiple identities at the same time. For example, you may not notice discrimination if you only examine gender – adding age and sexual orientation to the analysis can make the picture more accurate and diversity and inclusion work more effective.

#### **International organisations:**

The focus of the organisation takes the local challenges of different areas into account/enables a local definition of focus in parallel with the global focus.

### 2.3 Targets

Diversity and inclusion targets may focus on the result to be achieved or on the process and practices designed to help achieve the result. The targets may be quantitative or qualitative. Targets provide the best support when both long- and short-term targets are designed. Good targets are detailed, positive, realistic, measurable and time-based.

#### **Examples of diversity and inclusion targets:**

- Quantitative performance target: By 2030, our management team will have 40–60% of men and women.
- Quantitative process target: Anonymous recruitment is used in 30% of our recruitments.

- Qualitative performance target: In 2022, job seekers describe us as responsible and inclusive.
- Qualitative process target: Everyone involved in recruitment consider taking bias into account as a crucial part of the recruitment process.

## 2.4 Measuring progress

Clear metrics should be specified for the set D&I targets. The metrics makes progress in the work visible, as well as alerts about potential challenges. Good metrics are clear and rely on existing data or data that can be easily collected. The chosen metrics should allow regular monitoring and comparisons over time.

Target	Practice	Measuring the process	Measuring the impact
<b>Increasing the share of women in management to 40% by 2030.</b>	Mentoring: a talent programme for women	Number of participants	Monitoring the career progress of the participants
<b>Increasing the share of female applicants to 50% by 2030.</b>	Gender-neutral job advertisements	How often are job advertisements checked for gender-neutral language?	Change in the share of women among applicants
<b>Building and maintaining an inclusive culture.</b>	Training on inclusiveness: e.g. identifying different forms of discrimination and active intervention.	Monitoring the number of participants in the training events.	Monitoring different groups' experience of inclusiveness regularly with a survey on inclusion.

## 2.5 Linking performance in diversity and inclusion work to rewards

Tying performance related pay to diversity and inclusion indicators communicates about the importance of D&I to the organisation and incentivises individual managers. The performance related pay system can be tied to diversity and inclusion on different levels and in different areas, and the management can be rewarded based on both individual level and organisational level targets.

### Practices:

- Organisational level diversity and inclusion targets are tied to the management's performance pay plan
- Individual leaders' diversity and inclusion targets are tied to their personal incentive pay
- Personnel rewards are tied to the unit's inclusion targets

## 2.6 Diversity survey

The focus of the diversity survey is on the composition of the workforce in different areas and levels of the organisation. The survey's focus is on differences like gender, age, education, sexual orientation, disability, language, ethnicity, race, religion and nationality.

Diverse representation on different levels of the organisation communicates about equality and non-discrimination as well as about the organisation's commitment to promoting diversity and inclusion. In Finland, the Act on the Protection of Privacy in Working Life prohibits employers from collecting information related to several identities central to diversity work. However, it is possible to map diversity on several identity dimensions, also those identities that cannot be included in the HR system, as long as it is done in an anonymous manner. To ensure anonymity, the respondent group must be large enough to make it impos-

sible to identify respondents even if several identities are studied at the same time. Using an external service provider to process the survey data does not impact the anonymity requirements.

It is good to conduct a diversity survey regularly, such as annually, in order to identify changes and make it possible to address unwanted development.

### Practices:

- A separate anonymous survey on the composition of the workforce.
- Gathering data on diversity through other anonymous surveys: e.g. employee engagement survey.

### International organisations:

International organisations must take country specific legislation related to personal data and information security in working life into account: there are also differences within Europe.

### Small and medium-sized organisations:

The anonymity of the personnel must be ensured in the surveys. Implementing anonymous surveys focusing on several identity dimensions is not possible in small organisations. In that case, diversity can be mapped through the personnel's own assessments: in the experience of the personnel, how well has the organisation achieved diversity in different tasks and on different levels?

## 2.7 Inclusion survey

An inclusion survey focuses on different groups' experiences of inclusion and makes potential challenges visible. Based on the survey results most important D&I initiatives can be identified.

Respondents' different identities, such as sexual orientation, ethnic-

ity, disability, religion or nationality, should when possible to guarantee anonymity, be taken into account. The survey results provide information about the experiences of people with disabilities and sexual minorities with regard to issues such as career advancement or wellbeing at work. In a traditional job satisfaction survey, the experiences of these groups are not visible, which makes it difficult to address challenges.

It is good to conduct an inclusion survey regularly, such as annually, in order to identify changes and make it possible to address unwanted development.

### **Practices:**

- **Anonymous survey:** information about the experience of inclusion is gathered from the employees anonymously, taking the respondents' different identities into account.
- **Pulse surveys:** mapping the experience of inclusion as a part of a regular pulse survey.
- **Focus groups and interviews:** the experiences of the employees are studied through focus group discussions or interviews. A good solution when you want to understand the experiences of a certain group more deeply.
- **Observation:** An external observer surveys practices that strengthen/challenge inclusion in the organisation's everyday life.

### **Small and medium-sized organisations:**

Implementing anonymous surveys is not possible in small organisations. In these cases, inclusion can be mapped through the employees' own assessments: how do employees experience inclusion? How well does the organisation promote inclusion while taking the different groups into account?

## **2.8 HR analytics**

HR analytics refers to analysing employee data. In Finland, gender, age, educational background and language skills can be monitored via employee data. In D&I work, the use of HR analytics focuses on ensuring equality or identifying potential challenges to equality in different processes: e.g. recruitment, career advancement and employee turnover.

