A MODEL FOR ORGANIZATIONAL CHANGE

AND

WORKING TOWARDS CULTURAL COMPETENCE

Prepared by The Hastings Institute

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Introduction

The process of organizational change is the means by which organizations, institutions and agencies may work towards the goal of cultural competence. This process and work requires a concerted commitment of time, energy, and focus. In order to do this work, there must be a degree of willingess for self-examination, as well as examination of the organization. During the process of change, issues and concerns will arise that are not necessarily related to cultural competence, but will be representative of the climate and dynamics of the organization. These issues and concerns will have to be addressed in order to move ahead with the process.

This model has been developed to assist organizations to think through how their organizational change process can begin, and continued over time. It may be used as a guide as well as an assessment tool for organizations to identify what work needs to be done.

Any model that is used to work with organizations, in change and cultural competence, will require specific adaptations to meet the needs and dynamics of the organization. There are many variables that may affect change. The process of change itself is diverse and evolutionary. A model does not necessarily provide all the "logical" answers or sequences since this would not be consistent with the principles of diversity or cultural sensitivity. The potential bias of linear thinking is one that sometimes blocks creativity and understanding of different points of view. The process of change and working towards cultural competence requires flexibility and different styles of work.

Using the Model

This model is identified in a number of stages or phases. It may be used as a guide or a reference in working with an organization. The columns indicate goals, process, and a place to indicate where your organization coincides with these goals and process. The rows indicate a sequence of goals and process, but at the completion of each step, there may be variations depending on the responses and reactions in the organization.

It is not uncommon for organizations to begin with a number of steps in each stage concurrently, rather than complete a stage, and then move to the next one (e.g.. complete steps one and two in Organizational Mission, and steps one and two in Organizational Make-up, as compared to completing all the steps in Organizational Mission, then moving to Organizational Make-up.). This flow of work is not "right" or "wrong", it is dependent on the readiness and

work ability of the organization. The important principle is that there are always more steps to consider. Even when an organization feels that they have completed one stage, they may eventually return to step one again in that stage for purposes of review and updating.

This model is structured as a chart. Other models use spirals, circles and other images. These are not prescriptive, but simply a way of depicting the process and the tasks. The model may be adapted to suit your organization. Non-profit organizations, institutions, and corporations may find it useful to work with a consultant or designated staff member to use this model as a starting point, and to begin to set direction for the process.

Organizations should acknowledge that there are overriding principles to this and other models to do the work of organizational change and move toward cultural competence. Some of these principles include:
- There must be enough time to work through the steps, bearing in mind that individuals and units in an organization may move at varying pace;
- Change agents, task groups and committees must be given resources to do the work;
- Relationship functions are as important as task functions;
- The vision must be kept in mind at all stages of the process;
- Commitment must be maintained throughout the organization by individuals and groups.

I. Organizational mission and mandate

Goal	Process	Your organization ...
The mission statement addresses diversity.	Board-staff planning includes statements that address diversity.	
	The mission statement is communicated to all staff through meetings, newsletters, pay memos.	
	The mission statement is communicated to the community, clients and customers through newsletters, posters.	
Each program or department incorporates the organization's mission of diversity.	Each program develops goals and objectives to address valuing diversity. This is done through departmental or program planning sessions.	
Values and attitudes of the organization reflect the organization's mission of diversity.	Feedback sessions are conducted to take a "reading" on current values and attitudes.	
	Orientation sessions take place on a regular basis. (e.g. once a year)	
The commitment of the organization is maintained.	Advocates or change committees provide information at all levels of the organization.	
	The mission statement is reviewed and clarified on a regular basis.	

II. Organizational Make-Up and Climate

Goals	Process	Your organization...
The board, staff, committees, volunteers are reflective of the clients/community.	Identify the composition of board, staff and volunteers, through internal assessment.	
	Walk around the organization and take a "scan". Is there diversity in visual motif, images, languages, physical access?	
	Develop practices that accommodate for differences in religious practices, family responsibilities, sexual orientation, language use, and disabilities. (informal and formal)	
	Collect demographic information on the community. (see also community relations)	
	Review hiring and recruitment practice (see personnel practice)	
The commitment of the organization is maintained.	Advocates or change committees provide information at all levels of the organization. Staff meetings convey information about reports, policy changes.	
	Issues of resistance are dealt with through communication and training. New advocates or members to the change committees may be added.	

III. Goal Setting

Note: While Goal Setting is inserted here, the process is required at all stages of organizational development.

Goals	Process	Your organization.
Develop a planning process for goal setting	Identify the key people, at all levels of the organization, who should be involved in goal setting.	
	Identify a facilitator for the process of goal setting. This individual may be internal or external to the organization, but must have excellent facilitation and strategic planning skills.	
	Set aside specific planning sessions for goal setting. Goals should include specific objectives, who will be responsible for working on the goal, and a timeline. Consideration should be given to barriers to achievement of the goals.	
	Ensure that there is agreement of the goals established through the planning process, by asking for feedback.	
Establish a commitment to the goals.	Communicate the goals established to all levels of the organization.	
	Issues of resistance are dealt with through communication and training.	
	Review goals regularly, according to the timeline.	

