

# ORGANIZATIONS AT WORK

Andre Koen, Facilitator

Amhorizons.com  
[andre@amhorizons.com](mailto:andre@amhorizons.com)  
651.998.9376



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## Session Content

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**EQUITABLE ORGANIZATION**

Social Justice / Workforce Development

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**INTERSECTIONALITY / FIT**

Complexity of Human Experience

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**Equity Metrics**

Measuring our success

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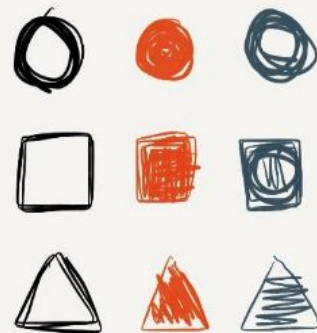
# ORGANIZATIONS AT WORK: Diversity and Inclusion

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## Diversity

Commonalities  
& Differences



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# DIVERSIT & INCLUSION

Creating a working and learning environment where all, regardless of their differences, feel valued, part of the community, and **able to perform to their full potential.**

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# INCLUSIVE LEADERS

- Understand personal roots of bias, stereotypes and conflict.
- Create teams that optimize similarities and differences.
- Navigate conflicts that arise because of commonalities and differences.

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## PREAMBLE of the CONSTITUTION

*We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquility, provide for the common defense, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.*

### **Declaration of Independence: Paragraph II**

*We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness.*



**ORGANIZATIONS AT  
WORK:  
What type of  
organization are  
you?**



## What type of organization are you?

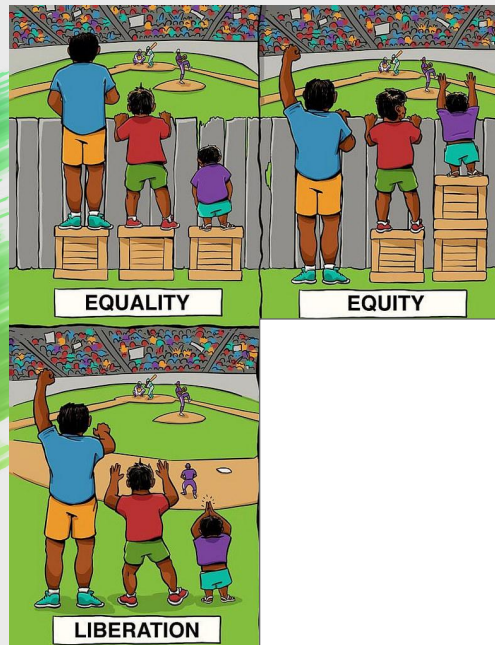
Ethnocentric			Ethnorelative		
Homogeneous			Heterogeneous		
Monocultural			Intercultural		
Denial	Defense	Minimization	Acceptance	Adaptation	Integration
My cultural experience is the only one that is real and valid. There is little or no thought of the other	We are superior and they are inferior. One feels threatened and is highly critical. What is different may be labeled strange.	Other cultures are trivialized or romanticized. One tends to deny differences and seek only similarities.	I may accept but not agree with other cultures. I generally am curious and respectful.	I see the world through different eyes and may intentional changes in my own behavior and values.	I easily move in and out of different cultural worldviews.

Based on the Milton Bennett Model of Intercultural Competence

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## What type of organization are you?



Bureaucratic  
Autocratic  
Democratic

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**What type of organization are you?**

## **IMPACT vs INTENT**

Human Resources, Internal Affairs & EEOC

Compliance:

Laws are able to fix or offer remedies, consequences to these conflicts or misunderstandings

## **INTENT vs IMPACT**

Personal Relationships, cultures, morale and workplace environments:

We take care of each other, add human element to procedures and policies.