### **Practices:**

- **Monitoring data in e.g. the following:**
- **Recruitment:** gender distribution (or other difference) of the applicants, those interviewed, those selected for a job
- **Career advancement:** gender distribution (or other difference) in promotions
- **Employee turnover:** gender, age or career stage of those who leave the organisation
- **Use of family leave:** gender, age or career stage of those who use family leave

## **2.9 Documenting the diversity and inclusion strategy**

Documenting the diversity and inclusion strategy ensures that everyone has a shared understanding of the work. The diversity and inclusion strategy document clearly describes the focus, definitions, targets, measures, responsibilities and indicators. The document is available to everyone and it can be revisited as the work progresses.

# 3. Employees

## 3.1 Job advertisements

Paying attention to diversity and inclusion when advertising open positions increases the likelihood to attract candidates from different backgrounds and from a larger pool of talents. This can be done by ensuring a gender-neutral language, by using images that represent diversity (without reproducing stereotypes) and by ensuring that the language of the advertisement (Finnish/Swedish/English) corresponds to the language skills required in the job. A diversity statement can also be used in the advertisement.

### Practices:

- **Gender-neutral language:** avoiding predominantly masculine or feminine terminology in wording and content of the advertisement.
- **Channels:** the advertisements are published in different channels, including different minorities' own channels.
- **Images:** the images reflect the diversity of the organisation and the society, without reproducing stereotypes.
- **Language of the advertisement:** the language used in the advertisement

(Finnish/Swedish/English) corresponds to the language skills required in the job.

- **Diversity statement:** the job advertisement states the organisation's commitment to promoting diversity and encourages different groups and members of minorities to apply for the job.
- **Accessibility:** The job advertisement describes the accessibility of the workplace.
- **Monitoring:** The demographic composition of the applicants is monitored.

## 3.2 Assessing applicants

Unconscious biases affect everyone. In assessing candidates biases can challenge the organisation's ability to increase diversity. When biases are not identified and the implications are not corrected, competence is more easily identified in members of the majority population, while more convincing proof is required from minority members. Ensuring the objectivity in applicant assessments improves the ability to increase diversity and is a way to guarantee equality and non-discrimination.

### Practices:

- Anonymous recruitment: personal data of the applicants, such as name, age, gender and photo, are removed from the applications.
- Work test: the applicants are given a task, and skills essential to the work are assessed based on success in the task.
- Awareness of discrimination: all of those who participate in candidate assessments are given training about the impact of unconscious biases.
- No rush: enough time is allocated for assessing the applicants.
- Reporting: the decisions on the assessment of applicants are justified in writing/verbally to a party who has not participated in the assessment.
- Grouping: several applicants are assessed at a time.

## 3.3 Interview

Unconscious biases may have an impact in interview situations: if their impact is not taken into account, they will slow down the increase of diversity in the organisation. Ensuring objectivity in interview situations improves the preconditions for increasing diversity and guarantees equality and non-discrimination.

### Practices:

- Standardised interviews.
- A diverse group of interviewers: the group includes interviewers from different demographics; their relationships with the different interviewees may also vary.
- Video interviews: enabling remote participation makes it possible to reach a larger group of applicants.
- Diverse slate: at least one minority applicant is included in the final round of interviews.

- Training: all interviewers have been given training on diversity and inclusion in interview situations.
- Monitoring: interview experiences are followed up from a diversity and inclusion perspective. Experiences are also gathered from those not selected.

## 3.4 Definition and description of duties

Detailed job descriptions and definitions of duties enhances equal career opportunities. Job descriptions and duties are defined based on a detailed analysis of the job requirements. When defining the duties, it is also good to think about possible adjustments: this challenges to think creatively and enhances equal opportunities for people with disabilities.

### Practices:

- Job analysis: critical assessment of skills essential for doing the job. The previous job holder's characteristics are not taken into account.
- Challenging own thinking: in what kinds of different ways could the job be done? How could the position be adapted so that it would be suitable for a larger group of applicants?
- Adjusting the job duties: the organisation communicates regularly about the possibilities of adjusting job duties.

## 3.5 Job classification

A transparent job classification supports equal career opportunities and makes it easier to identify and highlight inequalities. When everyone knows about the job classifications and advancement/assessment criteria, it is possible to ensure that the requirement level, job title and remuneration are in line.



**Practices:**

- A clear task classification is in use, requirement levels have been defined.
- Information about the job classification is communicated so that the requirements of the different levels are clear to the members of the organisation.

### 3.6 Pay Equality

Pay equality must be regularly monitored by the pay survey required by the Act on Equality between Women and Men. If inequalities are found, they are either addressed immediately by correcting them or with practices that will correct any disparities and lead to equal pay in the long term, such as training about unconscious biases in pay negotiations, open pay information, and by specifying wage classes for different tasks.

**Practices:**

- **Monitoring:** a pay survey is regularly carried out in the organisation. The survey monitors pay on different classification and requirement levels.
- **Immediate intervention:** inexplicable pay differences are removed. The practices that cause pay differences must also be addressed. Otherwise, there is a risk that pay differences will reappear.
- **Open pay information:** transparency with regard to pay reduces the risk of pay differences.
- **Pay levels:** clear definitions of pay and requirement levels support equal pay.
- **Training in pay negotiations:** all participants in pay negotiations are given training about the impact of unconscious biases in pay negotiations.

**Small and medium-sized organisations:**

The equality plan does not require organisations that employ fewer than 30 people to conduct pay surveys. However smaller organisations also benefit from monitoring pay equality.

