



ACME INC  
Organizational  
Inclusion  
Assessment  
Summary



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# ACME INC ORGANIZATIONAL INCLUSION ASSESSMENT 2009

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# ACME INC ORGANIZATIONAL INCLUSION ASSESSMENT 2009

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## Executive Summary

In the summer of 2009, DTUI.com conducted an organizational inclusion assessment with a sample of ACME Inc. supervisors, managers, and staff. The purpose was to collect information that would provide important instructional design and content themes for the development of managing diversity modules. This document provides an overview of the major findings.

In terms of overall existing diversity and inclusion strengths and opportunities for improvement, ACME INC has several that are worthy of note based on the data:

### Strengths

- The cultural diversity efforts at ACME INC have long history.
- Most participants agree that the majority of ACME INC leaders and managers are committed to diversity.
- The organization's commitment to cultural diversity is well-integrated into the business culture at the staff level and members of the organization are expected to abide by them.
- The leadership is committed to diversity and inclusion, and holds leaders at the management level and above accountable for promoting inclusion.
- Manager level cultural diversity management courses have existed for quite some time and managers have requested higher-level training.

DTUI.com will leverage these strengths in creating high impact, next generation managing diversity modules.

### Opportunities for improvement

- While most feel that ACME INC has made considerable progress, the organization received an overall assessment score that places it in the Ambivalent Stage of inclusion, which is mid-range of the five stages.<sup>1</sup> This reflects an organization that is limited in the cultural competence needed to manage diversity and harness it in the service of productivity.
- Managers tend to have a view of ACME INC as more inclusive than their direct reports, which creates a gap in understanding that may impact absenteeism, retention, coaching, mentoring, performance evaluations, etc. Demographic differences among managers and staff also appear to impact the extent that ACME INC is viewed as inclusive. The more managers understand these differences, the more they can adjust their management styles to effectively support staff.
- Managers want to be inclusive in their treatment of staff, but they do not know how to do it due to lack of knowledge and skills.

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<sup>1</sup> The five stages of inclusion are Conventional (which is the least inclusive), Defensive, Ambivalent, Egalitarian, and Integrative (which is the highest inclusion stage). It is assumed that inclusion increases as the cultural competence among members of an organization increases.

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- The ACME INC organization as a whole suffers from what one interviewee called “tribalism”. Managers must navigate a climate in which cultural diversity politics impact how people are viewed and treated.

To insure a highly competitive, innovative, and productive organization, managers need cultural competence to address the political, identity, and cultural factors that make it difficult to manage an Ambivalent Stage organization. Fortunately, cultural competence is trainable. The diversity education modules ACME INC commissioned DTUI.com to develop will offer the foundation needed to fill this need.

## Organizational Inclusion Assessment Summary for the ACME INC Management Cultural Competence Project

### Introduction

DTUI.com conducted an organizational inclusion assessment in the spring of 2009 for ACME INC. The goal was to identify cultural competence and inclusion gaps among the organization staff management for the purposes of diversity education design and development.

Methods. The DTUI.com Organizational Inclusion Assessment (OIA) Toolkit materials were used: (a) the organizational inclusion survey (administered online), the Key Informant Interview, and the Focus Group Interview. Interview data were recorded with paper and pencil. The results are indexed against our proprietary developmental stage model of inclusion.

Survey data were analyzed using descriptive statistics, while the interview data were submitted to qualitative analysis resulting in categories of comments that expressed major themes.

Both the survey and the interviews capture data that identifies cultural competence gaps. The quantitative data from the survey and qualitative data from the interviews were combined to identify the organization's current stage of inclusion.

Analytic Framework. Results of the OIA correspond to one of the five stages of inclusion: Conventional, Defensive, Ambivalent, Egalitarian, and Integrative (See Appendix A for summary). The highest stage of inclusion is Integrative. Each stage is associated with a unique set of cultural competence characteristics. While the survey's overall score corresponds to one of the inclusion stages, combining it with the interview data offers a more complete picture of the organization.

