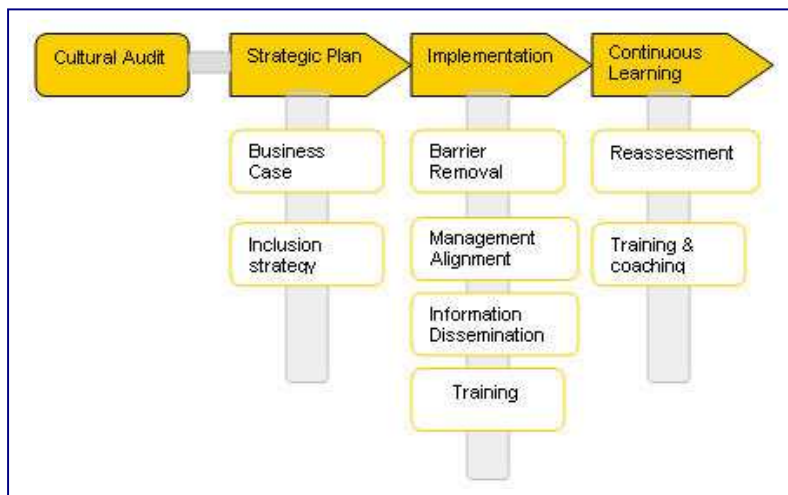


Cultural Competence Resources

Organizational Inclusion Assessment Toolkit



Features

- *Assessment Model Overview*
- *Diversity Human Capital Survey*
- *Key Informant interview*
- *Focus Group Interview*



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How to Use This Manual

This Organizational Inclusion Assessment Toolkit manual offers you a reliable set of assessment instruments along with detailed procedures and instructions. You will learn the art of assessment as you practice use of the tools in accomplishing practical organizational data collection tasks. Each of the tools has been developed, tested and used successfully in a range of organizations, from government to non-profit to education and business settings.

Assessment is one of the most under utilized areas of diversity management and training. A major reason is that many diversity professionals have not received assessment training. Another reason is that measurement has historically focused on compliance data collection in order to show government regulators that the organization is meeting minimum affirmative action and equal opportunity requirements. Compliance measurement is not the same as measurement to determine the relationship between cultural competence and productivity.

Organizations, such as higher education and business, have increasingly turned to measurement to determine the extent that cultural competency education and training pays off. University of Michigan was able to impress the United States Supreme court with its data enough to get the justices to uphold its undergraduate admissions program. Microsoft Corporation is one of the few companies that has developed a productivity index to measure its diversity practices return on investment.

The participants in the Diversity Training University International training-of-diversity professional seminars find the three-and-a-half day assessment and measurement section of their training invaluable (Go to <http://www.dtui.com/conferences.html> to learn more). As in-house professionals and diversity trainers, they understand the importance of providing high impact results. The challenge is to find methods and tools to help them do their job systematically and in measurable ways. The Organizational Inclusion Assessment Toolkit meets this need.

Who should use this book?

This book is for human resource professionals, diversity consultants and trainers, training specialists, organizational development professionals, professional coaches, and anyone who needs a toolkit to measure diversity training and coaching needs.

How this book is organized

This book is organized into three major sections. The first section is an introduction and overview of measurement in the diversity profession. Details of how to use the four assessment tools are presented in the second section. The third section is the set of appendices containing copies of the instruments.

Conditions of Use and License Restrictions

Your purchase of this toolkit entitles you to use the interview tools as much as you need without permission. Please note that the Organizational Inclusion Survey and Human Capital Assessment Survey are limited to **no more than 100 survey administrations each** without additional license fees. Please contact DTUI.com for details.

Overview: Organizational change, competence & ROI

Scenario

Mental Health Systems (MHS) is a not-for-profit organization that supplies a range of psychiatric and psychosocial services. A considerable number of small agency programs has been acquired over the years. Eleven new programs were added in 2002, compared to an average of 4 additional programs in the prior years since MHS was established in 1978. The new programs have increased the number of MHS employees and the organization's diversity.



The Chief Operating Officer decided to promote inclusion across the programs to address the challenges of increased employee diversity and delivery of services to an ever-increasing diverse clientele.