### 3.7 Career advancement

Structural discrimination in society and unconscious biases negatively impact the advancement of some groups, unless the effects are addressed and corrected.

**Practices:**

- **Training:** Supervisors are trained to identify different forms of discrimination and the effects of unconscious bias in development discussions and performance reviews in particular.
- **Members of underrepresented groups are personally encouraged to apply for more challenging open positions.**
- **Support:** The career advancement of women and minorities is supported by mentoring and sponsorship programmes and targeted training.
- **Monitoring career advancement:** Career advancement is monitored with HR data based on gender, age and education. The own subjective assessment of members of minority groups of their career advancement is monitored by inclusion surveys.

### 3.8 Learning and development

Taking diversity and inclusion into account in the content of the training provided by the organisation strengthens the feeling of inclusion and the opportunities for women and minority members to grow and develop. To ensure equality, representation of different groups in the trainings must be monitored.

**Practices:**

- **Content:** Content is developed with a norm-critical approach and with attention to diversity
- **Participants:** Different groups opportunities to participate are paid attention to when planning trainings: e.g time, accessibility and language.
- **Communications:** Training descriptions clearly communicate about accessibility.
- **Monitoring:** The demographic/background of those who have participated in the training is monitored regularly. Information about identities that are not in the personal data file is only gathered if it can be done anonymously. Otherwise, the participants are asked for their opinion on how to take different groups into account in the content and arrangements of the training as well as the spaces used.

### 3.9 Employee wellbeing

In order to ensure the experience of inclusion, diversity is taken into account when developing initiatives to support employees' wellbeing. In planning and designing benefits related to physical exercise, culture, travel, occupational health care, team days or cafeteria services employee diversity, e.g. employees with limited mobility, vegans, linguistic minorities and people with families are taken into account.

**Practices:**

- **Employee benefits:** A wide variety of employee benefits are proposed.
- **Communications:** Stereotypical assumptions are avoided in the communications about employee wellbeing and benefits.

### 3.10 Diversity and inclusion training

The experience of inclusion is created in the interaction between different people: the management, colleagues and other partners all have a role. Every member of the organisation has responsibility and a role in developing and maintaining inclusiveness. In order to succeed in this, every member of the organisation must be able to identify different forms of discrimination and situations that challenge inclusion and be able to intervene in a respectful way when observing discrimination or inappropriate treatment. Diversity and inclusion training covers different topics such as the many different forms of discrimination, intervening in discriminatory situations in different roles, unconscious bias in different situations, the benefits of diversity, microaggressions, privileges, psychological safety, gender and sexual minorities in working life, people with disabilities in working life, religions in working life, etc.

**Practices:**

- Training supervisors
- Training employees
- D&I training as a part of induction

### 3.11 Building an inclusive culture – a workplace free from norms

In a norm-free workplace stereotypical assumptions are actively challenged. Members of the organisation work from an assumption of diversity: the starting point in everything is that anyone can at any time be a member of a minority. The organisation ensures that everyone feels safe and valued, and that it is easy to join discussions and events without thinking about one's own identity.

**Practices:**

- Training: Members of the organisation are trained to identify different forms of discrimination and stereotypical assumptions.
- Communications: The organisation's communication challenges stereotypical assumptions and norms.

### 3.12 Building an inclusive culture – active bystander intervention

In order to ensure inclusion, it is important that every member of the organisation can identify discrimination and inappropriate treatment and knows how to respectfully intervene. The importance of intervention is discussed in the organisation, and people are encouraged to actively intervene in situations that challenge inclusion.

**Practices:**

- Training on active bystander intervention
- Encouraging all to act as active bystanders
- Providing positive feedback for active bystander intervention

### 3.13 Building an inclusive culture – language awareness

The language used in the organisation can unintentionally challenge inclusion. To counter this the organisation can adopt a language-aware approach and critically assess the following: what language should we use in different situations? What are reasonable language requirements for different tasks? How does the terminology we use impact inclusion?

**Practices:**

- Encouragement for/instructions on using gender-neutral language
- Using plain language

- Workplace instructions in several different languages
- Making the language requirements more reasonable
- Providing employees support for learning Finnish/Swedish
- Agreeing on common linguistic practices, e.g. two languages can be used at meetings
- Monitoring: the realisation of inclusiveness is mapped by language group

### 3.14 Tools and instructions in case of discrimination

Clear instructions on how to act in case of discrimination increases the likelihood that supervisors and the HR department will be informed about the situation. It is good to have instructions for different situations and people in different roles: discrimination can be perpetrated by supervisors, colleagues or customers, for example.

**Practices:**

- Communications: information about the instructions is communicated regularly, and the instructions are easy to find in the intranet, for example.
- Discrimination experts: the organisation has appointed discrimination experts, and employees of all backgrounds can safely contact them.
- Anonymous reporting channel.
- Communicating about zero tolerance: it is clear to everyone that any harassment or discriminatory or inappropriate behaviour will be addressed.

## 3.15 Physical premises

The organisation's physical premises impact the experience of inclusion. Different groups have different needs with regard to the physical premises. With choices made with regard to the physical premises it is possible to challenge norms and take gender minorities, religion, disabilities and parenthood into account. The premises must ensure safe work for a diverse workforce and promote the feeling that everyone belongs to the team.