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## **EQUITY LENS**

Homogeneous ----- Heterogeneous  
Monocultural ----- Intercultural  
Proactive ----- Reactive  
Divesting ----- Investing

**PEOPLE**

**PROCESS**

**POWER**

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# Inclusive Organizations

1. **CULTURAL COMPETENCE: IMPROVING SKILLS, KNOWLEDGE, AND ABILITY**
2. **LEGAL COMPLIANCE: COMPLYING WITH LAWS AND REGULATIONS**
3. **DIGNITY: AFFIRMING THE VALUE & INTERCONNECTEDNESS OF EVERY PERSON**
4. **ORGANIZATION DEVELOPMENT**
5. **SOCIAL JUSTICE: TREATING PEOPLE EQUITABLY AND ETHICALLY**

Based on the work of The Center of Global Inclusion  
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## COMPETENCE: IMPROVING SKILLS, KNOWLEDGE, AND ABILITY

**This approach focuses on increasing the competence of individuals and organizations to interact effectively in the context of many similarities and differences. Measures of success align with demonstrated competence.**

Bias reduction (conscious and unconscious)	1	2	3	4	5	6	7	8	9	10	
Micro-inequity	1	2	3	4	5	6	7	8	9	10	
Multicultural education	1	2	3	4	5	6	7	8	9	10	
Intersectionality	1	2	3	4	5	6	7	8	9	10	

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## LEGAL COMPLIANCE: COMPLYING WITH LAWS AND REGULATIONS

Most organizational and societal entities have laws, rules, codes, guidelines, norms, and the like that indicate how people within and sometimes outside of those entities are expected and/or required to behave.

Affirmative action	1 2 3 4 5 6 7 8 9 10
Anti-discrimination	1 2 3 4 5 6 7 8 9 10
Equal opportunity	1 2 3 4 5 6 7 8 9 10
Pay Equity	1 2 3 4 5 6 7 8 9 10

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## DIGNITY: AFFIRMING THE VALUE AND INTERCONNECTED NESS OF EVERY PERSON

This type of organization includes secular and religious perspectives that recognize the value and worth of every human being and our interdependence

Interconnectedness	1 2 3 4 5 6 7 8 9 10
Cultural humility	1 2 3 4 5 6 7 8 9 10
Interdependence	1 2 3 4 5 6 7 8 9 10
Universality	1 2 3 4 5 6 7 8 9 10

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## ORGANIZATION DEVELOPMENT: IMPROVING ORGANIZATIONAL PERFORMANCE

**This approach is distinguished by the weighting of performance goals in determining which actions to take to optimize personal and organizational performance.**

Return on Investment (ROI)	1 2 3 4 5 6 7 8 9 10
Strategic Diversity Management	1 2 3 4 5 6 7 8 9 10
Employer of choice	1 2 3 4 5 6 7 8 9 10
Business imperative	1 2 3 4 5 6 7 8 9 10

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## SOCIAL JUSTICE: TREATING PEOPLE EQUITABLY AND ETHICALLY

**This approach is aimed at achieving justice and fairness, ultimately for everyone.**

Restorative justice	1 2 3 4 5 6 7 8 9 10
Overcoming/dismantling oppression	1 2 3 4 5 6 7 8 9 10
Social justice	1 2 3 4 5 6 7 8 9 10
Eliminating "isms"/phobias	1 2 3 4 5 6 7 8 9 10

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# ORGANIZATIONS AT WORK: The Right Fit

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## CONTEXT is EVERYTHING

FIT FOR  
WHAT?

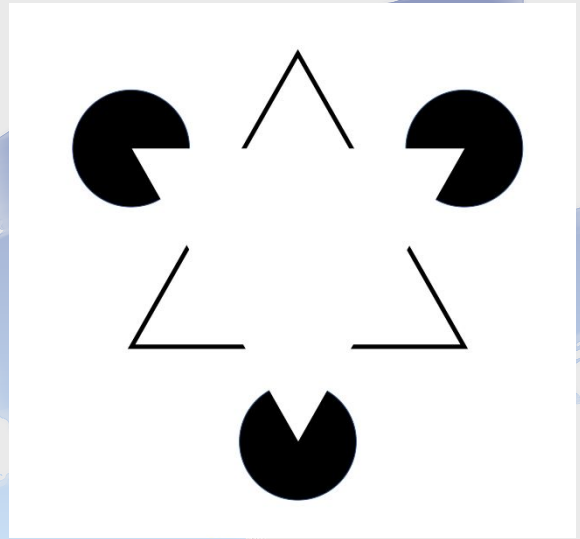
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## Comfort Bias

*When do we need to change our perspective?*

**When it is required to do so.**



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## What is the FIT?