MHS developed a diversity steering committee to execute and manage the organization's diversity initiative. A key committee goal is to enhance service delivery cultural competence, which is expected to boost the bottom line.

They used the DTUI.com toolkit to conduct an organizational inclusion survey assessment. The results showed that the organization, overall, was in the Integrative Stage of inclusion. A lot of people, particularly management, were encouraged by the results as they complimented their view of the organization. However, some employees—especially people of color on the diversity committee—did not believe the results. The outcome contradicted their personal experiences and views of the organization.

The committee decided to contract DTUI.com, the company they purchased the survey toolkit from, for support in interpreting the results.

The consultant explained that the survey offered a single number for the organization as a whole, and that number corresponds to one of the five stages of inclusion the instrument is designed to identify.

One recommendation was to break down the surveys into departments, groups and organizational levels. This way, different voices can be represented. If managers, for example, have a more positive view of the organization, while people of color have a less favorable view, the differences will emerge.

A second recommendation was to use a triangulated assessment approach. This requires (a) survey data collection, which had been completed, (b) key informant interviews, and (c) focus group interviews. The point is to find links among the three sources of information and to describe what the numbers mean in terms of everyday experiences in the organization.

DTUI.com was hired to conduct the interviews. Interviews were conducted individually with management team members and in focus groups. African Americans, Latinos, and white American employees were interviewed in separate groups.

The results showed that the organization was actually in the Ambivalent Stage of Inclusion, which is less inclusive than the survey results alone indicated. The three-part, or triangulated, assessment approach provided insight into the differences in views about inclusion across different identity groups—leading to a more informative analysis.

The above scenario shows:

- how assessment is linked to diversity needs
- the complexity of a high impact assessment

- the competence needed to conduct assessments

Can you think of anything else the scenario demonstrates?

Introduction

Diversity assessment is a systematic form of measurement to diagnose an organizational or individual capacity to include people across different cultures. Why is assessment important in diversity work?



Each organization is different with respect to what is needed to manage its diversity. Although many organizations can clearly benefit from diversity training, our experience indicates that it is insufficient alone for overcoming diversity challenges alone.

DTUI.com consultants, for example, have found that many organizations requesting diversity training actually need, in reality, to develop and implement better employee policies and procedures. If, for example, non-Muslim employees complain about Muslims' use of the restroom to clean themselves before prayer, then implementing policies that meet the needs of both the Muslim and non-Muslim employees may suffice as a solution. This is certainly a better initial step than training.

In other situations we have found that mediation between dyads of employees in conflict or coaching a manager address conflict better than large scaled training.

We are not suggesting that training is unnecessary to increase cultural competence, such as knowledge about Islamic practices regarding prayer. Training is the only way to do this. Yet, knowing how members of a culture are different from one's own may not increase acceptance of those differences. The point is that some challenges are better managed by interventions other than diversity training at least initially. The most important thing to keep in mind is that you need data to make intelligent and insightful decisions for addressing an organization's diversity-related challenges.

Are You Throwing Diversity Training at the Problem?

Has your organization conducted a needs assessment before completing a diversity training program? If your response is no, you are not alone. Most organizations offer diversity training in reaction to difficulties that are assumed to be due to cultural insensitivity or lack of awareness.

One reason organization decision makers train without assessment is to show a speedy response to pressuring diversity challenges and to protect the organization legally. The training is typically a reaction to discrimination complaints by one or more employees of color or a woman. But training without assessment can seldom address the hidden inclusion problems in the organization. DTUI.com consultants frequently hear stories about an organization that is getting sued for sexual harassment long after all employees participated harassment training.

It is surprising how many professionals who contact DTUI.com about training admit that they have not conducted an objective needs assessment. Often they are offering training because they erroneously conclude that “diversity training” is needed to deal with diversity challenges.



One human resource professional sought a diversity trainer for full staff training after an employee complained about insensitive comments made by one of the company's two partners. Although the partner was the culprit in sexual harassment complaints, the human resource director felt the full staff training was necessary in order to protect the company from a lawsuit. She knew that even help the other partner's efforts to coerce the perpetrator would be unsuccessful in getting his participation.

