

Creating Socially Just Organizations: Dismantling Institutionalized Racism and White Supremacy

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A Multicultural Organization

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1. Clear **commitment** to creating an inclusive organization
2. Seeks, develops, and values the **contributions and talents of all members**
3. Includes **all members as active participants** in decisions that shape the organization
4. **Members reflect diverse social and cultural groups** throughout all levels of the organization; and **demonstrate the multicultural competencies** to serve the increasingly diverse populations
5. **Acts** on its commitment to **eliminate** all forms of **exclusion and discrimination** within the organization, including classism, racism, sexism, heterosexism, ageism, disability oppression, religious oppression, etc.
6. Follows through on **broader social and environmental responsibilities**

Steps to Strategic Organizational Change

1. Gain leadership commitment and support
2. Form an Inclusion Change Team
3. Clarify and communicate the vision and institutional benefits of an inclusive, socially just organization: create a sense of urgency and an expectation for shared responsibility
4. Conduct a Comprehensive Cultural Audit to assess the current organizational dynamics and readiness for systems change
 - Develop a deep understanding of the dynamics of dominant and subordinated groups in the organization and in the community
 - “Map out” and assess the current organizational dynamics, climate, and structures (policies, practices, procedures, unwritten rules, norms)
5. Identify the “Best Practices” used by organizations
6. Top leaders and Inclusion Change Team analyze data from Cultural Audit and develop Strategic Plan
7. Implement strategic activities, including accountability structures
8. Evaluate progress and revise Strategic Plan and activities as needed

MCOD Developmental Stage Model*

*Sources:

Jackson, B. W (2006). Theory and practice of multicultural organization development. In Jones, B. B. & Brazzel, M. (Eds.), *The NTL Handbook of Organization Development and Change* (pps. 139-154). San Francisco, CA: Pfeiffer.

Jackson, B. W., & Hardiman, R. (1994). Multicultural organization development. In E. Y. Cross, J. H. Katz, F. A. Miller, & E. W. Seashore (Eds.), *The promise of diversity: Over 40 voices discuss strategies for eliminating discrimination in organizations* (pp. 231-239). Arlington, VA: NTL Institute.

Jackson, B. W. and Holvino, E. V. (1988, Fall), Developing multicultural organizations, *Journal of Religion and Applied Behavioral Science* (Association for Creative Change), 14-19.

MONOCULTURAL ORGANIZATIONS

Stage 1: The Exclusionary Organization

- Openly maintains the dominant group's power and privilege
- Deliberately restricts membership
- Intentionally designed to maintain dominance of one group over others
- Overt discriminatory, exclusionary, and harassing actions go unaddressed
- Unsafe and dangerous environment for subordinated group members
- Monocultural organization

Stage 2: "The Club"

- Maintains privilege of those who have traditionally held power and influence
- Monocultural norms, policies, and procedures of dominant culture viewed as the only "right" way: "business as usual"
- Dominant culture institutionalized in policies, procedures, services, etc.
- Limited number of "token" members from other social identity groups allowed in IF they have the "right" credentials, attitudes, behaviors, etc.
- Engages issues of diversity and social justice only on club member's terms and within their comfort zone

NON-DISCRIMINATING ORGANIZATIONS

Stage 3: The Compliance Organization

- Committed to removing some of the discrimination inherent in the Club organization
- Provides some access to some members of previously excluded groups
- No change in organizational culture, mission, or structure
- Focus: Do not make waves, or offend/challenge dominant group members

- Efforts to change profile of workforce (at bottom of organization)
- Token placements in staff positions: Must be “team players” and “qualified”
 - * Must assimilate into organizational culture
 - * Must not challenge the system or "rock the boat"
 - * Must not raise issues of sexism, racism, classism, heterosexism...