*Define clearly what you are looking for ahead of time.*

*Do you need a stretch or the same level of thinking?*

**Is there a need for added value?**

**What are you willing to do differently to get who/what you need?**

**What growth might the organization need?**



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A thick, horizontal brushstroke in shades of blue and cyan, with a white rectangular frame centered over it.

# **ORGANIZATIONS AT WORK: Intersectionality**

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A thick, horizontal brushstroke in shades of green and lime green, with a white rectangular frame centered over it.

# **Intersectionality**

## **E pluribus unum**

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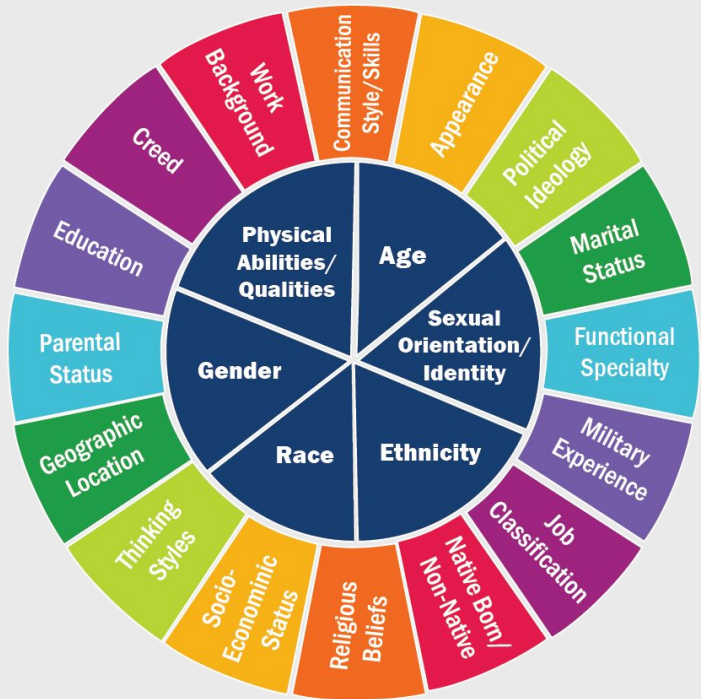


How does  
one  
measure a  
life?

## Intersectionality

/ˌɪn(t)əˈseksSHəˈnælədē/

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How does  
one measure  
a life?

## Intersectionality

/ˌɪn(t)əˈseksSHəˈnælədē/

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### External Factors

Gender  
Skin Color  
Gender Expression  
Race / Ethnicity  
Religious  
Wealth /Poverty

### Internal Factors

Health / Wellness  
Adverse Childhood Experiences (ACES)  
Motivation  
MBTI/Personality  
Disposition  
Mental Health

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# Intersectionality

/ ɪn(t)əˈseksSHəˈnælədē/

1.the interconnected nature of social categorizations such as race, class, and gender as they apply to a given individual or group, regarded as creating overlapping and interdependent systems of discrimination or advantage.

The complexity that comes with analyzing multiple dimensions of a Human being and the social response to those dimensions.

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**Life is hard for all of us.**

**IS THERE SOMETHING WRONG WITH MINORITIES?**  
Check: YES / NO

**What is WRONG with you? What has happened to you?**

**PARADIGMS: THERE IS NO BLACK ON BLACK CRIME**

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# Intersectionality

/ ɪn(t)əˈseksSHəˈnælədē/

## ADVERSE CHILDHOOD EXPERIENCES

The three types of ACEs include

### ABUSE



Physical



Emotional



Sexual

### NEGLECT



Physical



Emotional

### HOUSEHOLD DYSFUNCTION



Mental Illness



Incarcerated Relative



Mother treated violently



Substance Abuse

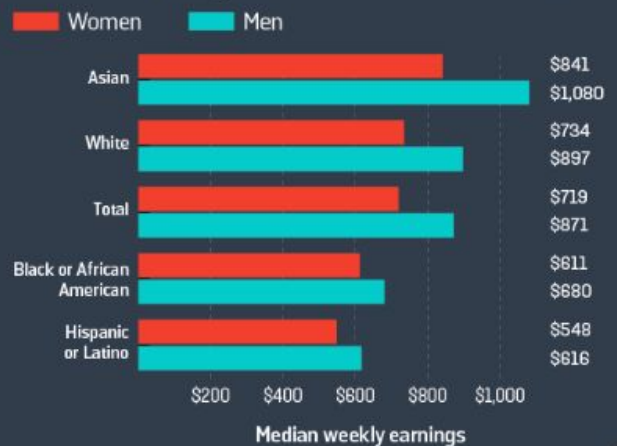


Divorce

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## Equal Pay Day Is Race-Related