This second case is more problematic in terms of how to address the challenge, but certainly training those who work under the partner, and especially those who were the

targets of his inappropriate behavior, is not likely to change him—or protect the organization legally.

In contrast, one of the best examples of a clear diversity training need is when a customer states that diversity is creating difficulties for people in working productively together, such as in team work or providing service to customers.

Good training is conducted to develop a specific skill or set of skills. Only assessment can identify what those skills are. Diversity training is not an exception. It is surprising how many professionals do not understand this.

DTUI.com consultants ask potential clients what they desire as an outcome of the training. The typical answer is that they want everyone to work better or to have fewer conflicts in the organization. They also want an inexpensive quick fix to overcome complicated human relations problems. Sometimes diversity training is the result of a judicial settlement, and evaluation is considered unwarranted due to the mandate. In fact, even when clients agree that assessment is important, they quickly point out that it is not feasible to do.

Assessment is Necessary to Understand the Diversity Problem

A major problem with lack of assessment is that the link between the training goals and specific competencies cannot be adequately made. Many diversity trainers can inspire



their audience to think about diversity and why it is important to value it. On the other hand, participants often complain about the inadequacy of the training for addressing the diversity challenges they face in their daily lives within the organization.

While many diversity trainers assume that such complaints are merely a sign of resistance, a counter argument is that their suspicions are hypothetical without data.

Another argument for assessment is the added value of linking the identified needs to a return on investment (ROI). Organization decision makers are learning that they need to

avoid throwing money at diversity training without a rationale and some idea of the expected results. This puts additional pressure on diversity professionals to link their budget requests to outcomes. Few know how to make these linkages. Recent human resource management techniques, such as the Balanced Scorecard Method, are helpful in articulating the links between what employees need to know in order to perform well and training needs. But assessment data are needed to employ this method adequately.

While diversity training is implemented in most organizations without prior needs assessment, leaders of the top organizations understand the importance of assessing the existing diversity climate to design, develop, and implement high impact interventions. Information collected from the assessment also offer baseline data useful for measuring the effectiveness of an intervention. Finding a cultural assessment tool that suits your organization's needs is not easy.

Qualitative and Quantitative Data Offer the Big Picture

Too often the assessment is based solely on interviews with individuals and/or identity group representatives within the organization. Interviews provide insight into the range of issues people are confronted with in an organization. Individual interviews with managers and supervisors are especially helpful because the data offer insights into their view of the challenges and what is needed to address them. It is often important to conduct individual interviews with identity group representatives who have been especially vocal in bringing perceptions of inequities to the attention of the leadership (e.g., a gay person, a person with physical differences, or an African American employee). These folks are often considered the organization's diversity champions.

Focus group interviews are also common. About 10-20 representatives of the different identity groups within the organization are interviewed together. Ethnicity, gender, physical difference, religion, department, job title, rank, and length of employment are examples of identity group categories that can be subjected to focus groups. Which

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factors become important for determining the focus groups to be employed depend on the goals of the assessment.

Assessment is only as good as the evaluator's ability to proceed as objectively as possible. The problem with interview data, whether based on key informant or focus group interviews, is that the biases of the person conducting the interviews can influence the results.



Consider the professional who is wedded to a social justice perspective of diversity conducting an assessment after racial discrimination claims have been charged. If she or he primarily takes the perspective of racial minorities in the assessment this may overshadow the range of issues contributing to poor productivity. All perspectives need a voice to make the assessment data valuable.

The outcome will be biased in favor of the racial "minority" groups' point of views. It is very difficult to objectively judge what is being conveyed in an interview because the search for information that confirms the interviewer's expectations (i.e., why the organization is racially biased) can overshadow other concerns being offered by the person being interviewed (e.g., the leadership's and manager's perspective of the problem). The voices of the diverse perspectives are captured in the assessment that values everyone's opinion in the organization.

We have found that objective assessment, such as surveys that provide numerical results, uncovers systematic exclusion in ways that everyone in the organization can benefit when change is implemented. The use of a survey adds value because everyone in the organization has an opportunity to participate in the assessment. In addition, the resulting data are summarized in numbers, such as percentages and frequencies.

