



# **FROM OUR EXPERIENCE**

**THE CONTINUING EVOLUTION OF  
COMMUNITY ACTION**

# FROM OUR EXPERIENCE

- Inclusion is a top down initiative
  - Leadership must lead
  - It has to be set as an expectation
  - It is a part of the agency not in addition to
  - You need to set goals and measure outcomes
  - Expect discomfort
  - It must have rewards and consequences
  - It must be an ongoing, evolving process

# THE GOLDEN RULE OR THE PLATINUM RULE

- We have all heard of the Golden Rule-and many people aspire to live by it.The Golden Rule is not a panacea.Think about it: "Do unto others as you would have them do unto you." The Golden Rule implies the basic assumption that other people would like to be treated the way that you would like to be treated.

- **The alternative to the Golden Rule is the Platinum Rule:**

"Treat others the way they want to be treated." Ah hah! What a difference.The Platinum Rule accommodates the feelings of others.The focus of relationships shifts from "this is what I want, so I'll give everyone the same thing" to "let me first understand what they want and then I'll give it to them."

- **A Modern Model For Chemistry**

The goal of The Platinum Rule is personal chemistry and productive relationships.You do not have to change your personality.You do not have to roll over and submit to others.You simply have to understand what drives people and recognize your options for dealing with them.

“...The focus of relationships shifts from "this is what I want, so I'll give everyone the same thing" to "let me first understand what they want and then I'll give it to them.”

~Tony Alessandra~

# **DEFINITION OF TERMS**

**BEFORE WE EMBARK ON OUR JOURNEY LETS MAKE  
SURE WE ARE SPEAKING THE SAME LANGUAGE**

# CULTURE

The sum of attitudes, customs, and beliefs that distinguishes one group of people from another. *Culture* is transmitted, through language, material objects, ritual, institutions, and art, from one generation to the next.

# **CULTURE AND LANGUAGE MAY INFLUENCE:**

Belief Systems, Behavior, Communication,

The increasing population growth of racial, cultural and ethnic communities and linguistic groups, each with its own cultural traits presents a challenge to Human Services Industry in this country.

The provider and the consumer each bring their individual learned patterns of language and culture to the interaction which must be transcended to achieve equal access and quality service Delivery.

# DIVERSITY VS INCLUSION

Diversity is the range of human differences, including but not limited to race, ethnicity, gender, gender identity, sexual orientation, age, social class, physical ability or attributes, religious or ethical values system, national origin, and political beliefs.

Inclusion is involvement and empowerment, where the inherent worth and dignity of all people are recognized. An inclusive university promotes and sustains a sense of belonging; it values and practices respect for the talents, beliefs, backgrounds, and ways of living of its members.



# **HOW INCLUSIVE ARE WE REALLY...**

**WHAT DOES THE DATA TELL US**

# DEMOGRAPHIC TRENDS POINT TOWARD INCREASED DIVERSITY

- According to Census Bureau, children of color now represent a majority of children in the U.S.
- By 2030, the majority of the U.S. labor force will be people of color.
- By mid-century, no single racial group will comprise a majority of the population.

# THE NONPROFIT SECTOR NATIONALLY

- ONLY 8% OF BOARD MEMBERS ARE PEOPLE OF COLOR,
- NEARLY A THIRD OF NONPROFIT BOARDS DON'T HAVE A SINGLE BOARD MEMBER OF COLOR
- ONLY 7% OF CEO/EDS ARE PEOPLE OF COLOR
- ONLY 18% OF NONPROFIT STAFF ARE PEOPLE OF COLOR
- ONLY 5% OF PHILANTHROPIC ORGS ARE LED BY PEOPLE OF COLOR

# THE FORTUNE 500

## ceos

- THERE ARE FIVE AFRICAN-AMERICAN CEOS IN THE FORTUNE 500 (1%)
- OVERALL, 4 PERCENT OF FORTUNE 500 CEOS ARE MINORITIES,
- 21 CEOS IN THE FORTUNE 500 LIST ARE FEMALE (4.2%)
- 73 CEOS IN THE FORTUNE 500 LIST ARE FOREIGN-BORN