### Practices:

- **Norm-free surroundings: neutral interior design of the premises**
- **Limited mobility: the accessibility of the premises has been ensured**
- **Gender minority: gender-neutral toilets and dressing rooms**
- **Religion: a quiet room for religious or spiritual moments**
- **Parenthood: a breastfeeding room, room for changing a baby's nappy**

## 3.16 Job accommodations

The employer has a statutory obligation to arrange for reasonable accommodations at work. By communicating about accommodations at work proactively, the employer strengthens the feeling of inclusion of people with disabilities. Information on the possibility of accommodations and instructions for them must be easily available, and the organisation must have clear processes and divisions of responsibility for implementing the accommodations.

### Practices:

- **Communication and instructions on accommodations and the possibility for accommodations**
- **Accommodations related to job duties**

- **Accommodations with regard to working hours**
- **Accommodations related to tools: e.g. computer, lighting, office chair, desk**
- **Monitoring: the organisation monitors the success of accommodations in a suitable manner**

## 3.17 Sexual and gender minorities in the workplace

Inclusion is strengthened by increasing employees' awareness about sexual and gender minorities. The diversity within the LGBTQ+ minority is taken into account in the organisation's diversity and inclusion work: for example, homosexual people are often in a more privileged position than transgender people.

### Practices:

- **Increasing employees' awareness: training, communications**
- **Monitoring the representation of the group and their experiences: see Sections 2.6 & 2.7, diversity survey and inclusion survey**
- **Inclusive language: forms have at least these options: female, male, other**
- **LGBTQI+ employee network**
- **Support for an employee's gender reassignment process: the role of the supervisor in guaranteeing a safe and non-discriminatory work community**

### LGBTQI+:

refers to both sexual and gender minorities: gay, lesbian, bi, trans, queer and intersex people.

### 3.18 Combining family and work

Taking diverse family situations into account when designing practices to support combining family and work increases equality, non-discrimination and inclusion.

#### Practices:

- Everyone is encouraged to use the different forms of support for the family and working life: adoptive families, rainbow families, foster families, single parents, child-free families, and situations, in which the family is responsible for caring for parents or other relatives.
- Employer's flexibility: the employer has a willingness to consider situations on a case-by-case basis.
- During family leave the employee is taken into account as agreed with the employee; not everyone wants to stay in contact with the workplace during family leave.
- Returning from family leave: mentoring is offered, and it is ensured that the job level to which the employee returns corresponds to the job they had before leave.
- Career advancement: those on family leave are taken into account in advancement and merit raise negotiations.
- Monitoring the use of family leave: the effects of using family leave on career advancement and pay are monitored. If challenges are identified, the practices are developed and deficiencies are corrected.

### 3.19 Boundaries between work and leisure time

Clear practices on the boundaries between work and leisure time that take employee diversity into account strengthen the feeling of inclusion, make it possible to attract diverse employees and enable employee well-being and ability to cope at work.

#### Practices:

- Work arrangements: remote work, part-time work, flexible working hours.
- Holidays: it is ensured that employees already during the first year at work have enough holiday.
- Monitoring: the impact of different work arrangements on career advancement is monitored. For example, it is ensured that remote work will not have a negative impact on career development.
- Management's support: the management supports and encourages drawing healthy boundaries by acting as role models.
- Organising work: teams are encouraged to agree about different practices of how work and collaboration are organised: for example meeting-free Fridays.

# 4.

## Customers, users and other collaboration partners

### 4.1 Research and development

Organisations will not reach their full potential in innovation and development, and important points of view will be ignored, if diversity is not actively taken into account in R&D work. Instead, products and services will only be suitable for some groups of people, leaving other groups in a less favourable position. For example, if car crash test dummies only correspond to average sized males, women and children will be at a higher risk of injury.

#### Practices:

- **Research questions:** Diversity is taken into account when defining research topics.
- **Methods:** Diversity is taken into account in research methods.
- **Data collection:** Diversity is taken into account in the data collection: when studying human beings, it is ensured that the sample is diverse and that participants' background information is collected.
- **Analysis and reporting:** Participants different identities are taken into account in the data analysis, and the differences between groups are described in the results.

### 4.2 Product and service development

By taking existing and potential customers' diversity into account in product and service development, it is possible to develop the inclusiveness of products and services and serve a larger customer base. Diversity is taken into account at all stages of product and service development: ideation, creation, testing and launching.

#### Practices:

- **Accessibility:** Accessibility and availability are taken into account in the design of products and services.
- **Accessibility statement:** The accessibility of a product or service is clearly stated in the product or service description.
- **Product and service development teams:** The teams designing products and services are diverse.
- **Focus groups and test users:** The diversity of focus groups and test users is ensured.
- **Training:** Those participating in product and service development are given training on the importance of diversity and inclusion as well as inclusive design.
- **Monitoring the demographic development:** Changes in the de-

mographic development are taken into account in the design of products and services.

### 4.3 Sales and marketing

Taking diversity into account in sales and marketing increases the experience of inclusion in customer relationships. This makes it possible to reach a larger customer base. Diversity is taken into account at every stage of the planning, implementation and development of sales and marketing.

**Practices:**

- Marketing team: the team in charge of marketing consists of a diverse group of people, and they are able to take diversity into account in the different work phases.
- Language and images: inclusive language and images are used.
- Training: everyone working in the customer interface is given training about stereotypes, unconscious biases, the different forms of discrimination and about inclusion.
- Customer feedback: customer assessments about diversity and inclusion in sales and marketing are monitored.

### 4.4 Purchasing and subcontracting

Taking diversity into account in purchasing and the choice of subcontractors strengthens the development of equality and non-discrimination through the partners in the society around you.

**Practices:**

- Instructions: Diversity and inclusion are included in the subcontracting instructions, and the aim in all purchasing is to only cooperate with organisations that have clear goals related to the

promotion of diversity and inclusion that can be monitored.