You may not be able to argue with the numbers, but the richness of the experiences that led to the numbers is lost. The is rationale for combining the two interview

approaches with the survey data offer the objectivity needed to understand the “real” problem and insights into the participants’ experiences associated with it. DTUI.com refers to this combination as the triadic organizational inclusion assessment approach, which reflects the three components.

What can diversity professionals expect to assess?

Diversity professionals assess the following:

- Organizational culture—Culture refers to the norms, laws, and taboos that govern the behaviors of members of an organization. The purpose of culture assessment is to identify the organization’s inclusion practices.
- Organizational change—For the present purposes, this refers to how an organization changes from exclusion of diversity to maximum inclusion. The purpose is to establish a baseline for measuring subsequent change towards or away from inclusion.
- Organizational cultural competence gaps—This refers to institutional barriers to inclusion and overall members’ ability to work effectively with people who are different.
- Individual cultural competence gaps—This refers to an individual’s ability or inability to work effectively with people who are different.

ORGANIZATIONAL CULTURE & ASSESSMENT

You have to figure out where the organization is in terms of inclusion shortcomings. This requires assessment. The results serve as a baseline for measuring progress.

An organization that practices exclusion of diversity is characterized more or less by the following:

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- Employees of subordinate groups¹ experience daily indignities due to less power and status in the organization.
- The “glass ceiling”² is obvious and the practices that create it appear difficult to remove.
- Lack of a diversity and inclusion strategy.
- Any existing harassment policies focus on “zero tolerance”, rather than appropriate inclusive behaviors.
- High turnover among employees of color and women.

An inclusive culture is characterized by most, if not all, employees feeling empowered and valued. Inclusion is the result of removing the barriers to full member participation.



The organization needs to know how inclusive it is. To the extent that the organization falls short of inclusion, it is important to know what cultural competence is needed to make improvements. You want to assess the organization’s cultural competence to promote inclusion.

A valuable assessment will indicate the areas in which the organization is doing relatively well and the areas for which it lags behind in promoting inclusion. Essentially the assessment is about discovering the knowledge that (a) members of the organization need to promote inclusion and (b) managers need to remove productivity barriers (e.g., develop policies & procedures and resolve intercultural conflicts).

How to move an organization from an exclusive to an inclusive culture

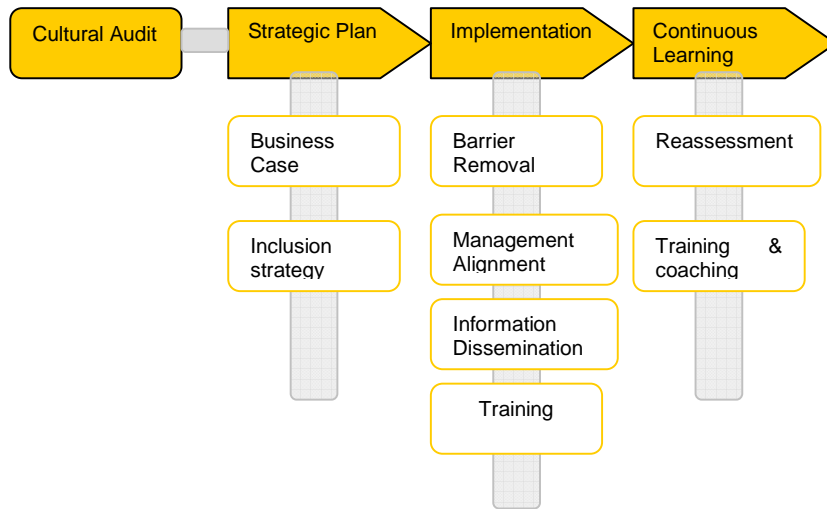
A cultural audit identifies the extent that the organization is inclusive. Inclusion refers to the extent that different groups of people¹ represented in the organization perceive that

¹ Groups that have been historically underrepresented or disenfranchised in organizations are considered subordinate groups. Examples include women, racial minorities, religious minorities, sexual orientation minorities, etc.

² Glass ceiling refers to an invisible upper limit for minorities and women in their efforts to mobilize into the higher echelons of a company.

they can bring their whole cultural selves to the organization. Figure 1 shows the global objectives of that cultural audit.