Participants. A list of 4500 email addresses of a cross section of ACME INC staff, managers, and supervisors were offered an opportunity to participate in the OIA survey. The Human Resource office provided the list. One thousand seven hundred and ninety five (1795) volunteered to completed the survey (see demographics below). In addition to the survey, nine groups of about 20 staff members participated in separate Focus Group interviews. Each of the organization's affinity group was represented. Two groups of temporary international workers was also interviewed, one made up of East Indian and the other of workers from other countries. All groups met in a meeting room on organization. Twelve people were individually interviewed via telephone by a consultant. Most of these interviewees were with leadership level officers, and the remainder were considered diversity pioneers within the organization.

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## Summary of Results

Overall OIA Survey Results. The overall survey data indicates that ACME INC is in the Ambivalent Stage. Typically, this means that the organization has implemented policies and procedures to protect against bias and exclusion. Members of the organization are conscious of the organization's changes over time—especially the increased number of people of color, women, and other groups protected by civil rights laws. With a dearth of intercultural skills in the organization, many feel as if they must walk on multicultural eggshells for fear of saying or doing something wrong. Despite progress, the gap between expected and actual cultural competence remains. ACME INC fits an Ambivalent Stage organization for the above stated reasons and because it is a modern organization with more than a decade of implementing some type of diversity and inclusion initiative.

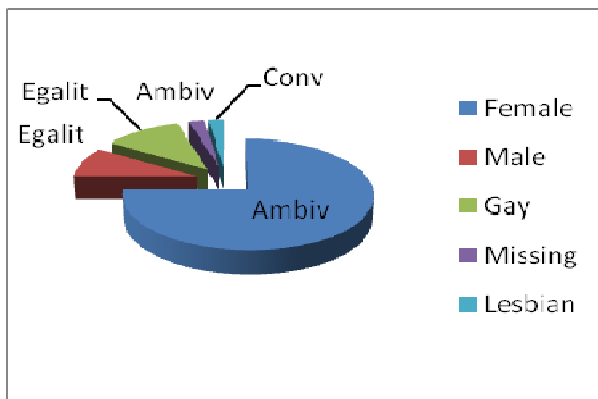
OIA Survey Results by Demographics. Looking at the results across the participant demographic data reveals that there are some interesting stage of inclusion differences across identity groups although the pattern remains in the direction of the overall results.

Gender	%	Category
Female	75.00%	Ambivalent
Male	9.09%	Egalitarian
Gay	11.36%	Egalitarian
Missing	2.27%	Ambivalent
Lesbian	2.27%	Conventional
	100.00%	Ambivalent

Table 1: Gender Results. Notice in Table 1 that the majority of the survey participants were women. The women on average perceive the organization as Ambivalent.

Heterosexual and gay males on average tended to view the organization as Egalitarian. Lesbians view the organization on average as Conventional. Those who did not offer a response to this demographic item perceive the organization as Ambivalent on average.

The overall average for these groups categorizes the organization as in the Ambivalent Stage of Inclusion.



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**Table 2: Job Role Results.** Table 2 indicates that nearly 60 percent of the participants were managers or supervisors with the former accounting for slightly less than fifty percent of the total. Staff made up about 40 percent of the participants.

Managers perceived the organization as Egalitarian on average, while the Supervisors categorized it as Defensive.

Staff perceived the organization as Ambivalent on average.

The group of participants choosing not to provide information about their role perceived the organization as Ambivalent on average.

The overall organizational inclusion stage for the group is Ambivalent.

