

Start an *Inclusion Partners Program*: Develop Critical Internal Capacity to Accelerate Organizational Change

Designed & Facilitated by:

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www.drkathyobear.com/events (*access recordings of free videos; upcoming events*)

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Self-Assessment: Critical Skills for Inclusion Partners

Developed by Kathy Obear, Ed. D., 2014

Directions: Read each of the following and rate how often you currently practice these skills:

1 = Almost Never 2 = Rarely 3 = Occasionally 4 = Often 5 = Almost Always

A. Use an Inclusion Lens to both observe and respond effectively to group dynamics.

- _____ 1. I intentionally notice/track the various privileged and marginalized group memberships of others during meetings, conversations, etc.
- _____ 2. I intentionally use an Inclusion Lens to notice/track how people interact with each other, including: whose ideas get attended; whose ideas are ignored/dismissed; who interrupts; who gets interrupted; who is given leadership; how much air time people use; how people react verbally and nonverbally as others share; how decisions get made, who has eye contact with whom; to whom do people direct their comments, etc.
- _____ 3. I describe the details or “facts” of what I observe/pan without judgment, assumption, interpretation or conclusions.
- _____ 4. I notice what issues of diversity are discussed effectively and which ones are ignored or not addressed productively.
- _____ 5. I introduce topics or issues related to diversity, equity, and inclusion that others do not seem to raise or bring up.
- _____ 6. I respond effectively when I notice stereotypic and/or exclusionary comments and behaviors in meetings.
- _____ 7. I am aware of how people may experience and interpret comments and nonverbal behaviors differently based upon their cultural perspective and their experiences in their multiple privileged and marginalized groups.

B. Engage others effectively

- _____ 8. I encourage group members to participate and engage them in the process.
- _____ 9. I use effective listening and communication techniques, including clarifying, paraphrasing, open-ended questions, etc.
- _____ 10. I use “Connecting Language” that bridges one person’s comments to another’s.

- _____ 11. I demonstrate empathy effectively.
- _____ 12. I am able to “relate in” and “see myself” in others to find compassion and make a connection with them, rather than judging them or distancing from them.
- _____ 13. I use silence effectively.
- _____ 14. I effectively use my tone of voice and nonverbal behavior to engage others.
- _____ 15. I use humor appropriately and effectively.
- _____ 16. I use self-disclosure and share feelings, thoughts, opinions, and personal experiences effectively.
- _____ 17. I acknowledge and appreciate people’s participation.
- _____ 18. I summarize discussions and make transitions effectively.
- _____ 19. I effectively move discussions along and keep the group focused and “on track.”
- _____ 20. I effectively include all members in the discussion.
- _____ 21. If I believe a member(s) has been overlooked or excluded, I intervene to either indirectly bring them into the conversation or more directly note the group dynamic.
- _____ 22. I effectively find some relevant point in participant comments, even those that seem way off the topic.
- _____ 23. If I believe someone is on a tangent, I can effectively acknowledge their point and redirect the conversation back to the group’s topic.
- _____ 24. I effectively help participants recognize assumptions and help them differentiate between observable facts and interpretations.
- _____ 25. I minimize how much I use the “telling” style and maximize how often I pose questions or dilemmas to facilitate dialogue among group members.
- _____ 26. I easily “go with the flow” and am flexible with the agenda as I adjust to the needs of the group in the moment.
- _____ 27. I can “meet people where they are” and not demand or expect them to be farther along in their understanding or skill development.
- _____ 28. I effectively name and discuss group dynamics among members in the moment and use them as “teachable moments” to facilitate deeper understanding and learning.

_____ 29. I can “let go of the outcome” and “trust the process” knowing learning takes place even when I do not recognize it happening in the moment.

C. Facilitating discussions with an Inclusion Lens

_____ 30. I talk about the organization’s commitment to equity, inclusion, and social justice.

_____ 31. I state that it is everyone’s responsibility to help create an organizational climate that is respectful and inclusive for all members.

_____ 32. I effectively discuss the common daily indignities and microaggressions that people from marginalized groups experience in the organization.

_____ 33. I effectively discuss specific behaviors and actions that help create inclusive organizational environments.

_____ 34. I consistently demonstrate respect for all participants across privileged and marginalized group memberships.

D. Responding in “difficult dialogues” with an Inclusion Lens

_____ 35. I effectively navigate discussions where group members are feeling and expressing deep emotions, including anger, sadness, fear, frustration, hopelessness, etc.

_____ 36. I am able to be “in the moment” ~ fully present and focused on what is happening in the group and in myself during difficult dialogues.

_____ 37. I effectively respond to participant behaviors I believe are distracting, including dominating, interrupting, side-tracking, side conversations, etc.

_____ 38. I acknowledge comments which sound inappropriate or triggering.

_____ 39. I engage people in dialogue when I experience one of their comments as inappropriate or triggering.

_____ 40. I recognize that “resistance” and challenges from group members are often doorways to deeper understanding and learning for the group.