Stage 4: The Affirming Organization

- Demonstrated commitment to eliminating discriminatory practices and inherent advantages
- Actively recruiting and promoting members of groups that have been historically denied access and opportunity
- Providing support and career development opportunities to increase success and mobility of members of groups that have been historically denied access and opportunity
- Employees encouraged to be non-oppressive through awareness trainings
- Employees must assimilate to organizational culture

MULTICULTURAL ORGANIZATIONS

Stage 5: The Redefining Organization

- In transition
- Moving beyond “nondiscriminatory,” “non-oppressive”
- Working to create environment that “values and capitalizes on diversity”
- Working to ensure full inclusion of multicultural workforce to enhance growth and success of organization
- Begins to question limitations of organizational culture: mission, policies, structures, operations, services, management practices, climate, etc.
- Actively works towards developing a multicultural organization
- Committed to redesigning and implementing policies and practices to redistribute power, and ensure the inclusion, participation, and empowerment of all members

Stage 6: The Multicultural Organization

- Mission, values, operations, and services reflect the contributions and interests of the wide diversity of cultural and social identity groups
- Leaders and members act on the organizational commitment to eradicate all forms of oppression within the organization
- Members across all identity groups are full participants in decision-making
- Actively works in larger communities (regional, national, global) to eliminate all forms of oppression and to create multicultural organizations

Indicators of a Redefining/Inclusive Organization (Stage 5/6) Partial List

A. Leadership

1. Leaders regularly discuss and communicate the division's and the department's vision and commitment to equity and inclusion for all students and staff to:
 - a. Create and maintain a safe, inclusive, and equitable work environment that:
 - i. actively engages and includes all staff,
 - ii. supports the full participation and success of all staff,
 - iii. is responsive to the needs of the increasingly diverse staff population, and
 - iv. actively eliminates all forms of discrimination, exclusion, and oppression in the workplace.
 - b. Develop, implement, and continually assess policies, structures, programs, practices, and services that:
 - i. support the persistence, success, and graduation of the full breadth of students on campus,
 - ii. are responsive to the needs of the increasingly diverse student population,
 - iii. actively eliminates all forms of exclusion, discrimination, and oppression.
 - c. Hire and retain a racially diverse, culturally competent staff throughout all levels of the organization that (at a minimum) reflects the demographics of the student population across the breadth of differences.
2. Leaders regularly discuss the "business case" ~ compelling reasons why the division's and the department's focus on diversity, equity and inclusion is central to the achievement of their overall divisional strategic goals.
3. Leaders regularly share their personal passion and commitment to achieving the diversity, equity, and inclusion goals.
4. Leaders regularly communicate clear guidelines/rules for expected behavior and clear consequences for exclusionary practices, inappropriate behavior, negligence, etc.
5. Leaders ensure the policies and procedures about workplace safety, harassment, hate crimes, non-discrimination, and inclusion are widely communicated, discussed, and enforced throughout the organization.
6. Leaders ensure that there are safe, confidential processes for reporting and resolving grievances, harassment, etc.
7. Leaders regularly attend programs and meetings exploring issues of inclusion and equity on campus and in the division.
8. Leaders develop and communicate a clear, concise list of multicultural competencies that all staff are expected to demonstrate in their daily work responsibilities.
9. Leaders demonstrate these core multicultural competencies in all aspects of their work activities.

10. Leaders ensure the successful completion of an annual comprehensive cultural audit (snapshot) of their division/department, including gathering baseline data; assessing policies, procedures, programs and services; analyzing demographic and assessment data; and developing measures of success.
11. Leaders engage department staff in dialogues about the results of the cultural audit (snapshot) and the recommendations for improvements.
12. Leaders meet quarterly with other department leaders to:
 - Review the current state of equity and inclusion within the division, and within each department
 - Develop plans for continuous improvement
13. Leaders provide needed resources and organizational infrastructure to ensure the success of equity and inclusion goals.
14. Leaders hold their direct reports and staff accountable for meeting the diversity, equity, and inclusion goals.
15. Leaders hold periodic open forums with staff to honestly discuss the current work climate and progress towards achieving diversity, equity and inclusion goals.
16. Leaders seek honest feedback from colleagues, members of their department, and students about:
 - Their effectiveness as a leader on issues related to diversity, equity and inclusion
 - The effectiveness of their staff on issues related to diversity, equity and inclusion