- Monitoring: The progress of the subcontractors’ diversity and inclusion work is monitored.

### 4.5 Communication

Employees’ and customers’ experiences of inclusion are strengthened by taking diversity into account in all organisational communication.

**Practices:**

- Instructions: The organisation has instructions on using gender-neutral language.
- Tools: The organisation enables the use of linguistic analysis tools to identify gendered text.
- Image banks: The image banks used by the organisation reflect diversity and avoid stereotypes.
- Training: Everyone who is involved in communication is given training about inclusive communication.
- Monitoring: The inclusiveness of communication is analysed by an external actor, and the experiences of inclusion of different groups are surveyed.

### 4.6 Community relations

By establishing community relations to support the wider development of diversity and inclusion in the society, the organisation both influences social development and communicates about the organisation’s values.

**Practices:**

- Support: By supporting external groups and networks, the organisation publicly conveys its desire to improve the conditions of different groups. When supporting a group externally, the organ-



isation makes sure to also have impactful internal work focusing on improving the conditions of the group in place.

- **Communications:** By communicating about the organisation's engagement to support a group, the organisation communicates about the importance of diversity and inclusion work and encourages other organisations to do similar work.
- **Sharing experiences:** Sharing the lessons learned from internal D&I work ensures that the organisation's support is not just seen as a separate act of charity.
- **Cooperation:** Traineeships for community members, mentoring.

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3: <https://www.finlex.fi/fi/laki/kaannokset/1889/en18890039>

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## More information by theme

### 1. Commitment

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#### 1.2 Resourcing and responsibility

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- It's Frontline Leaders Who Make or Break Progress on Diversity: <https://www.bcg.com/publications/2020/frontline-leaders-make-break-progress-diversity>
- Diversity networks in organisations: are they really (net)working for equality? <https://blogs.lse.ac.uk/businessreview/2018/11/26/diversity-networks-in-organisations-are-they-really-networking-for-equality/>
- Employee network and affinity groups (pdf): [https://www.diversitybestpractices.com/sites/diversitybestpractices.com/files/import/embedded/anchors/files/diversity\\_primer\\_chapter\\_10.pdf](https://www.diversitybestpractices.com/sites/diversitybestpractices.com/files/import/embedded/anchors/files/diversity_primer_chapter_10.pdf)

#### 1.3 Composition of the board of directors

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#### 1.5 Composition of the executive team

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## 1.7 Public support by the top management

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### 2.3 Targets

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- Health and wellbeing is the new frontier in the diversity and inclusion discourse: <https://reba.global/content/health-and-wellbeing-is-the-new-frontier-in-the-diversity-and-inclusion-discourse>
- Benefits trends survey 2019 (sivu 7): <https://www.wtw-healthandbenefits.co.uk/wp-content/uploads/2019/06/Benefit-Trends-report-web.pdf>
- The role of employee benefits in fostering diversity and inclusion: <http://www.wtw-healthandbenefits.co.uk/hr-resources/role-employee-benefits-diversity-inclusion>
- As Workplaces Diversify, Inclusive Health Care Benefits Can Lend a Competitive Advantage: <https://www.brinknews.com/as-workplaces-diversify-inclusive-health-care-benefits-can-lend-a-competitive-advantage/>

### 3.10 Diversity and inclusion training

- Don't Give Up on Unconscious Bias Training – Make It Better: <https://hbr.org/2017/04/dont-give-up-on-unconscious-bias-training-make-it-better>
- How To Deploy Training Effectively To Improve Diversity And Inclusion: <https://www.forbes.com/sites/carmenmorris/2020/09/10/how-to-deploy-training-effectively-to-improve-diversity-and-inclusion/?sh=72f06b594451>



### 3.11 Building an inclusive culture – a workplace free from norms

- Diversity Doesn't Stick Without Inclusion: <https://hbr.org/2017/02/diversity-doesnt-stick-without-inclusion>
- High-Performing Teams Need Psychological Safety. Here's How to Create It: [https://hbr.org/2017/08/high-performing-teams-need-psychological-safety-heres-how-to-create-it?utm\\_campaign=hbr&utm\\_medium=social&utm\\_source=twitter](https://hbr.org/2017/08/high-performing-teams-need-psychological-safety-heres-how-to-create-it?utm_campaign=hbr&utm_medium=social&utm_source=twitter)
- 10 askelta kohti yhdenvertaista työelämää: <https://vamlas.fi/10-askelta-kohti-yhdenvertaista-tyoelamaa/> (in Finnish)

### 3.12 Building an inclusive culture – active bystander intervention

- Fixing a toxic work culture: How to encourage active bystanders: <https://mitsloan.mit.edu/ideas-made-to-matter/fixing-a-toxic-work-culture-how-to-encourage-active-bystanders>
- Teknologia-ala tarvitsee naisia – naiset tarvitsevat liittolaisia (edelleen): <https://www.talouselama.fi/kumppanisisallot/microsoft/teknologia-ala-tarvitsee-naisia-naiset-tarvitsevat-liittolaisia-edelleen/> (in Finnish)
- Breaking the silence - preventing harassment and sexual misconduct: <https://www.breakingthesilence.cam.ac.uk/prevention-support/be-active-by-stander>

### 3.13 Building an inclusive culture – language awareness

- Breaking the silence - preventing harassment and sexual misconduct: <https://thl.fi/fi/tutkimus-ja-kehittaminen/tutkimukset-ja-hankkeet/moninaisesti-parempi-nostetta-maahanmuuttajataustaisten-naisten-asiantuntijauriin>
- Työelämäsanastoa selkokielellä: <https://selkokeskus.fi/selkokieli/materiaale-ja-tyoelamasanastoa-selkokielella/> (in Finnish)