Table 2 <b>JOB ROLE</b>		
Role	%	Category
Staff	38.64%	Ambivalent
Manager	47.73%	Egalitarian
Supervisor	11.36%	Defensive
Missing	2.27%	Ambivalent
	100.00%	Ambivalent

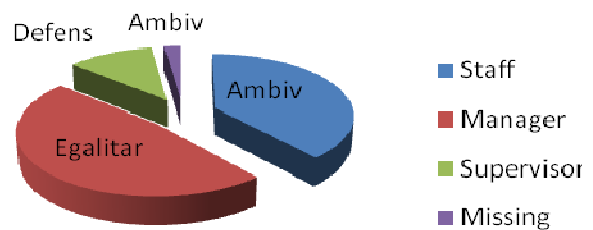
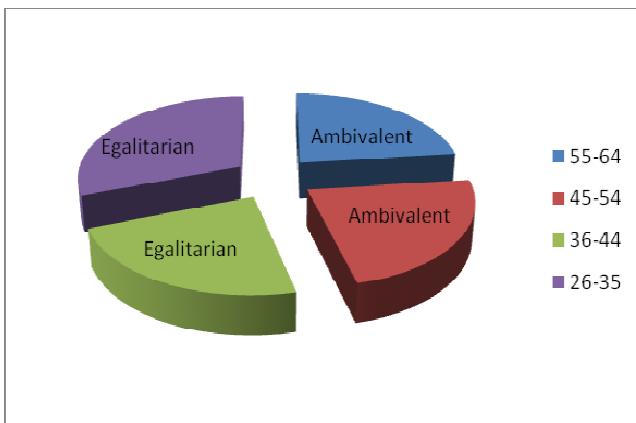


Table 3 <b>AGE</b>		
Age	%	Category
26-35	7	Egalitarian
36-44	20	Ambivalent
45-54	41	Ambivalent
55-64	32	Ambivalent



**Table 3: Age Group Results.** In Table 3, participants fall into five age groups based on their responses to this demographic item. Nearly three quarters of the participants were forty-five years of age or older and those over fifty-five represented about one in three. One fifth of the group was categorized as between the ages of thirty-six and forty-four years old. The smallest frequency age group in the set represented the ages between twenty-six and thirty-five. There were no participants in any other age group category.

Results show that the youngest age group viewed the organization as Egalitarian, while all others perceived it as Ambivalent on average. The overall average category is Ambivalent.

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Eth/Race	%	Category
African Am	25	Ambivalent
Multiracial	7	Ambivalent
European	34	Ambivalent
Other	9	Ambivalent
Latino/Hisp	13	Ambivalent
Asian Amer	9	Ambivalent
Missing	3	Conventional

**Table 4: Ethnicity & Race.** European Americans represented about one in three of all participants in the survey. African Americans were the second most frequency of participants. One in four identified as African American. Latino/Hispanics followed with thirteen percent. Those identifying as either Multi-racial (7%), or Asian American (9%) each represented less than ten percent of participants. The same is true of those selecting Other. About three percent chose not to respond to this demographic item.

Each of the identifiable groups on average categorized the organization as in the Ambivalent Stage. The few who opted out of giving their race or ethnicity averaged a Conventional Stage response. The overall average inclusion stage is Ambivalent for this

Religious Identity is the last demographic for the survey. More than half of the participants are Christian. Nearly one in four chose not to respond to this item. Fewer than ten percent selected Atheist and the remaining Religious Identity selections represent ten percent of all participant responses.

All groups perceived the organization as in the Ambivalent Stage except those who selected Other as a Religious Identity. That group categorized the organization as Defensive.

Overall, Religious Identity is associated with the perception that the organization is in the Ambivalent Stage.

OtherID	%	Category
Christian	57	Ambivalent
Missing	24	Ambivalent
Atheist	9	Ambivalent
Other	4	Defensive
Buddhist	4	Ambivalent
Jewish	2	Ambivalent

### Summary of OIA Survey Results

While there are some differences across demographic variables, the results are quite consistent—The organization is perceived as in the Ambivalent Stage of inclusion. It is important to note some demographic differences.

The fact that there was a significantly large proportion of female participants is certainly having an impact on the results. Men, gay and heterosexual, perceive the organization as more inclusive than females. Those identifying as Lesbian viewed the organization as in the lowest stage—Conventional, but keep in mind that this is a very small sample.