B. Planning and Decision-making

1. Planning processes intentionally include input from students and staff who are affected by the potential decisions and those who are involved in implementing the decisions.
2. Decisions are based on current data and input from a full range of stakeholders (i.e., climate and satisfaction surveys; utilization data; focus group data; input from open forums; etc.)
3. Decision-makers use the following prompts as they work to minimize any unintended exclusionary practices and attitudes in planning and decision-making discussions:
 - Do we have the full breadth of social identity groups and perspectives at the table? Involved in the process?
 - Does our process seriously consider the input and perspectives of a broad range of group memberships?
 - How might our unconscious attitudes and assumptions about ____ be playing out in this decision?
 - What could be the impact of this on students, staff, and faculty from various and intersecting dominant and subordinated groups?
 - How might this inadvertently advantage some and disadvantage others?

- How can we make this more inclusive for members of various and intersecting social identity groups?

D. Recruitment/Hiring

1. Processes for recruiting and hiring are reviewed and revised annually to better achieve the goals of diversity, equity, and inclusion.
2. Staff continually expand their professional networks in the field and in the community to develop connections for marketing position openings, identifying potential candidates, etc.
3. Position announcements highlight the preferred multicultural competencies for the specific job responsibilities.
4. All stated “minimum requirements” are essential to the position.
5. Any educational or other credential(s) and years of experience are listed as preferred, unless mandated by laws or regulations.
6. Position announcement and list of preferred competencies are distributed to a wide range of organizations, colleagues, listservs, and publications to maximize the attraction of a racially diverse, culturally competent pool of candidates.
7. All members of Search Committees demonstrate core multicultural competencies in their roles and are committed to the divisional and department goals for diversity, equity and inclusion.
8. All Search Committees are diverse by race and other categories of diversity.
9. Hiring Manager and/or department leader meet with the Search Committee to discuss their commitment to hiring a racially diverse, culturally competent staff.
10. Search Committee members receive training to minimize the potential that their biases will impact the selection process.
11. Search Committee members use the position description and list of preferred competencies and experiences as a guide as they review resumes, select candidates for interviews, develop interview questions, and evaluate candidates after interviews.
12. Search Committee members and participants in interview processes present a realistic view of the position, the campus environment, as well as the surrounding community with respect to issues of diversity equity and inclusion.
13. Hiring manager works with Search Committee to create a formal process to support the successful orientation and transition of new hires to the campus and local community (i.e., create a “Transition Team;” develop a formal mentoring process for all new hires; develop a plan for the new hire to develop working relationships with department team members and campus partners; etc.)

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Based on the 6-Stage model, *Multicultural Organization Development*
by authors Bailey W. Jackson, Ed. D., Rita Hardiman, Ed.D., and Evangelina Holvino, Ed.D.

Facilitating Progress Through the Stages of Multicultural Organization Development*

Directions: Start at the MCOB Stage you have chosen that best reflects the current state of your organization. Review the Strategic Actions and use the following symbols:

- Already in place (check-off ✓)
- In the planning stages (star *)
- Next steps (dash -)

*Then review the Stages ***before*** and ***after*** using the same symbols.

Stage 1: The Exclusionary Organization ~ MONOCULTURAL

Strategic Actions: The goal is to assess the current state, increase safety, decrease exclusionary and discriminatory practices, and make environment far less dangerous for the physical and psychological well-being of members.