Figure 1: Cultural Audit Goals & Objectives



Steps in the cultural audit:

1. Make a case for assessment.
2. Develop an assessment strategy
3. Identify assessment tools
4. Collect data
5. Analyze the data
6. Write up and report the data
7. Re-assessment
8. Triangulated Approach to Assessment

It seems logical to collect data in order to identify diversity training needs. After all, wouldn't you want to know what people believe that they and others in the organization need in order to tailor the training to directly meet these needs? Assessment is crucial to develop high impact training, however, the potential drawback is assuming that diversity training will fix the problems or significantly promote inclusion.

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A more effective approach, as pointed out by Taylor Cox³, is to use a diversity initiative that includes a research component that is extensive, establishes baseline data for change, captures benchmarks, and is based on an overall measurement plan.

A critical element of an effective measurement plan is to assess the current organizational culture prior to developing specific change strategies. In this way, the data from the culture assessment drives the strategic change planning and process.

One aspect of the organization's culture is the leadership's perception of their role and responsibilities for promoting inclusion. Too often consultants neglect to measure the leadership's commitment to diversity and inclusion. One possible result is that those in charge of the inclusion initiative feel unsupported and ineffective due to leadership lack of involvement and the lack of priority given to the work that needs to be done. Initiatives do not have a chance of effecting change without senior level commitment.

Diagnosing the senior level commitment before putting considerable effort in such a project can offer insights into the barriers and sources of support for the initiative. The following is a list of the questions to ask in measuring senior management's commitment to Diversity and Inclusion.

1. To what extent are senior leaders integrating diversity into the organization's business plan?

2. How well is the diversity and inclusion strategy communicated throughout the organization by senior leaders?

3. How much do leaders take the time to personally understand what is needed to promote inclusion?

³ Taylor Cox, Jr. (2001). *Creating the Multicultural Organization: A Strategy for Capturing the Power of Diversity*. John Wiley & Sons: New York.

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4. To what extent has a budget been set aside for the initiative?
5. How much opportunity currently exists for the professional development of women and people of color?
6. To what extent has there been an informal or formal mentoring program initiated in the organization, and to what extent are senior managers serving as mentors?
7. To what extent has an affirmative action plan been initiated?
8. To what extent does the diversity initiative include goals for supporting minority- and women-owned suppliers and how is success measured?
9. How much are senior leaders involved in employee resource groups and diverse communities?
10. How much are they able to recognize exceptional performance when demonstrated by diverse individuals or groups?

Answers to these questions by senior leaders, middle managers, and direct reports tell the story about the commitment of high level officials to the diversity initiative. Don't use these data alone. They are more useful when combined with other organizational culture assessment data.

Use a Strategic Change Model to Develop a Scheme

You Have to Start With a Plan That Provides a Vision of the Future!

Avoiding the use of an organizational change framework for an inclusion initiative is the key to diversity initiative failure. What's a Framework? It is a way to characterize the present state of inclusion in an organization, as well what needs to happen to increase

inclusion. A common way to characterize organizational inclusion is by using a developmental stage model. It provides a picture of the path towards inclusion and serves as an index for measuring progress towards higher levels of inclusion.

Cultural Competence Development Stage Model: From Bias to Inclusion⁴

The inclusion model described in this section was developed by Diversity Training University International (DTUI.com). Our triangulated assessment approach is designed to capture an organization's current stage of inclusion.

DTUI.com's model is based on the assumption that organizations go through a set of developmental stages in achieving an inclusive culture. The current stage of development offers insights into your institution's specific needs for promoting inclusion. Other assumptions are that:

- Change is a process
- Progress occurs in stages
- Change occurs in a spiral, rather than linear manner—the organization goes through valleys and mountains in reaching its goals
- Organizations must be prepared to fully realize inclusion
- Organizations and individuals go through a similar set of stages

⁴ Based on A Heuristic Model of Managing Emotions in Race Relations Training (2002) by Billy E. Vaughn. Published in The Handbook of Multicultural Education, Research, Intervention, & Training. Josey-Bass Pub.