It is also of interest that Managers and Supervisors viewed the organization as more inclusive than the staff. This is, however, consistent with previous results from use of the OIA at other institutions. It seems that the higher you are in an organization, the more you perceive it as inclusive. Why the youngest generation of participants view the organization as more inclusive than older generations is unclear. One possible explanation based on what we have learned from the interviews is that the new employees view the cultural diversity mission as a well-established and accepted part of the ACME INC's culture, which suggests to them that the organization is highly committed to inclusion. On the other hand, those who have been with the organization for a long time—especially those hired before the Principles of Community were implemented—have a different set of lenses through which they see the organization. More data are needed of course to determine if our hypothesis is supported.

Regardless of ethnic and racial identity, people tend to view the organization as in the Ambivalent stage and the same can be said for Religious Identity for the most part.

The results of the survey analysis were further scrutinized by looking at the qualitative interview results, which is presented in the next section.

## INTERVIEW DATA ANALYSIS AND SUMMARY

### Introduction

The combined Key Informant and Focus Group interview data were submitted to qualitative analysis. This generally involved systematically classifying each sentence or phrase written in the interview notes into one of four cultural competence component themes with the addition of a Practice area theme (See the left column of Table 6 below). In this way, gaps in cultural competence are identified along with current practices and those suggested by interviewees.

The data analysis required two rounds of classification. The results of the first round were submitted to further analysis to reduce the data as much as possible into the categories. The results are in Table 6 below. Appendix B contains the results of the first round of analysis and Appendix C contains the raw data for your convenience (i.e., the notes we started the analysis with).

Table 6 indicates that *diversity education courses for ACME INC managers need to address attitude, knowledge and skills to offer the most impact.* Notice in the Table that the Attitude component has the highest frequency of themes ( $f = 29$ ) in comparison to Knowledge ( $f = 12$ ), Practices ( $f = 10$ ), Skills ( $f = 9$ ), and Awareness ( $f = 5$ ). This result suggests that most managers understand that the organization leadership values cultural diversity and that they need to show a commitment to it. However, while they accept these values as expressed by the cultural diversity mission, they see the diversity goals as vague, divisive, and politically filled with landmines. More importantly, the communications they receive about focuses more on what not to do than the education needed to perform their jobs more inclusively.

The interview results are consistent with the survey results—ACME INC is in the Ambivalent Stage of inclusion.

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**Table 6**

	<b>THEME</b>
<b><i>Awareness</i></b>	<ol style="list-style-type: none"> <li>1. Need for continuous climate assessment</li> <li>2. Sensitive to panels that are not inclusive</li> <li>3. Sensitive to when negative treatment takes place</li> <li>4. The need for more female project managers</li> <li>5. Inequities in job status are discussed</li> </ol>
<b><i>Attitude</i></b>	<ol style="list-style-type: none"> <li>1. Daily Indignities continue</li> <li>2. Prejudice and discrimination continue</li> <li>3. Micro-inequities continue</li> <li>4. Wide acceptance of cultural diversity mission, especially among those younger than 50 years old.</li> <li>5. Religion used as a shield for insensitive comments and resistance</li> <li>6. HEGs)<sup>2</sup> who speak their minds about diversity and inclusion are not taken seriously</li> <li>7. HEG hires are considered a volatile protected class</li> <li>8. Religious diversity exists in the organization, but limited in expression</li> <li>9. People with English as a second language are treated differently</li> <li>10. Diversity politics and “tribalism”<sup>1</sup> on organization create tension and exclusion, and even reflected in targeted versus protected class policies</li> <li>11. Need a more inclusive organization-wide definition of cultural diversity</li> <li>12. Belief that benefits of cultural diversity are not supported by research</li> <li>13. Power and privilege result in nice well-intentioned individuals doing things to maintain their privileges at the cost of seriously promoting inclusion; In fact, some do not want a diversity program.</li> <li>14. Proposition 209 is used to circumvent serious efforts to promote inclusion</li> <li>15. Too many diversity complaints</li> <li>16. Diversity complaints are immediately and overly investigated</li> <li>17. People feel that they are walking on eggshells when it comes to talking about cultural diversity</li> <li>18. Change happens very slowly at ACME INC</li> <li>19. There is intentional and unintentional bias in the organization</li> </ol>