- Engage in coalition building ~ develop relationships with other change agents across identity groups
 - * Build a shared understanding of the current exclusionary practices and oppressive behaviors
 - * Identify the negative impact of the status quo on members of the organization and the reputation of the institution
 - * Collectively strategize next steps
- Identify the self-interest of the top leaders to make changes in status quo
- Gather data about impact of status quo on items of self-interest to top leaders
- Develop ways to “put a face” on the negative impact of the status quo and to make the pattern of the offenses well known within the organization, and possibly regionally and nationally
- Identify any internal and external demands, “levers for change” to shift the status quo (i.e., recent bias incidents, increase number of grievances, current or potential law suits, drop in revenue/number of clients, drop in customer service, increase in complaints, decreased reputation in community, perceptions of state legislators, alumni, regional corporations, local communities; change in national priorities)
- Increase visibility of leaders reinforcing their commitment to create a safe, inclusive organizational environment
- Identify and communicate clear expectations and boundaries for appropriate behavior and clear responses for inappropriate behavior* (Jackson & Hardiman)
- Create structures to ensure all organizational members understand the rules for expected behavior in the organization and the consequences of exclusionary actions, negligence, etc.
- Ensure that all leaders, managers, and staff participate in required related trainings, including sexual harassment training, grievance procedures, etc.
- Continually monitor and report on efforts and outcomes to create greater safety for all groups in the organization.

- Gather data from peer institutions: best practices and benchmarks
- Build internal networks across the institution: Human Resources, Legal advisers, EEO/AA, Ombuds, union leaders, Board members, employee resource groups, etc.
- Build networks and partnerships with institutions and agencies in the community, community leaders, grassroots change agents, etc.
- Strategize how to influence top leaders through existing relationships and emerging relationships: identify those who are important to involve and assess their level of commitment to creating a safe, inclusive organization
- Identify and work to resolve gaps in current mission/values statements, and policies and reporting procedures (i.e., non-discrimination policy, hate crimes policy, sexual harassment policies/procedures, bias reporting protocol, personnel grievances, etc.)

Stage 2: “The Club” ~ MONOCULTURAL

Strategic Actions: Goals ~ To continue to eliminate discrimination and harassment within the organization and institutionalize policies and practices to increase the safety of all organizational members. To begin to assess the current state and create the infrastructure to implement strategies to (a) create an inclusive work environment and (b) successfully recruit, retain and promote leaders, managers and staff who demonstrate the skills and competencies to work effectively within a diverse organization and provide services to an increasingly diverse client population. Increase visibility of top leader commitment.

- Continue and enhance work on all of the Strategic Actions in Stage 1, Exclusionary Organization.
- Create an Inclusion Change Team: Secure top leader support to form an Institutional Inclusion Change Team.
- Form the Change Team ~ Ensure that the membership represents a diagonal slice of the organization. Adjust members’ work load, as needed, to allow their full participation.
- Team development of Inclusion Change Team. Accelerate the skill and group development of the Change Team through retreats, in-depth diversity/inclusion training, and authentic dialogue among members.
- Initial Assessment: Conduct a comprehensive Cultural Audit (including clients, staff, managers, administrators, members of the local community) including climate assessment, data on recruitment, retention, promotion, development and career pathing, performance ratings, demographics by job position and salary, grievances and hate crimes, assignments of stretch opportunities, infusion of diversity into professional development/training activities and client services and programs, etc.
- Feedback Session: Compile the data and conduct a Feedback Session with top leaders to diagnose results of Cultural Audit and discuss ways to ameliorate the exclusion and disparities that exists in the organization (internally and externally).
- Examples of actions that could result from the Feedback Session:
 - Assess the current policies, procedures, services, programs, and practices; identify Discretionary Points where bias could enter these processes and create negative differential treatment of clients, staff, managers, and

