Implementation Strategies Project

Coordinated by the Lower Mainland Multicultural Education Consortium, in
association with Canadian Heritage, Multiculturalism B.C.,
and the Ministry of Skills Training and Labour

Session 4: Developing Change Strategies and Organizational Change:

- organizational change as the process to achieving multicultural,
  anti-racist organizations
- how organizations work, dealing with organizational levels and culture
- mechanistic, organic, types, styles of organizations that influence change
- phases of change, change and transition-models, understanding the process
- developing change strategies to meet your organizational needs

October 26th and 27th, 1995

Facilitators/Trainers: Sandy Berman and Linda Coyle

DEVELOPING CHANGE STRATEGIES AND ORGANIZATIONAL CHANGE

Workshop Objectives

Participants will explore:

- personal and organizational assumptions about change

- who has responsibility for change in the organization

- how organizations implement change and what impact these changes have

- the phases of change

- transition-models

- and develop change strategies to meet organizational needs

DEVELOPING CHANGE STRATEGIES AND ORGANIZATIONAL CHANGE

Workshop Agenda

Day 1

Introductions

Review of Objectives and Agenda

Assumptions about Change

Responsibility for Change

BREAK

Exploring Change in the Organization

LUNCH

Impact of Change

Problem Solving and Change

Closure

DEVELOPING CHANGE STRATEGIES AND ORGANIZATIONAL CHANGE

Workshop Agenda

Day 2

Agenda Review

Phases of Change

BREAK

Visioning a Multicultural Organization

LUNCH

Transformation-Models

Developing Change Strategies

Closure

LMMEC: Session 4

- need to have the "Assumptions About Change" discussion in change teams

• Over the past 5 years chart the significant changes have occurred in Douglas.

(Nov 7th @ 2pm)

Success dependent upon:
  · consultative process c̄ commitment to action
  · senior management commitment + support
  · consultation on an extremely broad base
  · focus on the issues
  · having a plan in place which immeshes the issues into the college environment
  · implementation plans for policies
  · resources to support change → long term.

Organizational Change

Organizational Responses to Change

Organizations involved in comprehensive change may go through the following stages:

1. Homogeneous organizations:

- Organization is monocultural in terms of composition of work force.
- Individuals within organization have similar values and beliefs.
- Organization sees little, if any, need for change.

2. Awakening organizations:

- Organization realizes change is occurring in society.
- There is much discussion taking place concerning the need for change in the organization yet little action is implemented.

3. Balancing organizations:

- Organization has internalized the need for change yet is cautious as it wants to present a "balanced perspective".
- Organization is concerned with its public image, consequently, effective change may not be taking place.
- Much of the organization's energy is spent on pleasing opposing perspectives.

4. Transforming organizations:

- Organization has accepted the challenges of change.
- Action plans and strategies are being developed to implement effective change.
- Organization experiences continued stress as change is implemented.

5. Culturally competent organizations:

- Organization understands, accepts and respects cultural differences.
- Organization develops and revises action plans based on accommodating needs of internal and external customers.
- Organization expands cultural knowledge and resources and adapts to changes in society.
- Organization understands the interplay and influence between policy and practice.

Ineffectiveness-effectiveness patterns

	Behaviour	Response	Outcome
Ineffectiveness	Not defining goals. Maximize "winning" and minimize "losing. Minimize the expression of feelings. Appearing always to be "rational"	People become defensive, inconsistent, feel vulnerable, acting in manipulative ways, mistrust, lack risk-taking or take very high risks, withhold information, power-centred behaviour	Limited testing. Issues not discussable. "Distance" themselves from the issues.
Effectiveness	Depend on people. Allows tasks to be jointly controlled. Make the protection of feelings a joint responsibility. Discuss issues, performance and problems, *not* people.	Builds confidence, "self-esteem". Creates learning and trust. Leads to less defensive relationships and group dynamics. Open confrontation of issues.	Effective testing. Informed choice. Internal commitment.

<u>Changing Organizations</u>,
Brian McAndrew, 1993, Longman, Essex

The greatest constraint to change is fear
Change is about human beings
How to create conditions for change at the organizational level is the main purpose -
- perceive conditions vs factual conditions

The external environment
- external situations will chage
- deep rooted problems need to be resolved
- the past may give information
- what role does the organization play in the external environment
- local government influences the environment

Determine the present position
- organizational assessment
- perception more important than facts
- define the problem(s) as clearly as possible
- previous success may be a barrier (paradigms)
- but acknowledgeing success is important
- take care when judging individuals
- position statements are not useful

The nature of change
- change in the organization requires learning at a matched rate
- change in order to stay relevant is often difficult to see from inside
- very rapid change may damage management
- aim to get into sequences, spirals of change
- change must affect sub as well as main systems
- use small changes to create the major changes sought
- "big" change only when absolutely necessary

Constraints to change
- transition can be painful (liberation of oppressed peoples)
- organizational culture may have killed peoples natural ability to change and adapt
- people believe change is not possible

- large and public sector org'ns may attract people with higher dependency
- previous failures and lack of commitment of authors/managers leave people skeptical
- change must be reflected in the informal systems of rewards and punishment, otherwise it will not work, or be taken seriously
- sub cultures of the organization must be understood
- stereotyping of groups who are more changeable may occur
- fear
- resistence can be reasonable and rational
- lack of knowledge is often applauded as admirable amateurism

Individual needs
- authors/managers must model the behaviour
- supports must be built in to deal with anxiety, hurt, safety, failures along the way (McAndrew calls this the raft of certainty)
- being clear about personal needs will help achieve organizational needs
- watch out for "oughts and shoulds"
- listen and attend - people know if they are being listened to

Creating conditions for change
- do the basic preparations as a priority - no short cuts to the "final gloss coat", otherwise you will fail
- respect the past and present - some letting go is required
- tension is fundamental and necessary to change
- some ties will have to be cut because they are barriers/pardigms
- use opposition to affect change
- meet employees needs
- decide on basic beliefs
- changing individual baehaviour requires the removal of what inhibits naturally good behaviour
- management style must be identified - adopt the style required
- there is a need for ethical standards   - make work enjoyable - **listen**
- build confidence, dont get into victim and triangling
- people need power to do their work, and to afffect change
- reflect and review
- are people doing the job/role that they think they are, that they are supposed to? people need to do the right job/role

Changing Organizations, McAndrew, 1993

Creating conditions for change
- structural change may be required, but it is not as important as it is stated
- change the types and conditions of employee contracts e.g. flexibility
- change the culture of clients and the supports/suppliers related to clients
- appraise and evaluate
- performance management is a good concept but premature performance related pay can/will be a barrier to change -- this can seriously dmanage the potential for change