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	<ul style="list-style-type: none"> <li>20. ACME INC is a tiered system with more and more HEGs speckled among the white majority in the top levels</li> <li>21. Don't feel like I am being heard because of who I am (HEG)</li> <li>22. Retentions and promotions based on biased perceptions (i.e., stereotypes); HEG needs to show that s/he is assimilated</li> <li>23. Elitism attitude towards the community</li> <li>24. Office of undergraduate research required underrepresented groups to be included in research in continuing efforts to meet the diversity mandate at the student level.</li> <li>25. Staff must mirror student demographics culture</li> <li>26. HEG students who struggle academically experience stereotype threat, which affects the mentorship program.</li> <li>27. ACME INC is not fairing as well as competitors in terms of diversity classifications</li> <li>28. Complaints about anti-white male attitude in the organization</li> <li>29. President has made her mission to increase organization diversity</li> </ul>
<b>Knowledge</b>	<ul style="list-style-type: none"> <li>1. Ongoing climate assessment</li> <li>2. Diversity recruitment resources needed</li> <li>3. Need alignment in terms of the cultural diversity initiative</li> <li>4. Need knowledge of what a cultural diversity is and how its success is measured</li> <li>5. Need to better understand the presenting cultural diversity issues</li> <li>6. Combination of diversity education and skills needed</li> <li>7. Federal research funding is increasingly tied to linking projects to cultural diversity, but researchers resent it.</li> <li>8. Need tools and strategic ideas to manage privilege in meetings where power and privilege is exercised</li> <li>9. There is no mechanism for addressing managers that have been reported for cultural insensitivity</li> <li>10. Asian employee style differences create communications challenges</li> <li>11. Who should I or can I talk with to determine what I should be doing to promote inclusion?</li> <li>12. Need interview panel resource available to practice inclusive recruiting</li> </ul>

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<b>Skills</b>	<ol style="list-style-type: none"> <li>1. Diversity recruitment skills needed</li> <li>2. Skills need to speak up when people say or do insensitive things</li> <li>3. Leadership is needed for making progress with diversity and inclusion</li> <li>4. Need to move beyond Principles of Community to behaving principally</li> <li>5. Education Studies won the staff recruitment and recognition of diversity award for faculty recruitment</li> <li>6. Supervisory and communication styles are problematic</li> <li>7. Managers need skills to deal with tribalism</li> <li>8. Need more compassionate listening skills and subtle diplomacy</li> <li>9. Improve perception among people in the community that ACME INC is not a welcoming place</li> </ol>
<b>Practices</b>	<ol style="list-style-type: none"> <li>1. Organization wide diversity events</li> <li>2. HEG student education resources</li> <li>3. Annual diversity awards</li> <li>4. Vice Presidents' annual review includes cultural diversity achievement component</li> <li>5. More diversity among the Vice Presidents</li> <li>6. Many diversity champions are different institutional levels</li> <li>7. Cultural diversity climate reports</li> <li>8. Funding for diversity champions is limited, but they do incredible stuff with those resources</li> <li>9. Managers and supervisors need their own cultural diversity award program</li> <li>10. No mediation services available for cultural diversity disputes</li> <li>11. A history of diversity champions (See Appendix B p. 24)</li> </ol>

<sup>1</sup> *Tribalism refers to an organizational culture in which there is a sense that different cultural diversity groups must compete for resources, favorability in the eyes of the leadership, and recognition as more deserving as underserved. An organizational culture that is very competitive and individualistic can be a catalyst for tribalism.*

<sup>2</sup> *HEG refers to Historically Excluded Group members, which is an alternative to using the controversial term minority.*

## Summary & Conclusion

The results of the organizational inclusion assessment interviews and survey converge. As stated in the survey data summary section, the fact that considerable differences exist among demographic groups in perception of the organization's inclusion indicates that the organization is in the Ambivalent stage.