_____ 41. I effectively navigate conflict and disagreement among group members.

_____ 42. I respond effectively to challenges and engage “resistance” from group members without taking it personally or feeling deeply triggered.

_____ 43. I can use triggering events as “teachable moments” for the group.

E. Use an Inclusion Lens to analyze current policies, practices, services, programs, and marketing/media

- _____ 44. I recognize what identity groups will most likely have their needs met given a specific policy, practice, program, or service.
- _____ 45. I recognize what identity groups might not have their needs met given a specific policy, practice, program, or service.
- _____ 46. I recognize possible unintended negative differential impact across group memberships given a specific policy, practice, program, or service.
- _____ 47. I track current utilization of programs and services within your area by group membership.
- _____ 48. I continually gather data about the impact, perceptions, and experiences of the programs, services, climate, etc., by group membership.
- _____ 49. I use these data to continually evaluate and revise current programs, services, practices, procedures, facilities, etc., to ensure inclusion for the full breadth of people who work in and are served by our area.
- _____ 50. I create process maps of current programs, services, policies, procedures, norms, unwritten rules, etc., to identify where they currently create inclusion as well as areas needing greater equity.
- _____ 51. I identify the discretionary points where unintended bias could result in differential treatment and experiences in planning and decision-making processes, hiring and development practices, programs and services, policies, procedures, etc.
- _____ 52. I continually research national/international trends and promising practices from peer institutions and other departments in the organization.

F. My self-work as an Inclusion Practitioner

- _____ 53. I am aware of my biases, assumptions, and stereotypes for the full range of privileged and marginalized groups.
- _____ 54. I continually interrupt, reframe, and unlearn my biases, stereotypes, and assumptions about members of privileged and marginalized groups.
- _____ 55. I understand how my various privileged and marginalized group memberships impact how I am perceived and experienced by others.

- _____ 56. I understand how my various privileged and marginalized group memberships impact how I make meaning of situations, and then how I react/respond.
- _____ 57. I am aware of how my beliefs about “what is “effective” _____ has been influenced by my socialization and experiences in my multiple privileged and marginalized group memberships (i.e., communication styles, decision-making practices, dialogue skills, conflict resolution, training, meeting management, supervision, advising...)
- _____ 58. I continuously use an Inclusion Lens to self-reflect to examine my behaviors, assumptions, feelings, and attitudes and their impact on others.
- _____ 59. I continually seek and utilize feedback about my behaviors and attitudes from members of privileged and marginalized; and utilize their input to improve my practice.
- _____ 60. I am aware of my “early warning signals” that I am beginning to feel triggered.
- _____ 61. I am able to notice and navigate my own triggered feelings of anger, fear, stress, grief, etc., so that I do not “work my issues on the group.”
- _____ 62. I am aware of my common triggers and their intrapersonal roots.
- _____ 63. I actively do my work around my triggers: explore their roots; do my healing work; etc.
- _____ 64. I actively expand my understanding of issues of diversity, equity, inclusion, and social justice.

Multicultural Organizational Development (MCOD) Goals

Jackson & Hardiman (1994)

- **Eliminate** exclusion and inequity
- **Recognize, value, and maximize** the benefits of social diversity **AND**
- **Create/revise** policies, programs, and services to meet the needs and support the success of the increasingly diverse client and staff populations
- **(Prepare** and develop the next generation of leaders)

A Multicultural Organization

Bailey Jackson, Ed.D., and Rita Hardiman, Ed.D.

Use the following 0-10 scale to assess the current state of your organization:

0 = Not at all 10 = Completely

- ___ 1. Clear **commitment** to create an inclusive organization.
- ___ 2. Seeks, develops, and values the **contributions and talents of all employees**.
- ___ 3. Includes **all members as active participants** in decisions that shape the organization.
- ___ 4. **Employees 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/discrimination** within the organization, including racism, sexism, heterosexism, ageism, classism, ableism, religious oppression, etc.
- ___ 6. Follows through on **broader social and environmental responsibilities**.

MCOD Developmental Stage Model*

MONOCULTURAL ORGANIZATIONS

Stage 1: The Exclusionary Organization

- Openly maintains the privileged 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 marginalized 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 privileged culture viewed as the only "right" way: "business as usual"
- Privileged 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 privileged 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/INCLUSIVE ORGANIZATIONS

Stage 5: The Redefining Organization

- Continuously in meaningful development and transition
- Actively making progress towards developing an inclusive organization
- Moving beyond “nondiscriminatory,” “non-oppressive” to proactively equitable and inclusive
- Actively making significant progress towards creating environments that “value and capitalize on diversity”
- Actively making significant progress towards ensuring full inclusion of all members to enhance growth and success of organization
- All are expected to question limitations of & revise organizational culture and climate to create greater equity and inclusion for all: mission, policies, programs, structures, operations, services, management practices, etc.
- Engages and empowers all members in redesigning and implementing policies, practices, services and programs to: redistribute power/authority; ensure the inclusion, participation, and empowerment of all members; and meet the needs of the increasingly diverse populations served by the organization

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

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