Supports and resources
- values and vision must be kept at the forefront because it may be the only certainty that people have in the face of change
- resources have to be committed to support change e.g. time, people, money
- use your critical mass of influence 10 - 15% is all you need to build on -- if this mass is not used to advantage, then they will block change
- consultants bring in objectivity and clarity, if they are well used
- build on whatever successes there are, provided they are appropriate

Involvement and consultation
- change needs communication, but communication should not take the usual forms ---- change means change
- consultation should be genuine, otherwise you will be met with cynicism
- involve the principal actors/stakeholders -- if there is resistance from them, at least this may be contained by the process to some degree
- involve customers, clients -- this will also diffuse entrenchment and resistence

Values
- are the starting point for chnage
- have to be recognized as importat
- find out what the values are --- don't guess
- there are gaps between stated and practised bvalues
- values should complement equal opportunities, not produce oppression, i.e. overzealous commitment to certain values (ethnocentricm)

Vision
- long term
- visionary thinking is more than defining objectives and goals - use your brain

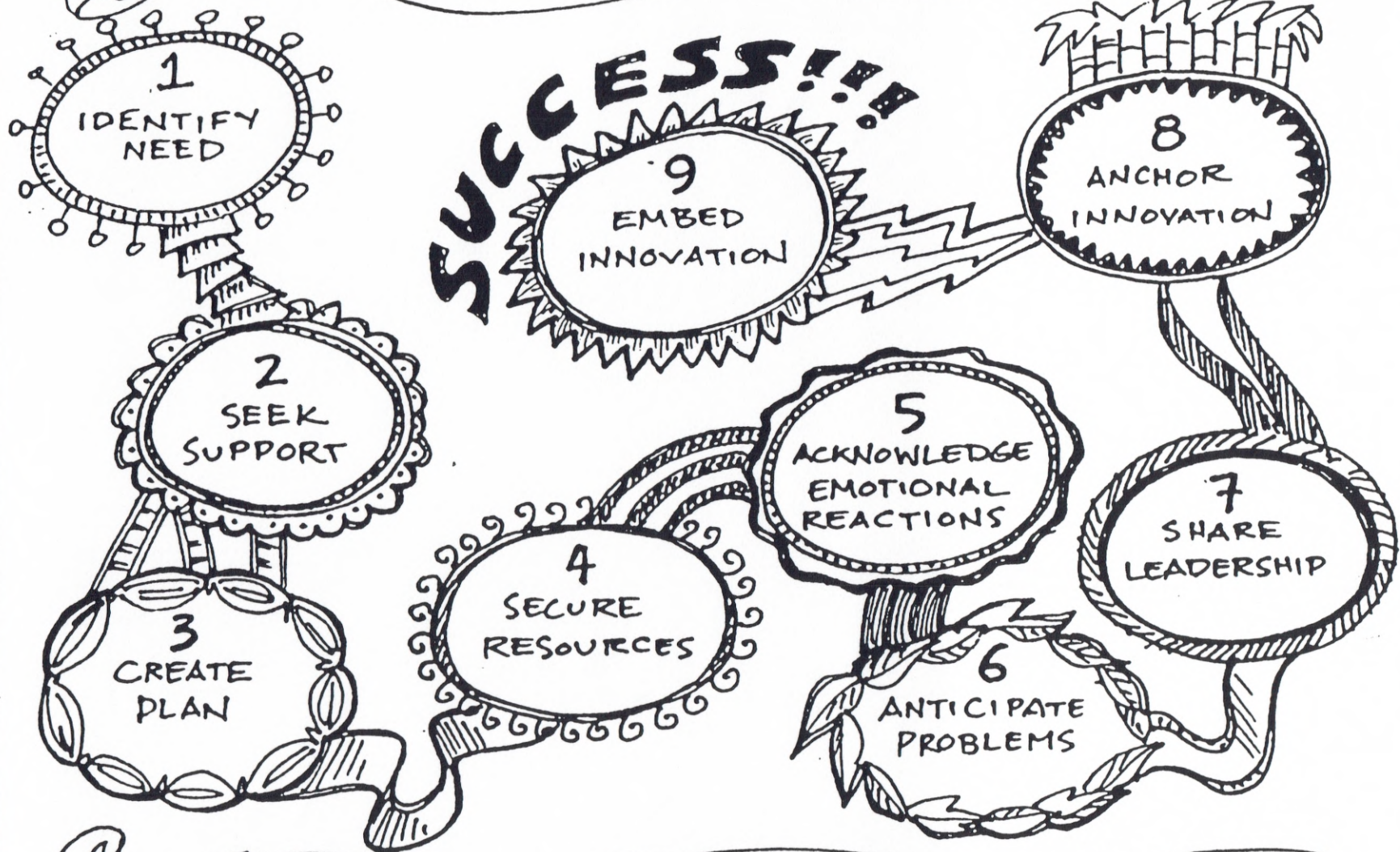*Changing Organizations*, McAndrew, 1993

Have a Business Plan
- visionary thinking and results are both necessary and important
- develop objectives that extend to detailled individual work plans
- short term and long term
- basic plan deals with available resources, extended plan deals with desireable resources -- blue sky planning
- address the political agendas
- policy isn't good enough to create change -- it's practice
- include strategic management
   - specific change strategies include creating a learning organization
   - monitor and review
   - identify formal and informal strategy

Conclusion: we must be increasingly:
- ▸   **inspired by vision**
- ▸   **focused on customers**
- ▸   **releaseing the potential of employees**
- ▸   **linked by values -- systems -- processes**
- ▸   **judged by achievement**
- ▸   **caring for ourselves really well**

NINE STEPS TO BEING A CHANGE AGENT!

Linda MacRae-Campbell / How to Start a Revolution

SUCCESS!!!

1 IDENTIFY NEED

2 SEEK SUPPORT

3 CREATE PLAN

4 SECURE RESOURCES

5 ACKNOWLEDGE EMOTIONAL REACTIONS

6 ANTICIPATE PROBLEMS

7 SHARE LEADERSHIP

8 ANCHOR INNOVATION

9 EMBED INNOVATION

ESSENTIAL INGREDIENTS: IDEAS, MOTIVATION, SENSE OF HUMOR, INTUITION, PERSONAL SUPPORT SYSTEM, EMOTIONAL FORTITUDE, COMMITMENT, POSITIVE OUTLOOK, PERSEVERENCE, DETERMINATION

Profile for a Culturally Competent Organization
(Kunisawa's Model)