There is a critical mass of HEGs on the staff, the organization leadership is promoting cultural diversity and the managers view themselves as open and tolerant. Yet, there remains a sense of exclusion among their HEG direct reports. Managers are uncertain about what they can do to change the situation and seek any support they can get to make things better.

- How do I identify talent among African American employees who are very sensitive to perceptions of unfairness?
- How do I coach a highly vocal Latina diversity champion in student services?
- How can I avoid appearing more favorable to one group of staff members?
- What is cultural diversity and am I included or left out?
- How do I handle performance evaluations in a way that I am not accused of being insensitive?

These are just a few examples of the questions managers in Ambivalent Stage organizations tend to have.

What does this all mean for diversity education design and development purposes? The above questions point to the need for manager attitude and knowledge training.

## APPENDIX A

### ***Cultural Competency Development Stage Model: From Bias to Inclusion<sup>2</sup>***

The data gathered from the triangulated assessment approach reveals an organization's current stage of inclusion. These five stages not only offer insight into an organization's specific needs for promoting inclusion, but they also come with specific intervention recommendations.

Change is a process and progress occurs in stages. By developing change initiatives, organizations are able to progress through the developmental stages to achieve an inclusive organizational culture. In order to be successful, organizations must be prepared for change. It is also important to remember that change occurs in a spiral, rather than a linear, manner. Organizations will go through many peaks and valleys on its way to reaching its goals.

### ***5 Stages of Inclusion and Recommended Intervention Strategies***

The Stage of Inclusion categories can serve as the planning framework after the assessment data identifies the organization's inclusion category (the Conventional Stage is the least inclusive). It is the intervention strategies that drive the learning of cultural competency skills. As these skills are increased, the organization or individual will reach higher stages of inclusion.

#### 1. Conventional Stage:

- Lacking awareness of cultural bias toward differences (avoiding practices that include cultural differences).
- Aversion to differences (believing minorities are inferior and undeserving of full inclusion); discomfort with racial minorities, people who have a different first language, sexual orientation, etc.
- Cultural stereotypes and ethnocentric knowledge about cultural differences.

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<sup>3</sup>Based on A Heuristic Model of Managing Emotions in Race Relations Training (2002) by Billy E. Vaughn. Published in The Handbook of Multicultural Education, Research, Intervention, and Training. Joesy-Bass Pub.

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- Lacking intercultural skills; perceiving own language and culture as superior to others; avoiding learning about other cultures; discomfort in intercultural interactions with people who are different in race, language, sexual orientation, etc., due to concerns about poor communication skills.

### What this Organization Looks Like

The organizational work day is filled with insensitive comments. Performance evaluation is often based on stereotypes of different groups within the organization. People of color and women feel isolated, poorly understood, and undervalued by the organization. Most majority members of the organization do not value diversity and believe “minorities” are incapable of sharing responsibility.

### Intervention Recommendations

A three-prong approach must be taken to increase awareness at this stage: Leadership must take the initiative to make a public commitment to diversity and inclusion, a diversity steering committee needs to be implemented immediately to spearhead the changing of policies and procedures to promote inclusion, and a greater emphasis must be placed on rewards for promoting inclusive behaviors.

#### 2. Defensive Stage:

- Considering inequality to be a natural result of differences in group abilities. At the same time, awareness of societal pressures to accept equality, resulting in guarding true beliefs in public.
- Discomfort with diversity, but avoiding being labeled as prejudiced in order to avoid social stigma.
- Knowledge about cultural differences based on cultural stereotypes and ethnocentrism.
- Low in intercultural skills; willing to learn about other cultures in order to avoid being perceived as prejudiced; lacking the skills needed to competently work with members of other groups, which often results in feeling angry and resentful in intercultural

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interactions; managing social pressures by pretending to be less prejudiced than personal beliefs indicate

### What this Organization Looks Like

Members of the organization are aware of complaints about insensitivity and the need to accommodate differences. Their awareness has decreased the number of incidents, yet the number of complaints has risen due to heightened awareness of the organization's desire to protect members from exclusion. Intercultural skills remain low.