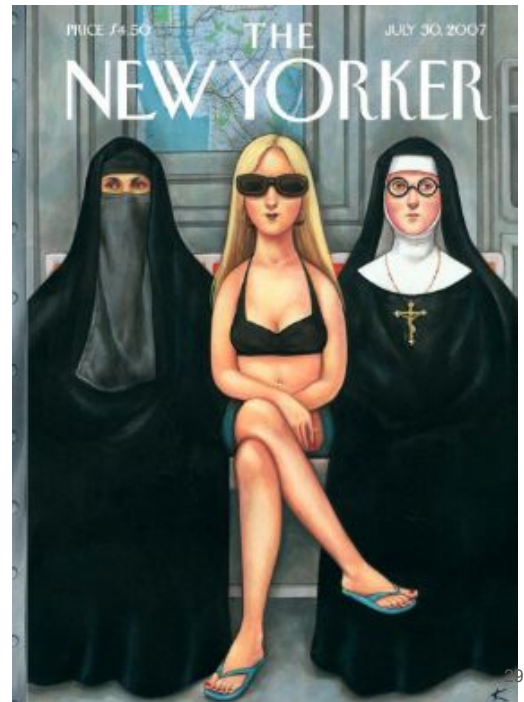
The gender wage gap is even more complicated when ethnic background is thrown into the mix



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## Equity/Oppression

Culture, Context and Roles are important.



# Measures

Did it happen if no one heard it?

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# ORGANIZATIONS AT WORK: EEO DATA (Compliance)

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## Affirmative Action Plans Breathe new life...

How we can use these document for  
succession planning?

Why they are relevant today.

Practical ways to use this data.





# Affirmative Action Plans Breathe new life...

How we can use these document for  
succession planning?

Why they are relevant today.

Practical ways to use this data.

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## Availability

Availability is an estimate of the percentage of minorities and women in the relevant labor market who are qualified and interested in positions on the campus during the term of the affirmative action program. Using a process that considers two factors (see below), statistics from outside labor markets and the internal campus workforce are used to determine availability percentages for each job group.

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# Affirmative Action Plans Breathe new life...

How we can use these document for  
succession planning?

Why they are relevant today.

Practical ways to use this data.

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## Underutilization

Underutilization occurs when the percentage of employees in a protected group (women or minorities) is less than the availability percentage for that protected group. Underutilization is calculated for employees in each job group. The declaration of underutilization does not amount to an admission of impermissible conduct. It is neither a finding of discrimination nor a finding of a lack of good faith affirmative action efforts. Rather, underutilization is a technical targeting term used exclusively by affirmative action planners who seek to apply good faith efforts to increase in the future the percentage of utilization of minorities and women in a workforce.

## Utilization Analysis

A comparison of the percentage of minority or women employees actually in a job group with the percentage of qualified minorities and women in the relevant labor market.

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### Workforce Analysis

DEPARTMENT/WORK UNIT: Administration					MALES						FEMALES					
Job Title	Wage Rate	EEO-1 Category	Job Group	Total Employees	Total	White	Black/AA	Asian/PI	American Indian/AN	Hispanic	Total	White	Black/AA	Asian/PI	American Indian/AN	Hispanic
General Manager	S-A	1	1	1	1	1										
Personnel Manager	S-D	1	1	1	1	1										
Executive Assistant	S-J	5	5	1							1	1				
Administrative Assistant	H-8	5	5	1							1		1			
File Clerk	H-11	5	5	2	1					1	1				1	
<b>DEPARTMENT TOTAL</b>				6	3	2				1	3	1	1		1	

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## Affirmative Action Plans Breathe new life...