- administrators.
- Focus on influencing future recruiting efforts to hire leaders and mid-level managers with a demonstrated commitment and track record for creating inclusive, socially just organizational environments.
- Revise, as needed, organizational mission, values statement, and Human Resources policies to address issues of inclusion and social justice.
- Increase organizational-wide and division/department diversity awareness programs and workshops.
- Create a Mentoring Program for staff, managers and administrators from subordinated groups.
- Increase resources for programs and services that promote the adjustment, retention, engagement, and success of subordinated groups, including support centers, employee orientation programs, mentoring, employee resource groups, professional development programs/retreats, etc.
- Leadership Team Development: Work with the top leaders to increase their capacity to demonstrate effective leadership of this Inclusion Initiative.
- Continue building coalitions
 - Form relationships with state and local legislators and other influence figures
 - Build coalitions among subordinated groups within organization
- Continue to gather relevant data that supports organizational change efforts
 - Stay current on external demand for peer institutions to provide culturally competent service to a broader range of community members, and to hire/retain staff who demonstrate the skills to live and work effectively in increasingly diverse work environments and communities

Stage 3: The Compliance Organization ~ NON-DISCRIMINATING

Strategic Actions: Goals ~ To build and implement a data-based Strategic Plan; increase the numbers of staff, managers, and administrators from subordinated groups; create structures to ensure they are welcomed and embraced within the organization and local community.

- Continue to collect, analyze, and compare comprehensive data on climate, recruitment, retention, promotions, professional development opportunities, costs of status quo, etc.
- Deepen cultural competencies of Institutional Inclusion Change Team to include MCOB theory, organizational change models, strategies to engage resistance, etc.
- Top leaders and Institutional Inclusion Change Team develop a long-term Inclusion Strategic Plan; Measures of Success identified and communicated widely
- Clarify and communicate clear expectations for the quality of client programs and services, and the quality of workplace climate for all staff, managers, and administrators
- Identify cultural competencies expected of all administrators, managers and staff
- Revise performance system to hold people accountable for demonstrating these cultural competencies in their daily work activities
- Implement a comprehensive training and development initiative to increase the

- cultural competence of all administrators, managers, and staff
- Create meaningful dialogue among top leaders and members of subordinated groups and key allies
 - Create a “Reverse Mentoring” Program for top leaders and selected other key managers ~ match each leader/manager with a subordinated group member ~ goal of mentoring program is to both increase cultural competencies of leaders/managers and increase the organizational success of subordinated group members
 - Continue development and training of Leadership Team to increase depth of commitment and consistent demonstration of cultural competencies
 - Integrate cultural competencies into Human Resources programs and all other training sessions
 - Form Diversity/Inclusion Committees in departments/divisions that are linked to the Institutional Diversity/Inclusion Change Team
 - Examine and revise policies, practices, and structures to include the goals of inclusion and cultural competencies expected of administrators, managers, and staff (i.e., job descriptions, department/division mission statements, decision-making processes, protocol to respond to grievances, hate crimes and sexual assaults, performance evaluations, reward structures, marketing materials, recruiting practices, hiring practices, promotional processes, career development processes, etc.)
 - Require Diversity/Inclusion Plans from all leaders and managers that identify measurable strategies to meet Diversity Goals and organizational mission/values
 - Implement a Mentoring Program for staff
 - Create meaningful opportunities for members of subordinated groups to meet/connect
 - Create developmental opportunities for members of dominant groups to examine their privilege, the dominant culture, and explore their role in partnering to create change
 - Require all Search Committees to participate in a Diversity/Inclusion workshop designed to eliminate discriminatory practices and increase the hiring of candidates who demonstrate core cultural competencies
 - Examine and revise, as needed, all on-boarding and orientation/training programs of staff, managers, and administrators to address issues of inclusion
 - Stay current on efforts of peer institutions and other organizations
 - Develop productive networks with other community leaders; meet quarterly to review current plans and progress towards goals; give/receive feedback on plans for next steps

Stage 4: The Affirming Organization ~ NON-DISCRIMINATING

Strategic Actions: Goals ~ To continue to enhance the safety of all groups, and increase the numbers of subordinated group members within the organization. Increase attention to access and strategies to ensure success for all staff, managers and administrators. Increase skill and competencies of staff, managers and administrators to create programs, services, and processes to increase engagement and culturally competent

services to the increasingly diverse client population.