PRINCIPLES OF ORG. CHANGE	DIMENSIONS OF AN ORGANIZATION				
	STRUCTURE	POLICIES	VALUES & ATTITUDES	PROCEDURES & PRACTICES	PROGRAMS & SERVICES
INCLUSIVE-NESS	People from diverse backgrounds integrated in large structure Accessible facility Welcoming environment	Mission statement, principles, and policies are inclusive	Mentoring programs in place Flexible work environment to meet the needs of diverse employees	Initiatives of collaboration Active recruitment and involvement of community All levels of organization involved in planning	Programs and services promoted through a variety of strategies Needs identified through community consultation
CULTURAL DIVERSITY	Workforce, Board, committees, and volunteers are reflective of community Target members reflected within the horizontal and vertical structures of organization	Multicultural, anti-racism, employment equity, and harassment policies in place Interpretation and translation policies	Differences are valued Organization's objectives include valuing diversity	Recognition of religious beliefs, disability, language, etc.	Organization possesses knowledge of community groups it is working with Standards established for cross-cultural services
EQUITY	Employment and service equity implemented at all levels of organization	Policies established in accordance with Charter of Rights and Human Rights Legislation	Diversity and inclusiveness of services is valued	Outreach recruitment Barriers to employment services reviewed Bona fide selection standards	Accessible services Services are integrated

An organization can become culturally competent by applying the principles of **inclusiveness, cultural diversity** and **equity** to its various dimensions. In addition, individuals must be given opportunities for growth.

CHANGE IS A PROCESS

| Present State | → | Transition State | → | Desired State |

Unfreezing (Pain)　　　Refreezing (Remedy)
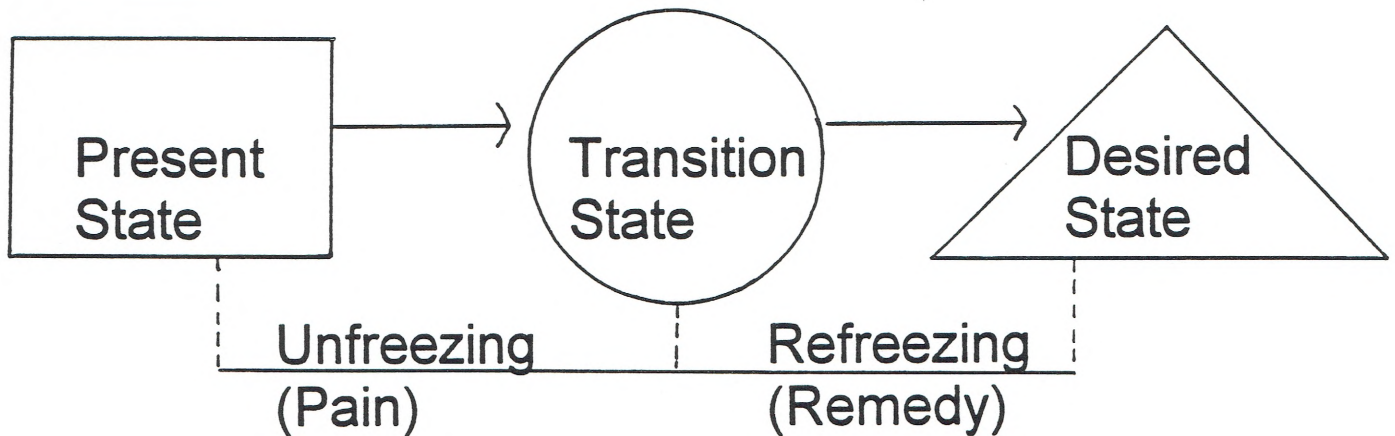
Characteristics of Transition:

- Low Stability

- High emotional stress

- High, often undirected, energy

- Control becomes a major issue

- Past patterns of behaviour highly valued

- Conflict increases

CHANGE OR TRANSITION

The beginning of wisdom is to call things by their right name. -Chinese Proverb

Change is not the same as transition. **Change** has to do with situation, structure, or the physical world: a reorganization, a new way of working, a new manager, a new technology, a new role, or a new location. **Transition** is the psychological process that people go through to adapt to those changes. So change is external and transition is internal. The pace of change and of transitions is not usually the same. In the past there has not been a recognition of the distinction between the change process and the transition process.

STAGES OF TRANSITION

ENDINGS:
"Transition starts with endings - paradoxical but true." The most obvious example of an ending happens with the death of someone close to you. There are feelings of loss and grief that are understood by all. The period of mourning is time to adjust to the losses and to let go. The same experience happens with good changes like a new baby, a move to a better job, and a move to a new location. Transition starts with letting go.

What happens during the Ending phase is disengagement, disenchantment, disidentification, and disorientation.

THE NEUTRAL ZONE:
Letting go is followed by the neutral zone which is a no man's land between the old reality and the new, when the old way is gone and the new way doesn't feel comfortable, when the old identity is changing but the new identity feels strange. Characteristics of people in the neutral zone are confusion, anxiety, insecurity, and uncertainty. Some try and escape these feelings and leave organizations during this time.

If persons aren't allowed to work through the neutral zone at their own pace, the change process is compromised, and there is a lose of a great opportunity. For it is during the neutral zone that new ideas, new ways, new structures can be processed and integrated, so they'll be tackled successfully in the new beginning.

THE NEW BEGINNING
 A successful new beginning can be the result of the person being allowed to move through the ending and the neutral zone. Now the person is ready for what's new, is ready to act, is ready to identify with the new situation, and is ready to work in the new mode. The problem is the transition process is not recognized in organizations and the assumption is made that people are ready for the new beginning when the structure changes.

From William Bridges, Managing Transitions. Making the Most of Change. 1991.

Agenda for Implementing Change

- A clear strategic aim is needed for implementation.

- Support at top levels are crucial to success. senior managers must be clearly accountable for change.

- Implementation requires project management with the involvement of users and line managers. Major changes often lead to changes in the power structure of the organization.

- Achieving ownership is crucial. Implementation must be carefully planned, and managed. It will take time and will have far-reaching effects.

- The main problems to be solved in implementation are cross-functional problems.

- The pace of change needs careful planning. Longer planning leads to quicker implementation, early success, faster diffusion.

- People respond to pragmatism. Pragmatism rather than a technology-driven approach is more likely to deliver success.

- Build in systems to reward relevant behaviour.

- Recognize the importance of role modelling.

- Initiate the appropriate training and support, but provide flexibility.

CHANGE REQUIRES CHANGE

IF YOU ALWAYS BELIEVE
WHAT YOU HAVE ALWAYS BELIEVED
YOU WILL ALWAYS FEEL THE WAY YOU HAVE ALWAYS FELT

IF YOU ALWAYS FEEL
THE WAY YOU HAVE ALWAYS FELT
YOU WILL ALWAYS THINK THE WAY YOU HAVE ALWAYS THOUGHT

IF YOU ALWAYS THINK
THE WAY YOU HAVE ALWAYS THOUGHT
YOU WILL ALWAYS DO WHAT YOU HAVE ALWAYS DONE

IF YOU ALWAYS DO
WHAT YOU HAVE ALWAYS DONE
YOU WILL ALWAYS GET WHAT YOU HAVE ALWAYS GOTTEN

IF THERE IS NO CHANGE
THERE IS NO CHANGE

ADAPTED FROM UNKNOWN SOURCE BY EEAW STUDENT

13. Addressing resistance to change

Objectives and Instructions:

> Use in **Step 6: Action Planning** to help you (a) understand your own source(s) of resistance, and (b) understand why your employees, col leagues and/or boss may be resisting.
>
> Resisting change is natural and legitimate. It does not mean you are against the institution. It means you have legitimate concerns. The following list contains 14 of the most common reasons people resist institutional change. The right hand column provides ideas for addressing these issues in a sensitive and humane manner.