### Intervention Recommendations

Continued leadership commitment, along with the diversity initiative, will move the organization forward. Learning about the existing differences among the organization's majority group members will help sensitize them to diversity. A successful intervention will reveal the previously undisclosed religious, sexual orientation, ethnic, and other differences that exist within the organization. The diversity steering committee should complete the change of policies and procedures to promote inclusion and implement rewards for inclusive behaviors.

### 3. Ambivalent Stage:

- Awareness that biases cause inequality, but not yet viewing self or organization as biased.
- Believing in equality, but suffering from a disconnection between egalitarian perceptions of personal diversity values and beliefs and a sense of inadequacy in managing encounters with people who are different; preferring to focus on institutional barriers to inequality and obvious acts of discrimination, without considering personal and hidden biases.
- Knowledge about cultural differences based on cultural stereotypes and ethnocentrism, along with a few examples of "minorities" who are exceptions.
- Low intercultural skills; asking "minorities" many questions about differences to learn more about them and to demonstrate belief in equality.

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### What this Organization Looks Like

The organization has implemented policies and procedures to protect against bias and exclusion. Members of the organization are conscious of the organization's changes—especially the increased number of people of color, women, and other groups protected by civil rights laws. Without intercultural skills, many feel as if they must walk on multicultural eggshells for fear of saying or doing something wrong. Despite this progress, the gap between expected and actual intercultural competency remains. Large-scale diversity training will likely occur to avoid legal problems or as a result of a civil rights settlement. The training is typically restricted to understanding civil rights laws and awareness of differences.

### Intervention Recommendations

The intervention should provide increased diversity awareness, attitude, and knowledge. Diversity training workshops should develop knowledge of different groups and sensitivity training. The policy and procedure changes should be completed and fully implemented.

#### 4. Integrative Stage:

- Awareness of personal and organizational biases that create inequality.
- Very small discrepancy between intercultural beliefs/values and behavior.
- Positive cultural stereotypes; considerable knowledge about various cultural differences and how culture influences behavior.
- Treating people as individuals, as well as cultural group members; very comfortable with cultural differences; increasingly comfortable when become a “minority” in a group or organization.

### What this Organization Looks Like

- Everyone feels included
- The case for inclusion is integrated into the organization’s mission and vision

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### Intervention Recommendations

Knowledge and skills training at this stage is key. Members of the organization need competencies that will increase their ability to understand and work successfully with members of other groups. Face-to-face training and learning courses work well for building competencies in this stage.

#### 5. Inclusive Stage

- Awareness of any remaining cultural and personal biases.
- Complete harmony between intercultural beliefs/values and behavior.
- Positive cultural stereotypes; considerable multicultural knowledge; constantly seeking more knowledge.
- Preferring multicultural experiences and feeling uncomfortable in monocultural settings; feeling comfortable in cultural immersion; seeking to learn another language and/or spend considerable time in another culture; knowing how to work with members of other groups in the organization.

### What this Organization Looks Like

The Inclusive organization is a place in which each and every member feels that she or he can bring his or her whole self to the organization. There is not a “glass ceiling”, people do not have to deal with daily indignities, and they believe that their views about how to get things done are listened to. It is truly an inclusive environment. The result is that innovation and productivity increase significantly above competitors.

### Intervention Recommendations

At this stage, it is easy to rest on the organization’s success in promoting inclusion. However, this leads to a dangerous slippery slope in which the organization can quickly slide back into the earlier stages of inclusion. Maintaining an inclusive organization requires constant monitoring, benchmarking, and assessment—even after years of implementation. The retirement of baby-boom-aged employees who have developed an inclusive attitude and skills, for example, can lead to the hiring of people new to the organizational culture. Without a systematic way to incorporate them into the inclusive environment, while

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monitoring the success of the transition as a whole, will likely lead to the undermining of existing practices. Make certain that the organization renews its commitment to inclusion whenever significant change takes place. Each new initiative, for example, needs to include the diversity practices. A continuous learning initiative can benefit greatly from considering how the diversity initiative fits within it.



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