How we can use these document for succession planning?

Why they are relevant today.

Practical ways to use this data.

## Who is on Deck? Two-Factor Analysis

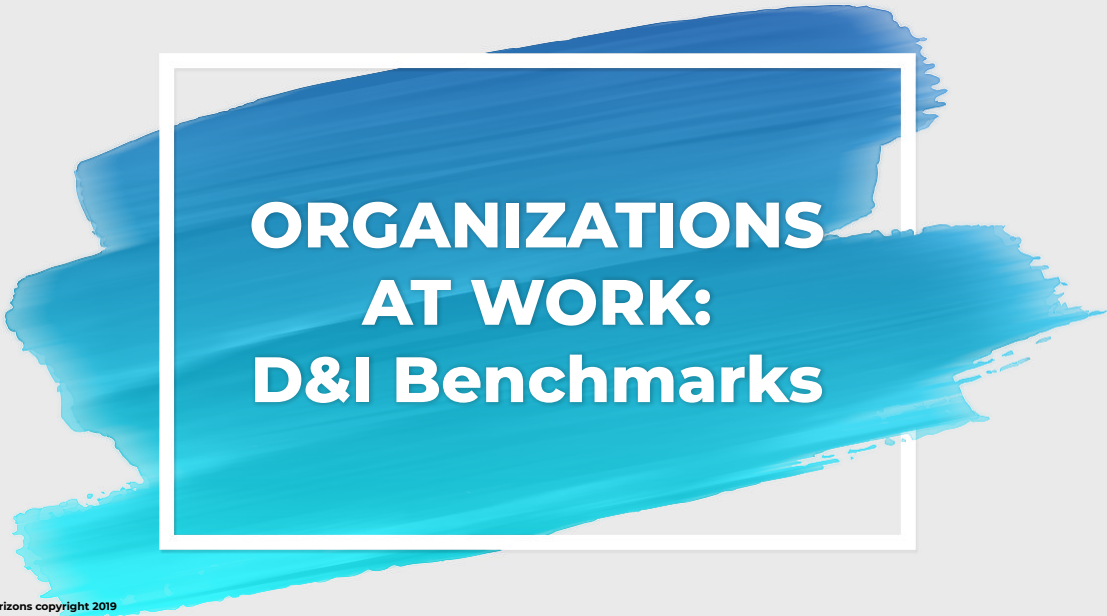
Current government regulations require that in performing availability analyses, an organization must consider at least eight designated factors. Referred to as the "Two-Factor Analysis," they include the following for minorities:

1. The availability of minorities/women having requisite skills in an area in which the contractor can reasonably recruit.
2. The availability of trainable, promotable and transferable minority/female employees within the contractor's organization.

Availability is determined for each job group by weighting each of the above factors in accordance with each factor's significance to that job group.

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# **ORGANIZATIONS AT WORK: D&I Benchmarks**