Cause of Resistance:	Remedy:
1. *Loss of control.* Change can be exciting when done by us, but frightening when done to us.	Genuinely involve employees in change.
2. *Uncertainty.* It is sometimes safer to stay with "the devil you know". Will new be better?	Take change in steps.
3. *Unwelcome surprise.* Nobody likes decisions sprung on them after having been worked through and finalized.	Be candid early. At least say "here is what we are deciding on, here are the factors and here is the timetable".
4. *Change is "not my job".* With upward career mobility reduced (and motivation reduced with it), employees are prone to ask, "What's in it for me?"	Motivate by emphasizing the larger importance of your mission, giving over control and ownership of activities, and ensuring recognition of achievements.
5. *Loss of routine.*	Avoid the temptation to "start totally fresh". Keep a few familiar sights and sounds.
6. *Dishonour.* Change implies that the old way was bad. People will go to great lengths to counter such an implication.	Put change in perspective. Celebrate past accomplishments as the right thing to do *then*.

PEOPLE CANNOT DISCOVER NEW OCEANS UNLESS THEY HAVE THE COURAGE TO LOSE SIGHT OF THE SHORE

ASSUMPTIONS ABOUT CHANGE
Ten "do" and "don't" assumptions to successful implementation of change
(adapted from The Meaning of Educational Change, Michael Fullan, OISE 1982)

1. Do not assume that your version of what the change should be is the one that should or could be implemented. Assume that successful implementation consists of some transformation or continual development of initial ideas.

2. Assume that any significant innovation, *if it is to result in change*, requires individual implementers to work out their own meaning. Significant change requires a certain amount of ambiguity, ambivalence, and uncertainty for the individual about the meaning of the change. Effective implementation is a process of clarification.

3. Assume that conflict and disagreement are not only inevitable but fundamental to successful change. Since any group of individuals possess multiple realities, any collective attempt to change will involve conflict.

4. Assume that people need pressure to change (even in directions which they desire). However, pressure will only be effective under conditions which allow people to react, to form their own position, to interact with other implementers, to obtain technical assistance, etc. Unless people are going to be replaced with others who have the desired characteristics, re-socialization is at the heart of change.

5. Assume that effective change takes time. It is a process of "development in use". Unrealistic or undefined timelines fail to recognize that implementation occurs developmentally and incrementally. Expect significant change to take a **minimum** to two to three years.

6. Do not assume that the reason for lack of implementation is outright rejection of the values embodied in the change, or hard core resistance to all change. Assume that there are a number of possible reasons: value rejection, inadequate resources to support implementation, insufficient elapsed time.

7. Do not expect all or even most groups or people to change. The complexity of change is such that it is nearly impossible to bring about widespread reform in any large social system. Progress occurs when we take steps to increase the number of people affected. Instead of being discouraged by all that remains to be done, be encouraged by what has been accomplished by way of improvement from your actions.

8. Assume that you will need a *plan* which takes into account the above assumptions and addresses the factors known to affect implementation. Knowledge of the change process is essential. Careful planning can bring about significant change on a fairly wide scale over a period of two or three years.

9. Assume that no amount of knowledge will make it totally clear what action should be taken. Action decisions are a combination of valid knowledge, political considerations, on the spot decisions, and intuition. Better knowledge of the change process may improve our confidence in what we do, but it will never and should never represent the sole basis for decision.

10. Assume that change is a frustrating, discouraging business. If all or some of the listed assumptions cannot be made, *do not expect significant change as a result of implementation.*

1990 **1991** **1992** **1993** **1994** **1995**

Employ +
Educ Equity
Committe.

Equity Survey

Violence
Policy

CEC
↓
Ed.
Council

Intern.
Comm.

Thomas
Haney
Centre

Harassment
Policy

Pinetree
Discussions

Governance
Structure
& Function.

New
President
+
Reorg.

College/Institute
Act.

Anti-racist
policy
proposal
squashed

← ————— Lmmittee →

International
Education

Integrated
Curriculum
in CFCS

Integrative
Curriculum
Conference.

Nursing
Curric →

Anishnabeg
(Douglas Dev)

←

First Nations
Services Co-ord
Hired.

Caring
Curr.

Revising
student
Conduct.

CIEA H/R + S.W.C. Reps ————————→

P.D. for
Employees ————————————→

Pay Equity
for Staff.
discussions
began.

<u>Video</u>:
- Terminal Professionalism

- Take yourself lightly + your problem seriously.

Humour Perspective Tools
- Mark the line (Draw)
- Mini Vacations   - reminders of other times or vacations
- Support Groups (Humour)
- Plus conversations - what's working
- Humaerobics

Be clear on the problem   + then set the vision.

Vision
brainstorm

- must have a communications strategy. }
- what we're there to do + why

success is
dependent upon

- must know what we want
  to communicate + then
  how

MULTICULTURALISM

AN EDUCATIONAL PERSPECTIVE

by

Byron N. Kunisawa
Lecturer and Consultant on Multiculturalism

- Groupings of individuals by ethnicity (e. g., Italians, Puerto Ricans, Japanese).

- Groupings of individuals with similar physical characteristics outside of race and color (e. g., women, elderly, disabled).

- Groupings of individuals with similar values, experiences, and preferences (e. g., gays, lesbians, Vietnam Vets).

The evolution of cultures in America is an ongoing process and will continue to expand as we progress as a multicultural society.

In conjunction, educational systems cannot develop students to become functionally multicultural when their institutions are designed monocultural "European." The curriculum, methodology, language, and materials are dominated by this European foundation.

A student who has successfully participated in a multicultural educational system will be literate in the following areas:

- **Academic:** The ability to read, write and compute mathematical equations sufficiently to gain employment and/or entrance to institutions of continuing education.

- **Systemic:** The ability to comprehend the designs and procedures of America's systems, institutions, and bureaucracies well enough to obtain a standard of living commensurate to their skills and abilities.

the time when cultural differences were identified as an important attribute. Due to this identification, bilingual-bicultural programs were introduced to the school systems, but again as a special (30%) program.