## Board members

- ASIAN/PACIFIC ISLANDER –3.1%
- HISPANIC/LATINO –3.5%
- AFRICAN-AMERICAN –7.9%
- CAUCASIAN/WHITE –85.5%
- WOMEN –20%

# DISPARITY NATIONALLY

- At least one out of every three African-American, Latino and American Indian children in America lives in a household with an income below the poverty line.
- 55 percent of African-Americans 53 percent of American Indian children and 47 percent of Latino children live in high-poverty areas.
- Students of color face harsher punishments in school than their white peers, leading to a higher number of youth of color incarcerated. Black and Hispanic students represent more than 70 percent of those involved in school-related arrests or referrals to law enforcement.
- Currently, African Americans make up two-fifths and Hispanics one-fifth of confined youth today.

# **THESE ARE THE FIVE STATES WITH THE HIGHEST LEVEL OF INEQUALITY BETWEEN WHITE AND BLACK RESIDENTS:**

1. Wisconsin
2. Minnesota
3. South Dakota
4. Illinois
5. Iowa



# **CREATING AN INCLUSIVE ENVIRONMENT**

**PREPARING YOUR ORGANIZATION TO  
RECEIVE STAFF OF COLOR**

# SMALL GROUP DISCUSSION: INCLUSION IN MY WORKPLACE

- WHAT DOES INCLUSION MEAN TO YOU?
- DO YOU FEEL THAT THERE IS VALUE TO HAVING A DIVERSE AND INCLUSIVE WORKPLACE?
- HOW IS INCLUSION DEMONSTRATED IN YOUR WORKPLACE?
- WHAT DO YOU FEEL IS MISSING IN YOUR WORKPLACE? (NOT WHOM IS MISSING, BUT WHAT)

# AN INCLUSIVE WORKPLACE

- An inclusive workplace means creating a workplace that respects and includes differences, recognizing the unique contributions that individuals with many types of differences can make, creating a work environment that maximizes the potential of all employees and one in which all employees feel valued.

# DIVERSITY AND INCLUSION IN THE WORKPLACE

- have a defined set of values and principles, and demonstrate behaviors, attitudes, policies and structures that enable them to work effectively cross-culturally.
- have the capacity to:
  - (1) value diversity,
  - (2) conduct self-assessments,
  - (3) manage the dynamics of difference,
  - (4) acquire and institutionalize cultural knowledge and
  - (5) adapt to diversity and the cultural contexts of the communities they serve.
- incorporate the above in all aspects of policy making, administration, practice, service delivery and involve systematically consumers, key stakeholders and communities.

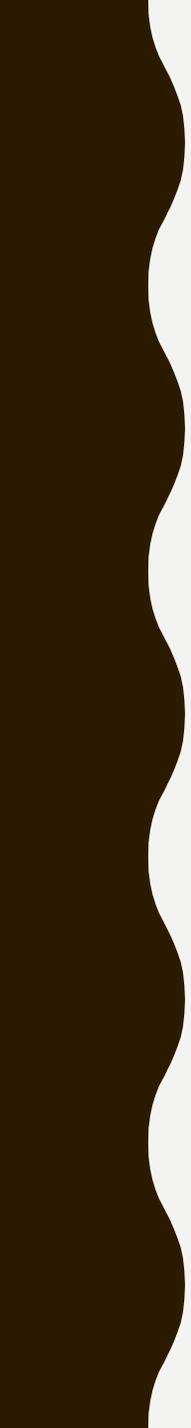
# DIVERSITY + INCLUSION = IMPROVED OUTCOMES

1. Build leadership capability
2. Align Strategies
3. Re-phrase the conversation
4. Develop metrics to hold leaders to account for establishing a more diverse and inclusive workplace
5. Use an evidence-based approach to identify barriers to diversity and inclusion in the organization, its policies and practices
6. Prioritize initiatives for maximum impact (NOT CLEAR)?
7. Address unconscious biases
8. Use a diversity and inclusion lens to assess the entire organization
9. Cultural competence

(Deloitte, 2011)