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## **Diversity Benchmarks**

**Reactive  
Proactive  
Best Practices**

# **1**

**RECRUITMENT,  
RETENTION,  
DEVELOPMENT, &  
ADVANCEMENT**

# **2**

**D&I LEARNING  
& EDUCATION**

# **3**

**ASSESSMENT,  
MEASUREMENT  
& RESEARCH**

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# RECRUITMENT, RETENTION, DEVELOPMENT, AND ADVANCEMENT

Reactive	Proactive	Best Practice
<p>The hiring focus is based primarily on representation to meet diversity or equity goals or targets.</p> <p>No 1 2 3 4 5 Yes</p>	<p>The workforce is beginning to reflect the diversity found in the organization's qualified labor market, but there is still underutilization of certain groups in mid-level and senior-level positions and some functions.</p> <p>No 1 2 3 4 5 Yes</p>	<p>The organization's talent development processes have resulted in equitable and accessible recruitment, retention, and advancement and a pervasive feeling of inclusion.</p> <p>No 1 2 3 4 5 Yes</p>
<p>Recruitment practices do not include diverse candidates as a matter of procedure for all positions.</p> <p>No 1 2 3 4 5 Yes</p>	<p>Managers are educated in understanding differences and the impact their biases may have on selection, development, and advancement decisions.</p> <p>No 1 2 3 4 5 Yes</p>	<p>The workforce across all levels and functions is generally representative of the organization's labor markets.</p> <p>No 1 2 3 4 5 Yes</p>
<p>Development and advancement systems do not focus on including diverse candidates.</p> <p>No 1 2 3 4 5 Yes</p>	<p>The organization offers a variety of development programs and encourages employees to take advantage of them.</p> <p>No 1 2 3 4 5 Yes</p>	<p>The organization's reputation for quality D&amp;I efforts enhances its ability to attract and retain employees who contribute to outstanding organizational results.</p> <p>No 1 2 3 4 5 Yes</p>
<p>Recruitment and development systems do not take into account how people from different cultures and backgrounds may respond to interview questions.</p> <p>No 1 2 3 4 5 Yes</p>	<p>The organization attempts to remove biases based on personality type; for example, showing or restraining emotions won't be seen as a barrier.</p> <p>No 1 2 3 4 5 Yes</p>	<p>Turnover of members of underrepresented groups is in parity with that of the majority group.</p> <p>No 1 2 3 4 5 Yes</p>
<p>No 1 2 3 4 5 Yes</p>	<p>No 1 2 3 4 5 Yes</p>	<p>No 1 2 3 4 5 Yes</p>

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# D&I LEARNING AND EDUCATION

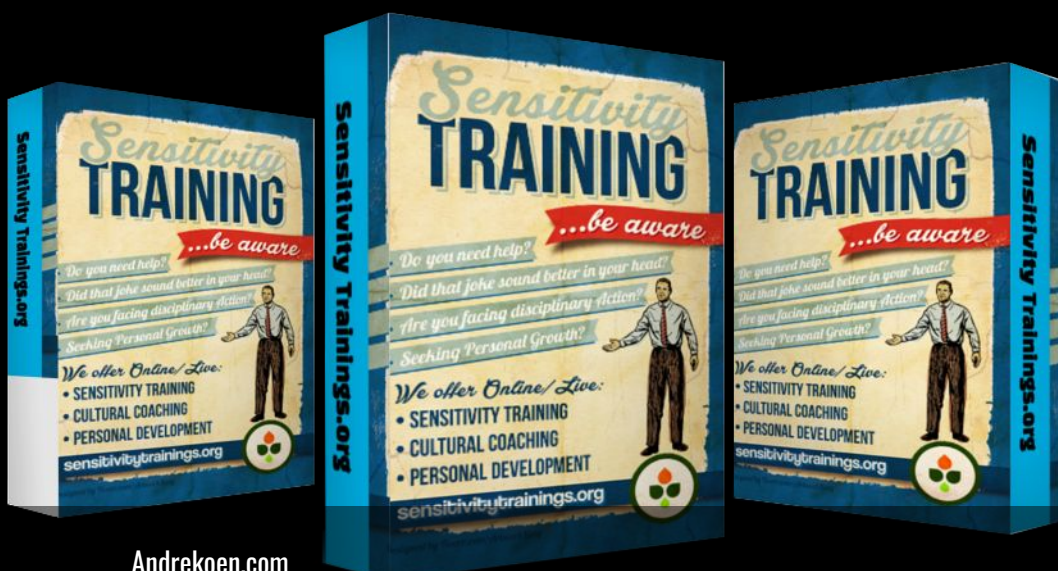
Reactive	Proactive	Best Practice
<p>There are no formal D&amp;I learning or education activities.</p> <p>No 1 2 3 4 5 Yes</p>	<p>D&amp;I is integrated into the organization's overall learning and education programs, including employee orientation, customer service, and management programs.</p> <p>No 1 2 3 4 5 Yes</p>	<p>Challenging and sometimes controversial issues such as racism, sexism, ageism, classism, heterosexism, religious bias, stereotype threat, and unconscious bias are effectively addressed with sensitivity, fairness, conviction, and compassion.</p> <p>No 1 2 3 4 5 Yes</p>
<p>D&amp;I learning is brief and focused only on educating employees about policies, meeting legal requirements, or assisting with language use.</p> <p>No 1 2 3 4 5 Yes</p>	<p>Programs address sometimes-sensitive issues of privilege, stereotypes, bias, and "isms" and include development of skills to address those issues.</p> <p>No 1 2 3 4 5 Yes</p>	<p>Learning from D&amp;I best practices leads the way in creating new organizational culture, structures, services, and products that impact performance and sustainability.</p> <p>No 1 2 3 4 5 Yes</p>
<p>Persons designing and delivering learning do not have specific expertise in D&amp;I.</p> <p>No 1 2 3 4 5 Yes</p>	<p>D&amp;I experts or learning professionals build D&amp;I into every stage of the learning design and/or conduct the D&amp;I learning programs.</p> <p>No 1 2 3 4 5 Yes</p>	<p>A variety of innovative D&amp;I tools, including both extensive self-directed and instructor-led learning resources, are accessible to all regardless of location.</p> <p>No 1 2 3 4 5 Yes</p>
<p>D&amp;I learning is brief and focused only on educating employees about policies, meeting legal requirements, or assisting with language use.</p> <p>No 1 2 3 4 5 Yes</p>	<p>The organization encourages cultural celebrations and organization-wide activities that combine social interaction with D&amp;I learning.</p> <p>No 1 2 3 4 5 Yes</p>	<p>D&amp;I is integrated into all learning and advances the organization's strategy.</p> <p>No 1 2 3 4 5 Yes</p>
<p>No 1 2 3 4 5 Yes</p>	<p>No 1 2 3 4 5 Yes</p>	<p>No 1 2 3 4 5 Yes</p>