This is the 1980's, and we are now ready to expand the concept of culture, to change the 70% design, and to develop inclusionary processes. Culture, for the 80's, cannot be limited to color but must include groups of individuals that coalesce due to similar needs, characteristics, and/or preferences (e.g., women, handicapped, elderly, gays, etc.).

We must develop multicultural (100%) designs that are sensitive to the cultural differences of people who will utilize, and be affected by such designs. We must learn to modify and adapt 70% and 30% monocultural designs to make them multicultural (100%). We must finally develop processes which are inclusionary for cultural diversity rather than exclusionary for cultural conformity.

A PHILOSOPHY

The term multicultural has many different interpretations and definitions due to numerous social-political factors. For the singular purpose of developing and implementing multicultural programs and courses, the following philosophy will be utilized throughout the text:

> "A multicultural philosophy is one that promotes
> the acknowledgement, appreciation and usage of
> cultural differences as a critical factor in the
> development and implementation of any system,
> institution, program or curriculum. It utilizes
> an inclusionary process for development and
> dissemination rather than an exclusionary one."

The philosophy recognizes that differences is the key element because there are significant differences within each individual cultural

IMPLEMENTATION STRATEGIES PROJECT

DEVELOPING AND IMPLEMENTING POLICY: ACTION PROCESS

WORKSHOP TOPICS

* Environmental Assessment/analysis: rationale, methods, models.

* Considerations in developing policy

* Shared experiences, policy that works!

* Barriers, concerns, issues

* Strategies and commitment to implementation of policy.

DEVELOPING AND IMPLEMENTING POLICY:

ACTION PROCESS

Agenda - Day 1

Introductions:
 The Trainers
 The Participants

Objectives, Agenda, and Guidelines

Setting the Context: The Equity Spiral

What is an Organizational Assessment? Factual and Perceptual

 Break

What is the purpose of Organizational Assessments?
 Small Groups: Do you think organizational assessments are a good idea? What reasons would you give for and against organizational assessments? Summarize.

Considerations Related to Demographic Organizational Assessments

Identifying Key Constituents

 Lunch

Organizational Assessments: Factual
 Small Groups: Reviewing and Assessing the Organizational Assessments used by other organizations.

 Break

Organizational Assessments: Perceptual
 Small Groups: Each group will create 6 - 7 questions they'd like to see on an Perceptual Organizational Assessment.

Review and Closure

DEVELOPING AND IMPLEMENTING POLICY:

ACTION PROCESS

Agenda - Day 2

Left overs

Developing Policy: Organizational Assessment
Small Groups from the same organization: Do the assessment.
Small Groups from different organizations: Share information about policy development.

Debrief: How were people informed about the new policies? What were the effects related to the new policies?

Break

Dialogue: A tool for communicating about diversity issues.
Introduce the process.
Review the Building Blocks.

Fishbowl: A small group which includes one person from each institution.
Topic: What are the traps involved in the process of developing policies?

Large Group
Topic: How is our policy working? What are the problems? Are policy changes effective in moving our institutions closer to a goal of being more diverse?

Lunch

Policies Related to Diversity Initiatives
Power Issues
Stakeholders
Building Commitment

Break

Action Plan and Commitment

Review and Closure

MULTICULTURAL/ANTI-RACIST POLICIES

Agencies participating in Agency Access Development Project (AADP) have agreed to developing a multicultural and anti-racism policy which embraces all aspects of the agency.

A multicultural policy should incorporate the following guiding principles:

✓ Volunteers, Board and Staff are reflective of the community they serve.

✓ Services are sensitive to the needs of culturally and racially diverse groups.

✓ Programs seek to eliminate systemic barriers to full participation and promote positive race relations and attitudinal change.

✓ Discriminatory or racist incidents or behaviour are not tolerated.

✓ Communications present a positive and balanced portrayal of racial and cultural minorities.

Suggestions:

1. Do the organizational assessment before developing a policy.

2. Involve staff and volunteers in policy development.

3. Policy should be passed by the Board or Collective.

4. The policy should be widely circulated throughout the agency.

≋ DIALOGUE ≋

WHERE DID DIALOGUE COME FROM?

The roots of the word are from the Greek "dia" and "logos" which means "through meaning". Dialogue is a stream of meaning flowing between people. Many early societies, ancient Greeks and Native Americans, practiced forms of what we are now naming Dialogue. In recent years, David Bohm, quantum physicist, has developed theory and methodology that guide much of our work with Dialogue.

We acknowledge the work of Linda Teurfs and Glenna Gerard, who have molded Bohm's ideas into practical tools for organizations.

WANT TO LEARN MORE?

**Waters & Thorne
Consultants in Dialogue**

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"The world we have made as a result of the level of thinking we have done thus far creates problems we cannot solve at the same level at which we created them." - Albert Einstein

HOW DOES DIALOGUE DIFFER FROM DISCUSSION?

Both are important forms of group talk. As David Bohm says, the word *discussion* shares roots with *percussion* and *concussion* and is akin to a "Ping-Pong game where we are hitting the ball back and forth." Frequently in discussion the purpose is to win people to our point of view, to move the group toward a particular result. We may attempt collaboration but are often caught in the web of debating, defending, and wanting our own ideas to be adopted.

In Dialogue, there is no emphasis on winning, convincing others of our point of view, or heading toward a specific outcome. Instead, our goal is understanding, synthesis, developing new meanings and deeper insights than those we had at the beginning. Our purpose is to go beyond any one person's understanding. In Dialogue, groups wrestle with difficult, complex issues from many perspectives.

And, finally, Dialogue serves to create a community-based culture of cooperation and shared leadership. Groups develop increased capacity to cooperate and to be inclusive.

SO, HOW DO I "DO" DIALOGUE WITH MY GROUP?

1
Don't expect the ingrained habits of discussion to just melt away because a group desires to be in Dialogue. As a way of starting, groups need to spend time in focused learning experiences that help them master the Building Blocks.

2
Members of the group must be *willing* to see each other as colleagues. This sounds simple, but is a critical factor. Most people behave differently toward those they perceive as above or below them in the organizational hierarchy. As soon as we are cautious about what we say because of the rank of others in the group, true Dialogue is impossible.

3
Dialogue requires a group to form a special environment (usually called a "container") that supports this non-result-oriented, slower paced, more reflective form of communication. This environment creates the safety that encourages people to share deeper thoughts and to achieve expanded understandings with others. When a group decides to leave the familar territory of discussion and venture into Dialogue, attention must be paid to forming the container.