- Kielitietoinen asiantuntijatyö ja sukupuolittietoinen viestintä keinoina edistää tasa-arvoa ja yhdenvertaisuutta työelämässä: <https://www.kieliverkosto.fi/fi/journals/kieli-koulutus-ja-yhteiskunta-maaliskuu-2021/kielittietoinen-asiantuntijatyo-ja-sukupuolittietoinen-viestinta-keinoina-edistaa-tasa-arvoa-ja-yhdenvertaisuutta-tyoelamassa> (in Finnish)
- How different are we? Survey results on identities, values and attitudes among the Finnish majority population and the largest ethno-linguistic minorities: <https://www.e2.fi/hankkeet-ja-julkaisut/julkaisut/how-different-are-we-survey-results-on-identities-values-and-attitudes-among-the-finnish-majority-population-and-the-largest-ethno-linguistic-minorities.html> (page in Finnish, report in English)
- Selvitys maahanmuuttajien rekrytoinnista: <https://www.doria.fi/bitstream/handle/10024/178315/Selvitys%20maahanmuuttajien%20rekrytoinnista.pdf?sequence=1&isAllowed=y> (in Finnish)
- Ulkomaalaistaustaisten terveys ja hyvinvointi Suomessa (osa 4): [https://www.julkari.fi/bitstream/handle/10024/139210/URN\\_ISBN\\_978-952-343-034-1.pdf?sequence=1&isAllowed=y](https://www.julkari.fi/bitstream/handle/10024/139210/URN_ISBN_978-952-343-034-1.pdf?sequence=1&isAllowed=y) (in Finnish)

### 3.14 Tools and instructions in case of discrimination

- Syrjintä työelämässä: <https://www.tyosuojelu.fi/web/en/employment-relationship/non-discrimination/discrimination>
- Toimintaohje mahdollisessa työsyRJintätapauksessa: [https://ttk.fi/tyoturvallisuus\\_ja\\_tyosuojelu/tyoturvallisuuden\\_perusteet/tyoyhteiso/monimuotoisuus\\_yhdenvertaisuus\\_ja\\_tasa-arvo/toimintaohje\\_mahdollisessa\\_tyosyrjintatapauksessa](https://ttk.fi/tyoturvallisuus_ja_tyosuojelu/tyoturvallisuuden_perusteet/tyoyhteiso/monimuotoisuus_yhdenvertaisuus_ja_tasa-arvo/toimintaohje_mahdollisessa_tyosyrjintatapauksessa) (in Finnish)
- Do Your Employees Feel Safe Reporting Abuse and Discrimination? <https://hbr.org/2020/10/do-your-employees-feel-safe-reporting-abuse-and-discrimination>

### 3.15 Physical premises

- Työelämän saavutettavuus – Fyysinen esteettömyys: <https://www.vates.fi/tietopaketti/tyoelaman-saavutettavuus/fyysinen-esteettomyys> (in Finnish)
- How Do We Design Workplaces For Inclusivity And Diversity: <https://www.forbes.com/sites/pragyaagarwaleurope/2018/07/19/how-inclusive-is-your-organisation-here-is-how-to-use-inclusive-design/?sh=555f9dc64d18>
- 8 ways to enhance workplace inclusivity through physical space and design: <https://www.abajournal.com/voice/article/enhancing-workplace-inclusivity-via-physical-space-and-deliberate-design>
- How Can We Design Truly Gender-Neutral Work Places: <https://www.forbes.com/sites/pragyaagarwaleurope/2018/07/21/how-can-we-design-truly-gender-neutral-work-places/?sh=71a67a5c7994>

### 3.16 Job accommodations

- Vammaispalveluiden käsikirja – Työ ja työtoiminta: <https://thl.fi/fi/web/vammaispalvelujen-kasikirja/tuki-ja-palvelut/tyo-ja-tyotoiminta> (in Finnish)
- Tietoa työnantajille: <https://www.invalidiliitto.fi/tietoatyo-opiskelu-ja-yrittajyys/tietoa-tyonantajalle> (in Finnish)
- Vammaisten henkilöiden työllistymisen rakenteelliset esteet: [https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/162325/TEM\\_2020\\_36.pdf?sequence=1&isAllowed=y](https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/162325/TEM_2020_36.pdf?sequence=1&isAllowed=y) (in Finnish)
- Promoting diversity and inclusion through workplace adjustents: [https://www.ilo.org/wcmsp5/groups/public/---ed\\_norm/---declaration/documents/publication/wcms\\_536630.pdf](https://www.ilo.org/wcmsp5/groups/public/---ed_norm/---declaration/documents/publication/wcms_536630.pdf) (in Finnish with a summary in English)
- 4 ways to improve your company's disability and inclusion practices: <https://hbr.org/2019/06/4-ways-to-improve-your-companys-disability-inclusion-practices>
- Kohtuulliset mukautukset: <https://www.esteettatoihin.fi/tyonantajalle/kohtuulliset-mukautukset/> (in Finnish)