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Reactive	Proactive	Best Practice
<p>There is no attempt or effort to evaluate or monitor diversity-related issues or D&amp;I progress.</p> <p>No 1 2 3 4 5 Yes</p>	<p>Assessment tools and quantitative monitoring techniques are used to measure progress on recruitment, retention, compensation, and other D&amp;I elements</p> <p>No 1 2 3 4 5 Yes</p>	<p>In-depth D&amp;I assessments covering behavior, attitude, and perception are regularly conducted for the overall organization and within organizational units and feed into strategy and implementation.</p> <p>No 1 2 3 4 5 Yes</p>
<p>Some feedback on D&amp;I is solicited in employee and customer surveys, market research, internal reviews, or climate studies, but there is no follow-up, no rewards, and no consequences for poor performance. .</p> <p>No 1 2 3 4 5 Yes</p>	<p>Information from tools such as 360-degree feedback, focus groups, interviews, and opinion/engagement surveys from employees, former employees, and customers helps to shape future D&amp;I initiatives.</p> <p>No 1 2 3 4 5 Yes</p>	<p>D&amp;I measurements are included as part of the organization's overall performance, linked to the organizational strategy, and tied to compensation, and publically shared.</p> <p>No 1 2 3 4 5 Yes</p>
<p>Representation of members of groups of some diversity dimensions are monitored, but only if required by law</p> <p>No 1 2 3 4 5 Yes</p>	<p>Leaders are individually measured on the execution and accomplishment of D&amp;I goals specific to their areas of responsibility.</p> <p>No 1 2 3 4 5 Yes</p>	<p>The organization has demonstrated significant annual improvements in meeting D&amp;I goals consistently over several years.</p> <p>No 1 2 3 4 5 Yes</p>
<p>Some feedback on D&amp;I is solicited in employee and customer surveys, market research, internal reviews, or climate studies, but there is no follow-up, no rewards, and no consequences for poor performance.</p> <p>No 1 2 3 4 5 Yes</p>	<p>Internal and external best practices are studied and benchmarking or other credible metrics, both qualitative and quantitative, are used to improve the organization's D&amp;I efforts.</p> <p>No 1 2 3 4 5 Yes</p>	<p>The organization is known for its investment in D&amp;I research and in sharing the findings publicly.</p> <p>No 1 2 3 4 5 Yes</p>
<p>No 1 2 3 4 5 Yes</p>	<p>No 1 2 3 4 5 Yes</p>	<p>No 1 2 3 4 5 Yes</p>

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AndreKoen.com  
651-998-9376  
andre@amhorizons.com

Andre Koen

# AM HORIZONS TRAINING GROUP

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## Contact

**Andre Koen**

[andre@amhorizons.com](mailto:andre@amhorizons.com)

**651.998.9376**

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