INTRODUCING THE BUILDING BLOCKS OF
≋ DIALOGUE ≋

≋**_LISTENING._** This word has Anglo Saxon roots which mean _hearing_ and _waiting in suspense_. We often _hear_ the words spoken to us, but just as often don't _wait_ with an openness that allows us to stay fully receptive to the _meaning_ of what others are saying. We bring our own wants, feelings, thoughts, beliefs, biases...all of which influence what we hear. Effective listening during Dialogue is about slowing down...developing the capacity to be fully attentive to the talker...valuing deeply what others have to offer...being willing to be changed by what we hear...and allowing silence which gives others the space to think, feel, and express themselves. Skilled listening is about attending to more than just the facts or data being expressed. It is about listening for the _whole_ of the talker's experience which could include feelings, intentions, and underlying assumptions.

≋**_IDENTIFYING ASSUMPTIONS._**
This Building Block has to do with recognizing, and naming, that which we think is so. Imagine for a moment that you and I, standing a few feet apart, are looking up at the night sky. I see a beautiful moon casting light on the large oak tree in front of us. You can't see the moon. Your view is of the tree with its huge branches and dark expanse. I comment on the brilliance of the lighted sky. You disagree and say how dark it is. I insist that I am right...anyone can _see_ how bright the sky is. We begin to argue about who is right. We are in conflict! But only because we each are believing that the other is seeing the same view we are. This example is simplistic and yet illustrates a circumstance that happens with regularity in groups. Our assumptions are often invisible to us and yet they shape our beliefs and how we act with others in profound ways. This Building Block is about learning to identify our assumptions so that we are better able to explore differences and achieve synergy with others. It is also about deepening our awareness of how our judgments influence our actions.

≋**_SUSPENDING JUDGMENTS._** Dialogue is about staying open to new and alternative views of reality and learning through our interactions with others. Instead of defending our positions against those of others and debating about who's right and who's wrong, we stay open to seeing others' points of view. The skill of this Building Block is to hold our own judgments lightly, as though suspended in front of us for further deliberation. We don't aim to eliminate our judgments...just to become more open to other ways of viewing the same thing. We may learn that our first outlook is still the one we embrace or that it needs to be enlarged or modified in some way. This Building Block is essential to creating an environment in which trust and safety are experienced by the participants in the Dialogue.
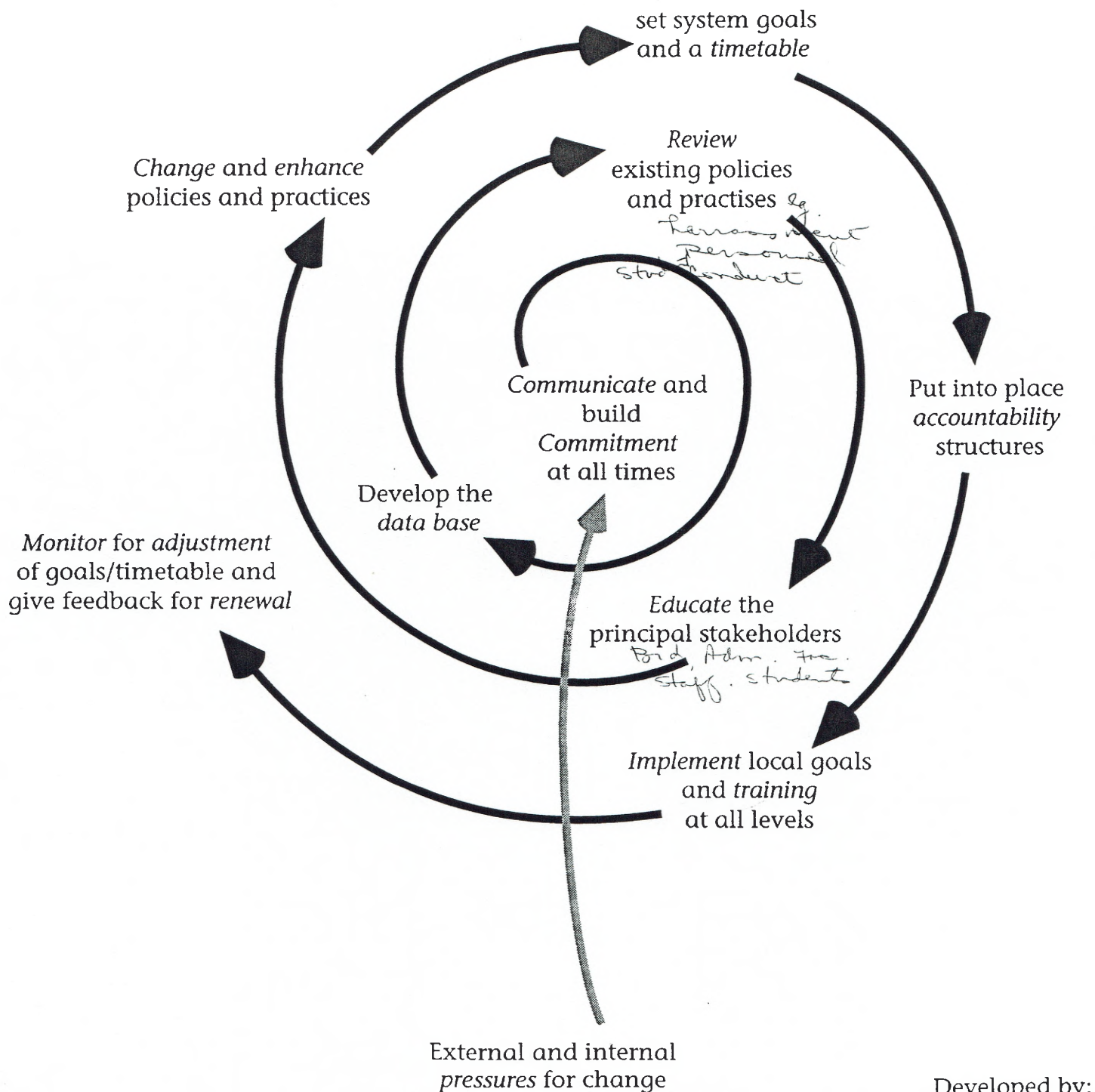
≋**_INQUIRING & REFLECTION._** Inquiring and Reflection are complementary processes that facilitate learning by helping us discover new and deeper meanings. Inquiring poses the question that gets people exploring new arenas and possibilities. It can expand an individual's awareness of his/her own thoughts and feelings. Reflection requires time to think...to uncover your own feelings...to "see" something new...to hear your own inner voice. Reflection allows us to unlatch new insights. In typical discussions, questions and remarks cause immediate responses; silences are rare and avoided. In Dialogue, an inquiry or question is frequently followed by a pause, a time for thinking, feeling, and introspection.

Accessing what's inside will help you...