### 3.17 Sexual and gender minorities in the workplace

- Sateenkaarisanasto: <https://seta.fi/sateenkaaritieto/sateenkaarisanasto/> (in Finnish)
- Transsukupuolisuus: <https://seta.fi/sateenkaaritieto/sukupuolen-moinaisuus/transsukupuolisuus/> (in Finnish)
- Creating a trans-inclusive workplace: <https://hbr.org/2020/03/creating-a-trans-inclusive-workplace>
- Tackling Discrimination against Lesbian, Gay, Bi, Trans, & Intersex People (pdf): <https://www.unfe.org/wp-content/uploads/2017/09/UN-Standards-of-Conduct.pdf>
- Best practices for non-binary inclusion in the workplace (pdf): <https://outandequal.org/wp-content/uploads/2019/11/OE-Non-Binary-Best-Practices-Final.pdf>
- Out & equal – Toolkits and guides: <https://outandequal.org/toolkits-guides/>

### 3.18 Combining family and work

- Monimuotoiset perheet – Työelämätaavoitteet: <https://monimuotoisetperheet.fi/tyo-ja-perhe/tyoelamatavoitteet/> (in Finnish)
- Perheystävällisen työpaikan periaatteet: <https://www.vaestoliitto.fi/uploads/2020/11/8f11ec22-perheystavallisen-tyopaikan-periaatteet.pdf> (in Finnish)
- Tasa-arvo ja isät -hanke: <https://www.vaestoliitto.fi/ammattilaiset/tyo-ja-perhe/tasa-arvo-ja-isat-hanke/> (in Finnish)
- Työ ja perhe-elämä: <https://www.hyvakysymys.fi/artikkeli/tyo-ja-perhe-elama/> (in Finnish)
- Perhevapaan vaikutus naisten urakehitykseen kielteisempi korkeakoulutetuilla: <https://www.tilastokeskus.fi/tietotrendit/artikkelit/2019/perhevapaan-vaikutus-naisten-urakehitykseen-kielteisempi-korkeakoulutetuilla/> (in Finnish)

### 3.19 Boundaries between work and leisure time

- Työn ja vapaa-ajan yhteensovittaminen: [https://ttk.fi/tyoturvallisuus\\_ja\\_tyosuojelu/tyoturvallisuuden\\_perusteet/tyoyhteiso/tyoaika\\_ja\\_palautuminen/tyon\\_ja\\_vapaa-ajan\\_yhteensovittaminen#b59d5910](https://ttk.fi/tyoturvallisuus_ja_tyosuojelu/tyoturvallisuuden_perusteet/tyoyhteiso/tyoaika_ja_palautuminen/tyon_ja_vapaa-ajan_yhteensovittaminen#b59d5910) (in Finnish)

## 4. Customers, users and other collaboration partners

### 4.1 Research and development

- Diversity in Research Participation – why it’s important: <https://recruit.ucsf.edu/diversity-research-participation-why-its-important>
- Diversity in R&D and Innovation: <https://www.enterpriseresearch.ac.uk/publications/diversity-in-rd-and-innovation/>
- Gendered innovations: <https://genderedinnovations.stanford.edu>

### 4.2 Product and service development

- Ignoring Diversity Hurts Tech Products and Ventures: <https://ecorner.stanford.edu/articles/ignoring-diversity-hurts-tech-products-and-ventures/>
- Creating inclusive products and services: <https://www.inclusionintech.com/building-and-implementing/creating-inclusive-products-and-services/>
- To Build More-Inclusive Technology, Change Your Design Process: <https://hbr.org/2020/10/to-build-more-inclusive-technology-change-your-design-process>

### 4.3 Sales and marketing

- Asiakkaiden monimuotoisuuden ymmärtäminen on yksi kuumimmista markkinointitrendeistä: <https://www.fibsry.fi/ajankohtaista/asiakkaiden-monimuotoisuuden-ymmartaminen-on-yksi-kuumimmista-markkinointitrendeista/> (in Finnish)
- 4 Inclusive Marketing Trends For 2021 That Will Impact Your Brand: <https://www.forbes.com/sites/soniathompson/2021/01/05/4-inclusive-marketing-trends-for-2021-that-will-impact-your-brand/?sh=2d29206b35ae>
- Let’s talk about inclusive marketing: <https://www.accenture.com/us-en/>

[blogs/interactive-insights-blog/lets-talk-inclusive-marketing](#)

- Inclusive Selling: How Modern Sales Pros Can Get It Right: <https://www.linkedin.com/business/sales/blog/diversity-inclusion-belonging/inclusive-selling-how-modern-sales-pros-can-get-it-right>
- Tarvitsemme monimuotoista ja inklusiivista mainontaa – mitä se tarkoittaa? <https://blogi.videolle.fi/tarvitsemme-monimuotoista-ja-inklusiivista-mainontaa> (in Finnish)

#### 4.4 Purchasing and subcontractors

- Why You Need a Supplier-Diversity Program: <https://hbr.org/2020/08/why-you-need-a-supplier-diversity-program>
- The case for women in supply chain: <https://www2.deloitte.com/us/en/insights/focus/technology-and-the-future-of-work/diversity-in-supply-chain-management.html>