# BEST PRACTICES IN WORKPLACE DIVERSITY AND INCLUSION

- Understand that creating a multicultural inclusive organization is a nonlinear process.
- In order to get there, leadership needs to be committed to diversity and inclusion.
- Define diversity broadly.
- Align diversity and inclusivity goals and objectives with organizational mission and goals.
- Go beyond an organization where employees must assimilate to organizational culture.
- Work to create a workplace culture that values a multicultural workforce and allows it to shape the organizational culture and structure.
- Create a diversity plan and hold leaders and managers responsible for diversity. This should include a commitment to redesign and implement policies and practices to insure inclusion and employee participation.
- Increase the numbers of underrepresented populations at all levels of the organization.
- Establish a inclusivity committee charged with managing change. Rule of thumb is that it should be no larger than 12-15 persons. Allow as many staff to participate from all levels of the organization, as possible.
- Provide a safe place for dialogue on workplace diversity and inclusion issues.
- Present your business case for diversity.
- Make the distinction between diversity and Affirmative Action/EEO.



# **RESISTANCE TO ORGANIZATIONAL AND CULTURAL CHANGE**

# HOW WE LEARN

What children learn from their parents, family members, caregivers and teachers lasts a lifetime. From an early age and throughout their childhood, children learn from the adults who are central to their everyday lives.

The values, principles and learning opportunities that are conveyed through modeling, exposure and action are critical. Therefore, it is important to create a classroom that recognizes the diversity of our world, addresses bullying, opposes bias, and in small and large ways, challenges those injustices.

# BIAS

- Prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair.

# IMPLICIT (UNCONSCIOUS) BIAS

- implicit bias is the bias in judgment and/or behavior that results from subtle cognitive processes (e.g., implicit attitudes and implicit stereotypes) that often operate at a level below conscious awareness and without intentional control. The underlying implicit attitudes and stereotypes responsible for implicit bias are those beliefs or simple associations that a person makes between an object and its evaluation that “...are automatically activated by the mere presence (actual or symbolic) of the attitude object” (Dovidio, Gaertner, Kawakami, & Hudson, 2002, p. 94; also Banaji & Heiphetz, 2010)

# EXPLICIT(CONSCIOUS) BIAS

- “Explicit bias” refers to the attitudes and beliefs we have about a person or group on a conscious level. Much of the time, these biases and their expression arise as the direct result of a perceived threat. When people feel threatened, they are more likely to draw group boundaries to distinguish themselves from others.

# RACISM WITHOUT RACISTS

- Implicit bias describes the automatic association people make between groups of people and stereotypes about those groups. Under certain conditions, those automatic associations can influence behavior—making people respond in biased ways even when they are not explicitly prejudiced.
- More than thirty years of research in neurology and social and cognitive psychology has shown that people hold implicit biases even in the absence of heartfelt bigotry, simply by paying attention to the social world around them.
- Implicit racial bias has given rise to a phenomenon known as “racism without racists,” which can cause institutions or individuals to act on racial prejudices, even in spite of good intentions and nondiscriminatory policies or standards.

# AFFIRMATIVE RESPONSE TO BIAS

- Take responsibility
- Understand that intent doesn't equal impact
- Manage feelings of defensiveness/be open to hearing difficult feedback
- Reflect on what you heard / the messages sent
- Don't try to prove your view or how much of a \_\_\_\_\_ist you are not
- Avoid equating your experiences with that of others
- Make the “invisible” visible by using inclusive language

# **SUMMARY**

- **Conduct Capacity building for leadership and staff**
  - **RACIAL Equity, diversity, inclusion, and Implicit bias**
- **Establish Transparent communications and Safe Space**
- **Develop an understanding of why people resist change**
  - **Need to create a safe space where people can share their concerns**
- **Provide opportunities for staff to take ownership and drive the change process**



# RECRUITMENT

THE CASE FOR STAFF OF COLOR TO  
JOIN YOUR ORGANIZATION

# **EXAMPLES OF BIAS SHOWN IN RECRUITMENT AND CAREER DEVELOPMENT PRACTICES:**

- Students with stereotypically “ethnic”-sounding names tend to be labeled as troublemakers by teachers. Job applicants with such names are [less likely than their white-sounding counterparts](#) to get called in for interviews. When [residents with “black”-sounding names contact their local government](#) for information about schools or libraries, they are less likely to receive a response. ([UCLA Center for Behavior, Evolution, and Culture](#))
- A black man with no criminal history or record whatsoever is as likely to get called back for a second interview as a white man fresh out of prison (Devah Pager Study)
- African-American students need to complete two more levels of education to have the same probability of getting a job as their white peers. (Young Invincibles Study).