_At every moment
you are participating in Dialogue,
reactions and responses
(i.e. thoughts, feelings,& wants)
are naturally occurring inside of you.
The more you pay attention to this internal
information, the greater your capacity to deal
with each Building Block._

Sharon A. Thorne & Deborah J. Waters
Consultants in Dialogue

Realizing Change In Organizations
The Equity Spiral

set system goals
and a *timetable*

Review
existing policies
and practises

Change and *enhance*
policies and practices

Put into place
accountability
structures

Communicate and
build
Commitment
at all times

Develop the
data base

Monitor for *adjustment*
of goals/timetable and
give feedback for *renewal*

Educate the
principal stakeholders

Implement local goals
and *training*
at all levels

External and internal
pressures for change

Developed by:
Alok Mukherjee

COMPONENTS OF ORGANIZATIONAL ASSESSMENT

1.   Factual
2.   Perceptual

FACTUAL

1.   Demographics
2.   Compare staff, volunteer, clients statistics with demographics
3.   Document review:
- mission statement
- policies (including personnel)

PERCEPTUAL

1.   Information -   throughout the organizational that the process is going on.
2.   Identify key constituents:
- Internal
- External

3.   Obtain key constituents assessments:
- What are the benefits of multicultural/anti-racist organizational change?
- What are the drawbacks of multicultural/anti-racist organizational change?
- What can be done?

METHODS   -   Focus groups
- Interviews
- Questionnaires
- Other - retreats, conferences, reports, stories

WHO?   -   Change Agent
- Team/Multicultural Committee
- Consultant

WHEN?   -   Time frame

4.   Compile and disseminate results throughout the organization
- Organizational strengths
- Organizational barriers
- Recommendations for change

PURPOSES OF AN ORGANIZATIONAL ASSESSMENT

An organizational assessment is a way of structuring mechanisms for feedback on important issues. It is an appraisal of what people inside and outside the organization need, so that interventions can be planned to allow the organization to respond effectively. There are six general purposes of organizational assessments:

1.   *To surface public opinion*

      To "public" could be within the agency or the client or user group. The process of surfacing public opinion can also be useful in raising public awareness of issues through the research itself.

2.   *To develop support and stimulate action*

      By finding out what people need and involving them in the identification of ways in which the organization might meet those needs, the assessment can enlist support and engage people in the action which will be required. This applies to people working within the agency, and sometimes to people in the larger community.

3.   *To help decision-makers and planners set priorities*

      The needs assessment can help uncover the nature of community and internal demands, and the impact of providing different programs, or providing programs differently.

4.   *To help define and solve problems*

      Analyzing records, observing operations, asking people directly can indicate more precisely what is going well, and what is going wrong. People most affected by such problems often have the best ideas about solving them.

5.   *To develop short and long-range plans*

      In order to develop relevant plans, information is needed about the constituency, their lives, their needs as they relate to the organization, and the extent to which they are aware of the agency's programs, or the extent to which they may be avoiding these programs and why.

6.   *To prove you know what you are doing*

      This is more than simple public relations. Information and consultation with those affected build credibility that the organization is serious about not only appearing to meet the needs of those it serves, but also doing so.

In summary, assessment provides a way for an organization to gather necessary information, and a process for involving the people affected, in whatever change is formulated from an analysis of the information.

From: Barb Thomas, Multiculturalism at Work; A Guide to Organizational Change, YWCA of Metro Toronto, 1987

Uses

Organizations are obliged to ensure access to, and equity in, receipt of services. They must know who they are serving and what programs and services to offer. They must know whether the programs and services are meeting needs. They must meet requests of funding agencies to provide data on who is being served. Within the internal organization, they must know whether their organization is an equal opportunity employer and must implement employment equity. To do all or any of this, requires the organization to collect ethnoracial data. The information garnered from the data will assist all human service planners and providers to plan for an increasingly culturally diverse population.

Limitations

There are a number of methodological issues to be considered in collecting ethno-specific information, regardless of whether the collection be through qualitative or quantitative means. Issues range from sampling, to lack of clarity in defining race and ethnicity, to measurement and utility issues. Briefly, the reader should be aware that:

- There is no consensus with regard to an effective operational definition of race. Surveys and forms have employed the term White for Caucasian, Black for Negroid and subdivided Asian into East Asian, South Asian, South-east Asian, and West Asian and Arab, or a combination thereof. There is also no commonly accepted definition of ethnicity. Moreover, discrepancies exist between race and ethnicity as self-reported or observed. What may be measures of race may be more accurately ethnicity or self-perceived membership in a population defined by diverse characteristics.

- Members of minority groups can be a small and highly dispersed component of a geographic area. Existing population lists or sampling frames may not adequately represent minority of households. Therefore, more intensive or specialized techniques for sampling are required.

- There are differences in reliability and validity of survey responses across cultural and language context. Validity of responses may vary by ethnicity and method of interview. Cultural patterns or common historical experiences amongst certain ethnoracial groups may influence the way these groups respond to questions with ethnoracial identifiers; for example, giving responses socially acceptable to the researcher or giving responses based on a perception of a derived benefit or stigma. (Louden, 1994).

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These issues highlight why one needs to get community participation and feedback. It is the best safeguard for ensuring useful data is collected.

- As in the 1981 and 1986 Census, the 1991 Census has no mention of, or reference to, race or colour or visible minority. Ethnic origin remains the pivot and requires support from other ethnocultural characteristics - birth place, language and religion. Hence, Census data often undercount minority populations. Undercounting can also be affected by minorities who self identify themselves with a group other than their own particular ethnoracial group. New groups arriving between Census may also not show up on the Census.

- Data on race and ethnicity should not be used as surrogates for socio-economic status, income or other predictors and should not be misinterpreted.

- A researcher with cultural similarities as the ethnoracial community that is being studied may enhance or differentially affect response rates. The types of questions asked, the survey format, and the instrument translation may all be affected by population characteristics, thereby affecting response rates. It is therefore important to work closely with the reference or advisory group in the planning, implementation and analysis of research initiatives.

Two examples of collecting ethnoracial data are provided. The purpose of providing the examples is to illustrate different means of collecting ethnoracial data and to share a number of practical lessons learned as well as data collection methods that contributed to the success of the project. The second example will be of particular interest to those doing research with a particular community, and having a strong connection to that community.

From the examples, the reader will gain a certain amount of practical knowledge needed in replicating the collection of ethnoracial data in various settings. The ethnoracial questions to be used in the National Population Health Survey are also cited to illustrate wording and categorization differences.

CONSIDERATIONS RELATED TO DATA COLLECTION

Questionnaires

1. How will the Internal Assessment fit into the organizational change process?

2. Who will participate in the research? Board/Senior Management/Faculty/Staff/Teachers/Students/Parents/Community members.

3. Who will design the questionnaire? Will there be community involvement in the design?

4. What accountability will there be to the participants in the research? How will the outcome of the research be communicated/distributed?