#### 4.5 Communication

- Digi kuuluu kaikille: <https://www.saavutettavuusvaatimukset.fi/> (in Finnish)
- Viestinnän saavutettavuus: <https://www.vates.fi/tietopaketti/tyoelaman-saavutettavuus/viestinnan-saavutettavuus.html> (in Finnish)
- Osallistava viestintä: [https://www.consilium.europa.eu/media/35449/fi\\_brochure-inclusive-communication-in-the-gsc.pdf](https://www.consilium.europa.eu/media/35449/fi_brochure-inclusive-communication-in-the-gsc.pdf)
- Sateenkaari journalismissa: [https://www.dropbox.com/s/9pzu61q8oa-658ku/Toimittajaopas\\_2019.pdf?dl=0](https://www.dropbox.com/s/9pzu61q8oa-658ku/Toimittajaopas_2019.pdf?dl=0) (in Finnish)
- Tasa-arvokoulutus toimittajille ja viestijöille: <https://thl.fi/fi/web/sukupuolten-tasa-arvo/tasa-arvon-edistaminen/sukupuolittietoinen-viestinta/tasa-arvokoulutus-toimittajille-ja-viestijoille> (in Finnish)
- Miehiä ja naisihmisiä – suomen kielen seksismi ja sen purkaminen (pdf): [https://tane.fi/documents/31741422/31965916/TANE\\_Miehiä\\_ja\\_naisihmisiä\\_verkko\\_valmis.pdf/d7b558dc-74ed-4981-0b06-f890ff2973d5/TANE\\_Miehiä\\_ja\\_naisihmisiä\\_verkko\\_valmis.pdf?t=1549217739000](https://tane.fi/documents/31741422/31965916/TANE_Miehiä_ja_naisihmisiä_verkko_valmis.pdf/d7b558dc-74ed-4981-0b06-f890ff2973d5/TANE_Miehiä_ja_naisihmisiä_verkko_valmis.pdf?t=1549217739000) (in Finnish)

#### 4.6 Community relations

- Community relations and philanthropy (pdf): [https://www.diversitybestpractices.com/sites/diversitybestpractices.com/files/import/embedded/anchors/files/diversity\\_primer\\_chapter\\_13.pdf](https://www.diversitybestpractices.com/sites/diversitybestpractices.com/files/import/embedded/anchors/files/diversity_primer_chapter_13.pdf)

#### Other good sources:

- Talent boost -toimenpideohjelma: [https://tem.fi/documents/1410877/7552084/TB\\_toimenpideohjelma\\_syksy2020.pdf/904edd41-eab3-d34a-e921-f00aa6945592/TB\\_toimenpideohjelma\\_syksy2020.pdf?t=1599484600281](https://tem.fi/documents/1410877/7552084/TB_toimenpideohjelma_syksy2020.pdf/904edd41-eab3-d34a-e921-f00aa6945592/TB_toimenpideohjelma_syksy2020.pdf?t=1599484600281) (in Finnish)
- Työelämän toimenpideohjelma: [https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/162933/TEM\\_2021\\_10.pdf?sequence=1&isAllowed=y](https://julkaisut.valtioneuvosto.fi/bitstream/handle/10024/162933/TEM_2021_10.pdf?sequence=1&isAllowed=y) (in Finnish with a summary in English)
- Moninaisuus työelämässä – Opas pk-yrityksille: <https://op.europa.eu/en/publication-detail/-/publication/afa8e4b3-b35c-42ad-a489-307b23a841dc/language-fi>
- Diversity wins – How inclusion matters: <https://www.mckinsey.com/featured-insights/diversity-and-inclusion/diversity-wins-how-inclusion-matters>
- Diversity and inclusion course: <https://akfblendedlearning.akdn.net/course/civil-society/diversity-and-inclusion/>
- Monimuotoisuusbarometri 2020 – Fokuksessa rekrytointikäytännöt ja monikulttuurisuus: <https://www.julkari.fi/handle/10024/140584> (in Finnish)
- The diversity and inclusion revolution: [https://www2.deloitte.com/content/dam/insights/us/articles/4209\\_Diversity-and-inclusion-revolution/DI\\_Diversity-and-inclusion-revolution.pdf](https://www2.deloitte.com/content/dam/insights/us/articles/4209_Diversity-and-inclusion-revolution/DI_Diversity-and-inclusion-revolution.pdf)

## Tools:

Australian Human Rights Commission: Workplace Cultural Diversity Tool: <https://culturaldiversity.humanrights.gov.au/account/login.html?redirect=assessment-tool>

The Center for Global Inclusion: Global Diversity and Inclusion Benchmarks: <https://centreforglobalinclusion.org>

Business Finland: Talent Boost Index: <https://survey.zef.fi/x7axsja4/index.html>

American Institute of Certified Public Accountants: Accounting Inclusion Maturity Model: <https://www.aicpainclusion.com/cache/secure/AssessmentQuestions.pdf>

Reyerson University Diversity Institute: Diversity audit tool: [https://www.ryerson.ca/content/dam/diversity/AODAforms/Publication/2011/Diversity%20Assessment%20Tools%20A%20Comparison\\_2011%20AODA.pdf](https://www.ryerson.ca/content/dam/diversity/AODAforms/Publication/2011/Diversity%20Assessment%20Tools%20A%20Comparison_2011%20AODA.pdf)

Mental Health Technology Transfer Center Network: Assessing Workforce Diversity: A Tool for Mental Health Organizations on the Path to Health Equity: [http://www.cars-rp.org/\\_MHTTC/docs/Assessing-Workforce-Diversity-Tool.pdf](http://www.cars-rp.org/_MHTTC/docs/Assessing-Workforce-Diversity-Tool.pdf)

Nova Scotia works: Diversity Assessment Tool. <https://workplaceinitiatives.novascotia.ca/welcoming-workplaces/diversity-assessment-tool>

VRM University: Diversity and Inclusion Self-Assessment Tool: <https://vrmuniversity.com/wp-content/uploads/2016/11/DISelfAssessmentGuide.pdf>

University of California: Achieving a Culture of Inclusion: Self-Assessment Tool (pdf): [https://www.ucop.edu/academic-personnel-programs/\\_files/faculty-diversity-task-force/self-assessment-tool.pdf](https://www.ucop.edu/academic-personnel-programs/_files/faculty-diversity-task-force/self-assessment-tool.pdf)

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