TRANSFORMING ORGANIZATIONS THROUGH MULTICULTURAL ORGANIZATION DEVELOPMENT

Celeste M. Malone, PhD, MS
Texas Association of School Psychologists
November 4, 2022

@cmonique1023
WHY ARE YOU INTERESTED IN MULTICULTURAL ORGANIZATION DEVELOPMENT?
Social justice is both a process and a goal that requires action. School psychologists work to ensure the protection of the educational rights, opportunities, and well-being of all children, especially those whose voices have been muted, identities obscured, or needs ignored. Social justice requires promoting non-discriminatory practices and the empowerment of families and communities. School psychologists enact social justice through culturally-responsive professional practice and advocacy to create schools, communities, and systems that ensure equity and fairness for all children.

Adopted by the NASP Board of Directors, April 2017
Social justice is a process which requires individuals to...

Be self-aware
Reflect on their personal biases
Educate themselves on social justice issues
DEMOGRAPHICS OF SCHOOL PSYCHOLOGY IN CONTEXT
(GOFORTH ET AL., 2021; U.S. CENSUS BUREAU, 2021)

School Psychology

- 11% Racially minoritized
- 8% Multilingual
- 12.3% With a disability

U.S. Population

- 23.6% Racially minoritized
- 21.6% Multilingual
- 26% With a disability
Identity, Intersectionality, and Experiences

Intersectionality refers to the simultaneous experience of social categories such as race, gender, socioeconomic status, and sexual orientation and the ways in which these categories interact to create systems of oppression, domination, and discrimination.
Biases and beliefs

Individuals

Organizations

Policies, practices, and informal norms
Advancing Social Justice in School Psychology

Individuals

School psychologists who understand the concepts of power and privilege; are culturally self-aware; are willing to challenge the status quo; and have the skills to develop alliances

State/National Associations

School psychology associations in which the perspectives and styles of diverse people are valued and contribute to organizational excellence and goals
WHAT IS MULTICULTURAL ORGANIZATION DEVELOPMENT (MCOD)?

A process of change that supports an organization moving from an exclusive organization to an inclusive, diverse, and equitable organization

A multicultural organization...

- Reflects the contributions and interests of the diverse cultural and social groups in the organization’s mission, operations, products, or services
- Commits to eradicate all forms of social discrimination in the organization
- Shares power and influence so that no one group is put at an exploitative advantage
- Follows through on its broader social responsibility to fight social discrimination and advocate social diversity
BEGINNING WITH THE END IN MIND...

What would it look like if your organization was a multicultural organization?
Consciousness raising activities for individuals may be necessary but are not sufficient for organizational change.

Organizations are not either “good” (multicultural) or “bad” (monocultural).

The change process needs to be pursued with a clear vision of the multicultural organization in mind.

The picture of the real should be derived from an internal assessment process.

Ownership of the MCOD process is a key to success.

Significant organizational change in social justice and diversity will occur only if there is someone monitoring and facilitating the process.
## Continuum of Multicultural Organization Development

(Holvino et al., 2004)

<table>
<thead>
<tr>
<th>Monocultural</th>
<th>Non-discriminating</th>
<th>Multicultural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Values and promotes the dominant perspective of one group, culture, or style</td>
<td>Seeks to integrate others into systems created under dominant norms</td>
<td>Values and integrates the perspectives of diverse identities, cultures, styles, and groups into the organization’s work and systems</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Exclusionary</th>
<th>Passive Club</th>
<th>Compliance</th>
<th>Positive Action</th>
<th>Redefining</th>
<th>Multicultural</th>
</tr>
</thead>
<tbody>
<tr>
<td>Actively excludes in its mission and practices those who are not members of the dominant group</td>
<td>Includes other members only if they “fit” the dominant norm</td>
<td>Passively committed to including others without making major changes</td>
<td>Committed to making a special effort to include others, especially those in designated protected “classes”</td>
<td>Tries to examine and change practices that may act as barriers to members of non-dominant groups</td>
<td>Continuously learns and acts to make the systemic changes required to value, include, and be fair to all groups of people</td>
</tr>
</tbody>
</table>
What MCOD stage best describes your organization?

www.menti.com – 4631 7971
### Characteristics of Non-Discriminating / Transitioning Organizations (Cox, 1991)

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acculturation</td>
<td>Assimilation</td>
</tr>
<tr>
<td>Structural Integration</td>
<td>Partial</td>
</tr>
<tr>
<td>Informal Integration</td>
<td>Limited</td>
</tr>
<tr>
<td>Cultural Bias</td>
<td>Progress on prejudice and discrimination, but both continue to exist, especially institutional discrimination</td>
</tr>
<tr>
<td>Organizational Identification</td>
<td>Medium to large majority-minority gap (i.e., dominant group members identify more strongly)</td>
</tr>
<tr>
<td>Inter-group Conflict</td>
<td>High</td>
</tr>
</tbody>
</table>
DIVERSITY ≠ INCLUSION