**“THE YOUNG BLACK MEN POSING AS JOB APPLICANTS IN THIS STUDY WERE BRIGHT COLLEGE KIDS, MODELS OF DISCIPLINE AND HARD WORK; AND YET, EVEN IN THIS BEST CASE SCENARIO, THESE APPLICANTS WERE ROUTINELY OVERLOOKED SIMPLY ON THE BASIS OF THE COLOR OF THEIR SKIN. THE RESULTS OF THIS STUDY SUGGEST THAT BLACK MEN MUST WORK AT LEAST TWICE AS HARD AS EQUALLY QUALIFIED WHITES SIMPLY TO OVERCOME THE STIGMA OF THEIR SKIN COLOR.”**

Devah Pager  
Princeton University

# GUIDING PRINCIPLES

## recruitment and career development practices:

Commitment to changing the recruitment and promotion policies and practices to mitigate bias and unconscious bias in both. For example, Names and racial bias.-**Partnering with**

## external bodies:

Relationships are developed with a range of partnering institutions to advance the diversity and inclusion agenda, using this as a way of further developing internal knowledge and capabilities.

## widening the recruitment net:

Resources (time, energy and money) should be invested in broadening network of people, using diverse recruitment tools (online, offline, industry events, etc.)

# **WIDENING THE RECRUITMENT NET:**

- Engage Current Employees of difference to brainstorm recruitment strategies and gain perspective
- Involve your staff of difference in recruitment activities
- Advertise in Publications that specifically target ethnic and cultural minorities
- Ensure that marketing materials are reflective of the agency you wish to be (diverse images)
- Host job fairs in communities of color
- Invest in ongoing Inclusion training for all staff involved in the recruitment process.
- Develop relationships with HBCU's and other colleges and universities that have large populations of students of color



# RETENTION

HOW TO CREATE AN ENVIRONMENT  
THAT SUPPORTS STAFF OF COLOR

# ISSUES WHICH IMPACT RETENTION

## STAFF OF COLOR OFTEN:

- Feel isolated due to a lack of a critical mass of other staff of color for support
- Feel alienated by the lack of collegiality and support
- Feel “cultural Taxation” a need to over-prove themselves to demonstrate worthiness
- Caught in a “Catch 22 bind” Either seen as silent and non-threatening (and thus invisible) or vocal and perceived as visible and threatening
- Feel Pressure to assimilate and model the dominant culture
- Often perceived as being incompetent and categorized as “Affirmative Action Hires”
- Left out of informal socializing networks where alliances and decisions are made
- Often expected to solve problems related to other minority staff or participant issues and not asked to provide expertise in areas such as strategic planning, technology and budgeting

# BEST PRACTICES

- EFFECTIVE MENTORING
- INCREASE DIVERSITY IN SENIOR LEADERSHIP
- OUTLINE CAREER PATHS AND PROMOTIONAL OPPORTUNITIES
- DEVELOP AND PROMOTE VEHICLES THAT COLLECT OR SHARE INFORMATION OF INTEREST TO PEOPLE OF COLOR
- HELP PEOPLE OF COLOR CONNECT TO ONE ANOTHER AND PROMOTE CULTURALLY RELEVANT GATHERING PLACES AND EVENTS
- HIRE STAFF OF COLOR IN CLUSTERS SO THAT THEY DO NOT FEEL ISOLATED OR ALONE

# SILENCE IS ACCEPTANCE

- If you want your children to grow up without prejudice and with cross-cultural understanding, you can't show tolerance for racism or cultural insensitivity yourself. If someone says a rude comment or inappropriate joke — speak up and let your child know that this isn't acceptable.
- Teaching this to your kids now can keep them from fostering prejudice and help them grow into thoughtful, open-minded adults.

# PLEASE REMEMBER...

Cultural competence doesn't occur as a result of a single day of training, or reading a book, or taking a course. people become culturally competent over time, Cultural Competence is a Journey not a Destination.

# THANK YOU!

- Evaluation
- Thank you for attending

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