IV. Community Relations: Consultation & Communication

Goals	Process	Your organization
There is a clearly identified relationship between the organization and the community.	Collect demographic information on the community:e.g. data on the community at large, data on the client community.	
	Review who has done or is doing community consultation. Should they continue in this role? Is this process formal or information? Is there documentation?	
Communications are culturally sensitive.	Review relationships with the community. Is there a language, image, or cultural bias?	
	Consult with community "leaders", group representatives, and advocacy groups. (focus groups, forums, etc.)	
	Consult with potential and current clients/users. (focus groups, forums, interviews, meetings, questionnaires, etc.)	
Community advisory groups are established to work with different sectors of the organization.	Identify community representatives that appreciate and can speak to diversity.	
The commitment of the organization, to the mission of diversity, is maintained.	Community representatives become part of the advocates and change committees who will speak to the importance of diversity.	

V. Policy, Procedures and Practices

Goals	Process	Your organization...
Revise policy and procedures	Establish a task group to review policy and procedures. An external consultant may be used as well. These policies should consider anti-racism, employment equity, harassment, multiculturalism, service equity and access, and human rights legislation.	
	Resources in the form of time release for staff, or funding of an external consultant will be necessary to complete the work.	
	Contact organizations and agencies who may be willing to share their policies and procedures.	
	Draft revised policies and procedures. Do these policies address issues of diversity of board, staff and volunteers? Do policies eliminate barriers to access?	
	Circulate the draft for comments and input.	
The commitment of the organization is maintained and renewed.	The task group provides information at all levels of the organization through meetings and orientation.	
Policies are ratified by the board.	The task group and consultant presents the policies to the board.	
	All staff and volunteer groups are oriented to policy and procedures.	

V. Policy, Procedures and Practices continued...

Goals	Process	Your organization...
Current practice reflects and is consistent with policy and procedure.	Identify the current practices as they relate to policy and procedures. This may be done through internal assessment, interview, or consultation. Are practices consistent with the commitment to valuing diversity? Is there evidence of racism, sexism, homophobia, able-ism, classism, etc.? Do people make assumptions about the ability of peoples from a different ethnic background, gender, disability, or socio-economic background?	
Board, staff and volunteers have a working knowledge of acceptable practice	Education and training take place as part of an overall education plan for the organization. (see also education and training)	
Board, staff and volunteers at all levels of the organization demonstrate "buy-in" to policies and procedures by maintaining behaviour that is consistent with their intent.	Review current practice at regular intervals. Develop goals for board, staff and volunteers, to show that they are committed to policy and practice of diversity and cultural competence.	
Values and attitudes reflect the organizational mission of diversity.	Feedback sessions are conducted to take a "reading" on values and attitudes.	
	Resistance is dealt with through communication and training, and through task forces or change committees.	

VI. Personnel Practices

Goals	Process	Your organization
Outreach recruitment practices are in place.	Review current job and volunteer postings practice. This may be done with a task group and/or external consultant. Do postings reflect a cultural bias? Is there accommodation for people with disabilities?	
	Contact community groups, advocacy groups, community and ethnic media to identify how they can be used for recruitment. Establish a working relationship with these groups and contacts.	
	Consider the use of affirmative action and employment equity policy and practice to achieve a more diverse staff and volunteer group.	
Barriers to employment for diverse groups, are eliminated.	Review standards for selection. Are the terms and standards used fair and justifiable in terms of job and volunteer requirements?	
	Review the policy and practice with respect to education and credentials received outside of North America. Should a policy be drafted for this purpose?	

VI. Personnel Practices continued...

Goals	Process	Your organization
Recruitment and hiring is based on *bona fide* criteria.	Review criteria for skills, knowledge, and abilities. Requirements must be reflective of the true nature of the job.	
	Include members of diverse groups or with diverse perspectives on the interview committees for hiring. If tests or screening tools are used, have they been reviewed for bias?	
Diversity is achieved at all levels of the organization.	Review the composition of the organization through internal assessment. Are people with diverse backgrounds integrated at all levels, or clusters into specific levels?	
	Review training and promotion procedures. Are criteria equitable for training and promotion of individuals with diverse backgrounds? Are there biases?	
	Establish standards for training and promotion considering principles of equity and diversity.	
	Review job performance and evaluation procedures. Are there biases?	
	Establish standards for job performance and evaluation. considering principles of equity and diversity.	