**Diversity**
- Recognizing, respecting, and valuing differences in people
- Primary question: “Who is here?”
- Policies and practices that prohibit anyone from being excluded or unjustly treated because of their social identity or status

**Inclusion**
- Experiences in the organization and feeling like your perspectives matter
- Primary question: “How can we best benefit from members’ knowledge and talents?”
- Policies and practices to ensure that all members of the organization feel fully included and have every opportunity to contribute to achieving the mission of the organization
<table>
<thead>
<tr>
<th>Self-Expression and Identity</th>
<th>Belonging/absorption vs. Distinctiveness/uniqueness</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boundaries and Norms</td>
<td>Stable &amp; well-defined vs. Shifting &amp; open</td>
</tr>
<tr>
<td>Safety</td>
<td>Comfort &amp; preservation of “my way” vs. Discomfort &amp; openness to mutual influence &amp; change</td>
</tr>
</tbody>
</table>
THE PRACTICE OF INCLUSION: A SYSTEMIC AND DYNAMIC PROCESS (FERDMAN, 2014)

“Inclusive practices redefine who the ‘we’ is in an organization or work group so that all have the right to be there and to have an equal voice, both in managing the boundary and in defining (and redefining) norms, values, and preferred styles for success.” (p. 12)
THEORETICAL FRAMEWORK: LEVELS OF CHANGE

(HOLVINO ET AL., 2004)

### Structural Change
- Addresses an organization’s policies, practices, and structures
- Do our organizational operations promote or hinder MCOD efforts?

### Cultural Change
- Concerns the informal practices and beliefs that shape an organization’s culture
- Do our organizational norms promote or hinder MCOD efforts?

### Behavioral Change
- Addresses individual and interpersonal behavior
- Do our practices promote or hinder MCOD efforts?
Consciousness Raising
• Raising awareness of diversity and social justice on an organizational level

Needs Assessment and System Readiness
• Determining level of awareness and support for a MCOD initiative

Champions for Change
• Internal change team, external MCOD practitioner consultant(s), and the leadership team

Benchmarking and Setting Success Indicators
• Collection of survey data, interview data, and audit data
NASP’S MULTICULTURAL ORGANIZATION DEVELOPMENT PROCESS
NASP’S MCOD PROCESS

The charge of the EDI Implementation Task Force was to provide context for the recommendations in the *Diversity and Inclusion Plan* by doing the following:

- Reviewing and summarizing the relevant research on multicultural, diversity, and social justice issues from school psychology and related professions.
- Identifying specific implementation activities grounded in the extant literature.
- Recommending how these activities should be prioritized.
- Providing a framework for how the EDI initiatives can be monitored and evaluated for effectiveness.

### Key Dates:

- **June 2019**: Implicit bias training for Board of Directors and staff directors.
- **September 2019**: Creation of the EDI Implementation Task Force.
- **February-March 2020**: EDI Town Hall at NASP convention; Feedback survey on draft goals.
- **November 2020**: Draft report presented to the Board of Directors, staff directors, and relevant committees for feedback.
- **February 2021**: Final report presented to the Board of Directors.
- **Spring 2021-present**: Board reviewing of recommendations and incorporating them into the new Strategic Plan.
NASP culture that promotes inclusion of minoritized individuals and equity in policies and practices

Diversity in the field of school psychology

Diversity in NASP membership and leadership

Culturally responsive and socially just school psychology practices

Equitable educational experiences and outcomes for youth ages 0-21

Research that addresses and promotes equity, diversity, and inclusion in school psychology
NASP culture that promotes inclusion of minoritized individuals and equity in policies and practices

**Structural Intervention:** Institutionalize use of equity guiding questions to consider equity implications when developing policies.

**Cultural Intervention:** Provide ongoing professional development for NASP leaders on equity, diversity, and inclusion.

**Behavioral Intervention:** Incorporate use of restorative practices when a leader has been harmed or has caused harm when engaging in the work of NASP.
PLANNING FOR MULTICULTURAL ORGANIZATION DEVELOPMENT
Operational Excellence: Maintain an effective organizational infrastructure to enable efficient and responsive services to all constituents.

- Adherence to mission, vision, core values of the organization
- Policies and procedures
- Governance operations
- Human and financial resource management
- Strategic Planning
OPERATIONAL EXCELLENCE (POLICIES AND PROCEDURES, LEADERSHIP AND GOVERNANCE)

**Consciousness Raising**
- To what extent do leaders understand diversity, inclusion, and social justice issues in the organization? How does our vision and mission communicate these values? How do our policies and practices align with these values?

**Needs Assessment and System Readiness**
- What do our bylaws, policies, and procedures say about diversity, inclusion, and social justice? How can they be adjusted to reflect these values?