- Annual review by top leaders of Inclusion Plans from all leaders and managers within organization
- Share best practices across institution
- Reward system and processes developed and implemented for champions and areas that make significant progress towards Inclusion Goals
- Top leaders review institutional-wide reports on recruitment, retention, development, career pathing, and promotions every 6 months
- 6-month reviews by each top leader of Inclusion Plans from managers in their areas
- Hold public community forums to gather feedback from clients and community leaders on current services and input for changes
- Train leaders and managers to identify the “discretionary points” in policies, practices, and unwritten rules where bias and prejudice could result in negative differential impact and exclusion
- Develop the internal capacity of select staff, managers, and administrators to effectively use a “Diversity Lens” in day-to-day activities ~ Diversity Practitioners
- Develop a group of Internal Trainers/Coaches who can facilitate diversity awareness and skill sessions across the organization
- Conduct Cultural Audits for individual departments and divisions
- Conduct Feedback Sessions with leaders, managers, and staff to diagnose data from Cultural Audits of their area
- Charge existing or develop a Task Force to work directly with leader to address issues raised in department/division Cultural Audits
- Train all staff, managers, and administrators how to integrate diversity and inclusion into their day-to-day activities
- Create structures that reward employees who provide exceptional culturally competent service to clients
- Integrate issues of inclusion into all educational programs and marketing efforts; ensure materials are accessible for English language learners across literacy levels
- Sponsor Dialogue Groups to facilitate authentic dialogue and understanding among members of dominant and subordinated groups
- Stay current on efforts of peer institutions and other organizations
- Create networks with other community organizations
- Establish official Community Liaisons with key subordinated group communities
- Partner with community civic, and business leaders and other agencies to create a comprehensive welcome program for new employees who relocate to the area, and to provide jobs for their spouses/significant others/partners
- Partner with community, civic, and business leaders to assess the current climate in the community for members of subordinated groups, and work collaboratively to improve the quality of life overall, the educational systems for children, etc.
- Develop partnerships with other organizations/agencies who provide related services and/or serve similar client populations; explore ways to increase quality and efficiency of services/programs by sharing resources, collaborating, seeking grants/funding, etc.

Stage 5: The Redefining Organization ~ MULTICULTURAL

Strategic Actions: Goals ~ To engage the entire organization and local community in a new kind of open dialogue about what it means to create and maintain the new, inclusive organization. To continually innovate, try new strategies, assess impact, and redesign programs, policies, and practices as needed.

- New norms of the Inclusive Organization are communicated widely
- Revise performance and reward systems, orientation/on-boarding, and development/training programs to highlight key skills and competencies that support the new norms and inclusive culture
- Annual analysis and revision of all policies, practices and procedures to eliminate any unintended differential impact and exclusion
- Create structures to ensure that a “Diversity Lens” is actively engaged in all planning and decision-making processes across the institution
- Continue to influence all recruiting efforts of leaders, managers, and staff to ensure they demonstrate commitment and success in creating and maintaining inclusive organizations for all
- Continually evaluate effectiveness of community outreach efforts and partnership initiatives, and enhance as needed

Stage 6: The Multicultural Organization ~ MULTICULTURAL

Strategic Actions: Goals ~ To continually reassess current state and organizational needs, and change as needed to ensure social justice throughout organization.

- Implement Continuous Improvement strategies
- Initiate regional efforts to share best practices, increase inclusion in all regional institutions
- Partner with local and state government leaders
- Stay current on efforts of peer institutions and other organizations
- Conduct regular, comprehensive Cultural Audits
- Revise policies, practices, and norms as needed to maximize inclusion
- Continue to influence all recruiting efforts of leaders, managers, and staff to ensure they demonstrate commitment and success in creating and maintaining inclusive organizations for all

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