5. Will the questionnaire be anonymous or confidential. What process can be set in place to build trust for respondents?

6. Is there a need to track mobility of staff?

7. How will the questionnaire be distributed? Will volunteers be used for community/parent questionnaires?

8. How will the information arising from the questions be used?

9. Will the information be used to make changes in the organization?

10. Do the questions communicate a message of inclusion?

11. What comparisons will be made from the data collected? Stats Canada/B.C./Municipal data? Cross - tabulations of what data? Students to faculty/teachers?

Focus Groups

1. Who will participate in the research? Board/Senior Management/Faculty/Staff/Teachers/Students/Parents/Community members.

2. Who will design the questions? Will there be community involvement in the design?

3. What accountability will there be to the participants in the research? How will the outcome of the research be communicated/distributed?

4. How will the participants be selected? Will there be a mix of targeted participants?
5. How long? Where? At what time?

6. How can the participation of ethno-cultural groups be maximized?

7. How will the information arising from the questions be used?

8. Will the information be used to make changes in the organization?

10. Do the questions communicate a message of inclusion?

11. Will the focus groups be offered in other languages? Who should facilitate?

12. What comparisons will be made with the information collected?

ORGANIZATIONAL ASSESSMENT

PERCEPTUAL INFORMATION

IDENTIFYING KEY CONSTITUENTS

List the people in your agency who will provide perceptual information to you, in doing your organizational assessment.

List the people or community representatives who will provide perceptual information to you, from an external point of view, in doing your organizational assessment.

DEFINITION OF PERCEPTUAL INFORMATION

Perceptual information refers to information that is not based on facts or numbers. It is information based on people's perceptions of the situation. The perceived reality may be quite different from the actual reality (e.g. Perception: There are more immigrants here than ever before. Reality: Immigration was highest in the turn of the century). Perceptual information has to do with what people think and feel.

PERCEPTUAL INFORMATION:

Questions to ask Key Constituents:

Prior to asking questions of key constituents, you may want to define multiculturalism and review the goals of your agency's participation in AADP.

This is a sample of the kinds of questions to ask in gathering perceptual information about your agency. The first six questions should be asked. The remaining questions might be used depending on the individuals.

1. Do you think this agency ---------- is a multicultural agency? Why or Why not?

2. Are you aware of initiatives to encourage multicultural organizational change in this agency? If so, what?

3. What are the benefits of multicultural organizational change?

4. What are the drawbacks of multicultural organizational change?

5. What can this agency do to become multicultural?

6. What can you do to become involved in making the agency multicultural?

Other possible questions to ask:

1. What kind of information do people need in order for them to buy into multicultural organizational change?

2. Who are the people who can influence others to buy into the change?

3. What kind of time commitment should people be willing to make in order to influence the multicultural organizational change process?

4. What will you do next to influence the change process in the organization?

5. Who will you talk to about the change process?

6. Are there people or agencies who are not involved, who should be involved? How can they be engaged in the process?

ORGANIZATIONAL ASSESSMENT

PERCEPTUAL QUESTIONS

(a) Do you think this agency is accepting and welcoming of diverse cultural (or multi-ethnic) groups at all levels of the organization? Why or why not?

(b) Are you aware of initiatives this agency has taken to encourage greater accessibility of diverse ethno-racial groups?

(c) Do you think the organization needs to change? Why or why not?

(d) What are the benefits of becoming more accessible to diverse cultural groups?

(e) What are the barriers (or drawbacks) of being more inclusive?

(f) What can the agency do to become more accessible to diverse cultural groups?

(g) What can you do to assist this agency to become more accessible?

(h) Is there someone else I should talk to, to ask these questions of?

(i) Of community agencies: Would you refer a client to our agency? Why? or Why Not?

DATA COLLECTION METHODS

- Focus groups

- Interviews

- Questionnaires

- Retreats

- Conferences

- Reports

VARIABLES

- Time lines

- Cost

- Community

- Internal Resources

- Sensitivity of Subject

- History

DEVELOPING POLICY

QUESTIONS TO ASK ABOUT YOUR AGENCY

Change Policy

1.   Do you have a mission statement? *Y*

2.   If you have a mission statement, does it address diversty concerns? *— no*
Commitment to equity access

3.   How is policy normally developed at your college/institution? What are the
      normal steps? *Educ. Policy Ctte — FACULTY — DEC MTGS EDU. COUNCIL. ↓Sub-Ctte Brd.*

Need to ✓ Mia re: Process

4.   Who establishes policy? Who needs to approve it? *Ctte Brd.*

5.   Do you have a policy manual? *yes.*

6.   Do you have policies addressing the following issues:

      *   Multiculturalism?
      *   Racism?
yes *   Harassment?
yes *   Hiring and Recruitment?

7.   How often are those policies reviewed? Who does it? *Ctte Starting met 3 X this academic yr.*

8.   Are policies available in more than one language? *no .*

9. — Has our college/institution engaged in internal assessments before? What were
      the results? *Unit Reviews . Started Process of*

SYSTEMS, ACTIVITIES, POLICIES AND PRACTICES

* An Official Policy on Multiculturalism/Diversity

* A Review of all Official Policies to ensure they conform to the multiculturalism/diversity policy

* A review of employment systems, practices and policies.

* Remedial employment equity programs which impact recruiting, screening, training, promotion, benefits.

* Up to date useful inventory of language skills, ethnic/cultural skills.

* Training on how to provide service to a pluralistic public.

* Review of program design and service delivery to ensure the needs of all clients are met.

* Channels of communication (e.g. advisory committees, public meetings, regular community contacts) to ensure service needs are met and accessibility.

* Communication strategies and materials to address and depict the diversity of Canada.

* Anti-harassment policy to protect all employees.

* Anti-racism policy to protect employees of all ethno-cultural groups.

* Managers and supervisor, trained on handling harassment complaints and other complaints.

* Complaint/redress process is in place.

* A long term action plan to ensure implementation of diversity initiatives.

* A process for monitoring and evaluating the implementation of diversity initiatives.

POSSIBLE ORGANIZATIONAL BARRIERS
(as brainstormed by other groups)

1. People's attitude

2. Perceived lack of resources

3. Physical setting

4. Policies

5. Attachment to past practices

6. Racist behaviour and practices

7. Service delivery methods

8. Lack of commitment

9. Quasi-commitment (the big lie)

10. Fear of loss of privilege

11. Language

12. Denial of our racism

13. Lack of acknowledgement of privilege

14. Location and hours of service

15. Lack of awareness of organizational culture

16. Seeing anti-racism policies as an add-on

17. Political climate

18. A belief that numbers are the solution

19. Minimalization of impact of the issue

20. Training content that reinforces ethno-centrism

21. Lack of time

22. Different views of organizational purpose by board/staff/clients

23. "We're a progressive organization and do not need to change"

24. Western orientation to community consultation that induces a rigid style of process.

25. Fear of change

26. Don't know where to start

27. Inaccessibility to people from other cultures

28. Limited strategy in dealing with the issue