**Champions for Change**
- How does our governance model reflect the leadership needed for MCOD? What qualities of leadership are needed? Who are these leaders?

**Benchmarking and Setting Success Indicators**
- What policies do we need to reflect diversity, inclusion, and social justice? What data points can reflect our adherence to these policies in practice? How will we know we have been successful?
STEP 1: CONSCIOUSNESS RAISING
REFLECTING ON LEADERS’ SOCIAL JUSTICE DEVELOPMENT

**Precontemplation 1:** I am not sure I understand what social justice is or how it applies to my work as a school psychologist.

**Precontemplation 2:** I know social justice is important, but it’s not something I can commit to addressing right now.

**Contemplation:** I have been thinking about learning how to bring social justice into my or my organization’s work.

**Preparation:** I have been attending workshops to learn more about integrating social justice into my or my organization’s practice.

**Action:** I have worked to create and promote social justice practices in school psychology.
SMALL GROUP DISCUSSION: 
MCOD READINESS INVENTORY

How are manifestations of social oppression (e.g., sexism, heterosexism, classism) handled when discovered or reported?

Is support for diversity a core value in this organization?

Is there a clearly expressed commitment to social justice in this organization?

Does the leadership express or demonstrate its support for social justice?

How well does leadership model a value for diversity and social justice?

Is the commitment to diversity and social justice clearly stated in the mission and values of the organization?
STEP 2: NEEDS ASSESSMENT AND SYSTEM READINESS
Needs assessment and system readiness begins by determining the level of awareness and support for a MCOD initiative

What are the existing policies and practices? How do these support social justice and areas for change?

What informal norms exist that are not embedded in the organization’s policies, but impact operations?

What structural changes are needed to become a multicultural organization?

Where may you encounter resistance?
REVIEWING ORGANIZATION POLICIES AND PRACTICES

- Mission and vision statement
- Written policies (e.g., by-laws, operations handbook)
- Strategic plans
- Public facing materials (e.g., website, brochures)
- Governance structure
- Leader recruitment and onboarding
- Budget and resource allocation
Cultural humility goes beyond the concept of cultural competence to include:

- A personal lifelong commitment to self-evaluation and self-critique
- Recognition of and desire to fix power dynamics and imbalances
- Desire to develop partnerships with people and groups who advocate for others
- Institutional accountability
BEWARE OF EQUITY DETOURS (GORSKI, 2019)

Pacing for privilege detour
Poverty of culture detour
Deficit ideology detour
Celebrating diversity detour
What do our bylaws, policies, and procedures say about diversity, inclusion, and social justice? How can they be adjusted to reflect these values?

What are some of the ways your organization can assess your diversity and inclusion needs?

Who is involved currently? Who should be involved? How do you engage those who need to be involved?
STEP 3: CHAMPIONS FOR CHANGE
WHO ARE THE CHAMPIONS?

Internal change team
- Group of people within the organization who agree to take on the responsibility of managing the MCOD process
- Considerations
  - Size of group
  - Connections with internal constituencies and opinion leaders
  - Supportive of the organization’s intention and commitment to multicultural change

External MCOD practitioner
- Brings an outside perspective about the MCOD change process
- Focus on building internal capacity

Leadership team
- Organization leaders who have primary responsibility for and authority over internal policies and procedures
“the practice of doing something (such as hiring a person who belongs to a minoritized group) only to prevent criticism and give the appearance that people are being treated fairly” (via Merriam Webster)

What does this look like for individuals from minoritized groups?

- Bring called to be a “spokesperson” for their identity group
- Experiencing increased scrutiny and feeling hypervisible
- Being expected to lead all diversity/social justice efforts (i.e., cultural taxation)
STEP 4: BENCHMARKING AND SETTING SUCCESS INDICATORS
DEFINING THE DESTINATION

What would it look like if your organization was a multicultural organization?
ASSESSMENT AND BENCHMARKING

Survey Data

- MCOD assessment questionnaire administered to everyone in the organization

Interview Data

- Individual interviews and focus groups
- Soliciting information about individuals’ perception of the organization

Audit Data

- Information gleaned from a review of organization’s records
Consider the identities you hold and how they influenced your experience as a school psychologist, organization member, and organization leader.

Demonstrate cultural humility and approach others’ cultural experience with genuine interest and curiosity.

Be aware of your cognitive and emotional reactions and reflect on what elicited that reaction.

Recognize that individual social justice development and multicultural organization development are a process and occur along a continuum.

PUTTING IT ALL TOGETHER...
RESOURCES

Equity and Social Justice Resource List

Multicultural Organization Development Resources
Celeste M. Malone, PhD, MS
Associate Professor and Coordinator,
School Psychology Program
celeste.m.malone@gmail.com
@cmonique1023 (Twitter)