VII. Education and Training

Goals	Process	Your organization
Training has a context in the organization as part of the development of a "healthy" and diverse workforce.	Do a needs assessment of the organization. This may be formal or informal, through questionnaire, focus groups, newsletters, etc.. Keep in mind that not everyone is able to articulate what they need or do not need.	
	Review training plans from previous years, and from other organizations. Draw from these examples to develop the plan.	
	Establish a training plan for all levels of the organization. This will include the allocation of time and funds for the training to take place. Training will take different formats e.g. 3 hours to 4 day workshops on topics such as Cross Cultural Communication, Valuing Diversity, Homophobia, Gender Issues, Abilities and Disabilities, Race Relations, Working with Diverse Volunteer Groups.	
	Circulate the training plan. Newsletters may publish a calendar of events.	
Board, staff, and volunteers have an understanding and a commitment to the purpose of training.	Advocates or change committees provide information at all levels of the organization.	
	Resistance is dealt with through communication.	

VIII. Programs and Services

Goals	Process	Your organization
The organization has information and knowledge about the community it serves.	Collect information on the community through demographics, and community consultation.	
	Collect information on the client community through review of records, questionnaires, focus groups, interviews, and meetings.	
Programs and services are reflective of the community is serves.	Review programs and services from previous years. How are decisions made about programs and services? Is there a process for inclusive community consultation?	
	Identify gaps between community at large, and the client community. Are requests made for programs that cannot be met? Are programs culturally or language biased? Are programs accessible to all types of clients?	
	Each program and service sector develops goals and objectives, as part of a plan. These will consider culturally sensitive models for service delivery, eliminating cultural bias, and access issues. Community advisory groups may be involved in the planning process. A time frame is established to review the plan periodically.	

VIII. Programs and Services continued...

Goals	Process	Your organization
Barriers to an inclusive programs and service model are eliminated.	Identify the barriers to inclusive practice. This may include past practice, attitudes, lack of involvement from some groups, too much involvement from others.	
	Develop specific strategies to eliminate barriers. This may include changing operational styles, giving orientation and training, including new groups in the planning process.	
	Communicate concerns about barriers, and strategies for change, to advocates or change committees.	
Board, staff, and volunteers have an understanding and a commitment to the purpose of changes in programs and services	Advocates or change committees provide information at all levels of the organization.	
Establish client/consumer advisory groups to work with different programs and service sectors.	Identify client/consumer representatives that appreciate and can speak to diversity, as well as the issues of their particular group.	
Community advisory groups and client/consumer advisory groups become an integral part of the organization.	Advisory groups are included in events of the organization: diversity events and other types of events.	
Values and attitudes reflect the organizational mission of diversity.	Staff meetings and groups conduct feedback sessions, to encourage support.	

IX. Communications, Image and Public Relations

Goals	Process	Your organization
Communication in the organization is an integrated process.	Review existing forms of communication. How is most information communicated? Do all levels of the organization receive communication? Are there cultural or other types of bias in the way communication is handled?	
	Develop a communications plan involving representatives of all levels of the organization. The plan will include consideration of different language/literacy levels, shifts of staff and volunteers, accommodation for special needs. The plan may include oral and written communication, and different formats.	
The organization portrays images that welcome and value diversity.	Review the images used in the organization. Do they represent diversity? Do people feel welcomed and valued?	
	Identify the gaps in the images of the organization. Establish a task group to work on changing the images to be more inclusive.	
Print and public relations material is inclusive.	Review existing print and public relations. Is material available on tape as well?	
	Revise materials to include diverse images , access for the deaf, visually impaired, and other disabilities.	

Defining Terms

CULTURALLY COMPETENT AGENCIES AND SYSTEMS: understand, accept, and respect cultural differences. They involve people who are reflective of diverse groups in the community -- in the development of policies, services and programs which are appropriate and relevant to them. A culturally competent organization respects differences and pays attention to the dynamics of difference. They do continuous self-assessment, expand cultural knowledge and resources, and adapt their service models to accommodate needs. Such organizations consult with minority communities are committed to hiring unbiased employees. They also understand the interplay and influence between policy and practice.
(Terry Cross, 1989)

DIVERSITY: Refers to the unique characteristics that all of us possess that distinguish us as individuals and identify as us belonging to a group or groups. Diversity includes concepts or race, ethnicity, class, gender, religion, sexual orientation, and disability. Diversity offers strength and richness to the whole. (The Hastings Institute)

INCLUSIVENESS: Refers to an organizational system where decision-making includes perspectives from diverse points of view, from within and without the organization, where appropriate (The Hastings Institute, Byron Kunisawa). **Inclusiveness of services** refers to the right of every individual to equal opportunity, equal access, equal participation in all that society has to offer regardless of age, disability, sexual orientation, ethnicity, language, income, gender or religious differences (Social Planning, City of Vancouver).

EMPLOYMENT EQUITY: Describes approaches to achieving equality in employment for all groups in Canada. The primary focus of employment equity is the identification and removal of discriminatory barriers in the organization's hiring, training, promotion, and income policies and practices (Institute for Managing Diversity).

REFLECTIVE: To give back, or exhibit an image, likeness or outline. (Websters New Collegiate).

REFLECTIVENESS: The process where an individual relates to a concept and can reflect back or communicate back the concept to others in a meaningful way. (The Hastings Institute)

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