



NONPROFIT SERVICES

Working Across Differences for Organizational Change

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We are grateful to the work of many other people whose contributions to working and communicating across social differences have informed these materials, and our own values and practices at CompassPoint: Elena Featherston, Laurin Mayeno and Poonam Singh, who also teach with us in these areas. We have also attributed certain concepts and exercises to other authors and creators in the page foot notes, and along with our deep appreciation to their work, we encourage you to find more of their work and thinking through those foot notes.

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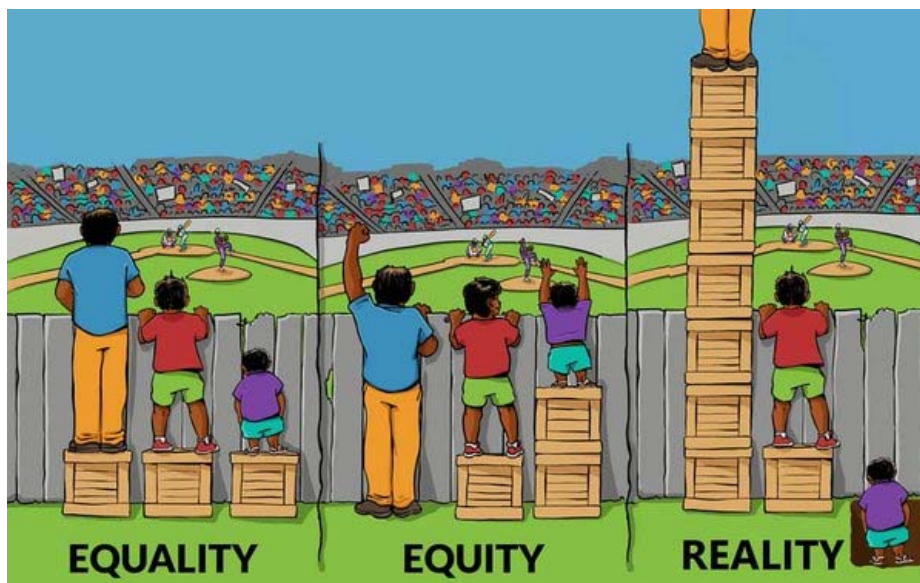
How change can happen



Agenda

- 9:00 am Introductions, Agenda, Group Agreements
- 10:00 am “What is?” Crunch and Toss & Appreciative Inquiry
- 11:15am “What’s possible?” Creating Visions for the Future
- 12:15pm Lunch break
- 1:15 pm “Who?” Music and Power Mapping
- 2:30 pm “How?” Sharing Strategies
- 3:15pm “When are we succeeding?” Understanding Your Impact
- 4:00 pm “And?” Action Planning, Close & Evaluation

One-hour break for lunch, a 10-15 minute break in the morning and in the afternoon.



Equity is just and fair inclusion. An equitable society is one in which all can participate and prosper. The goals of equity must be to create conditions that allow all to reach their full potential.

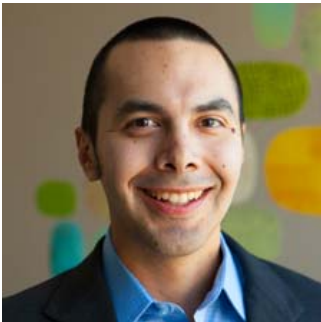
PolicyLink.org

Learning objectives

By the end of this workshop, you will:

- Identify a challenge and name the opportunities to create equity (within the group/organization).
- Learn and apply any of the following to your challenge:
 - Communication skills;
 - Promising processes;
 - Analysis of structures.
 - State your role in making the change.

How We Designed This Workshop (Grounding Assumptions)



- Racism does exist. #Fact
 - No one knows how to do this.
 - The nonprofit sector has adopted oppressive systems that perpetuate cultural and systemic oppressions (such as – although not exclusively – racism, patriarchy, homophobia, ...).
 - *“The burden of the brutalized is not to comfort the bystander. That’s not our job. All right, stop with all that. If you have a critique for the resistance, for our resistance, then you better have an established record of critique of our oppression.”* – Jesse Williams
- Those who are closest to the challenge/oppression have the solutions to the challenge/oppression.
 - Organizational change can happen.
 - Change is a process of personal learning and unlearning.
 - We are at our most powerful when we engage in conscious decision making and recognize that we can be in choice about our response.
 - Liberation can be fun, playful, and that pleasure and laughter are needed.



Group Agreements (notes)

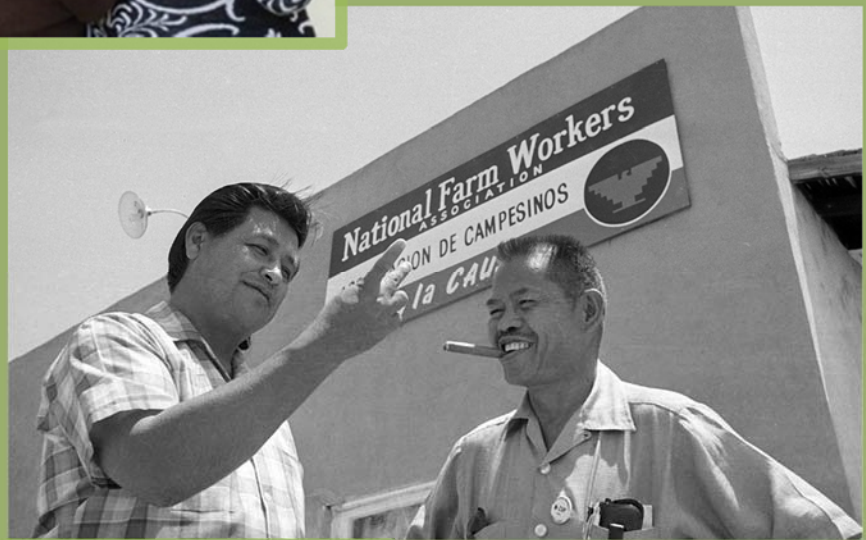
We Are Change Makers.



Left: Patrisse Cullors, Opal Tometi (center) and Alicia Garza (right), the women who created the #BlackLivesMatter hashtag, and co-founded a movement. Photo source: Black Alliance

Right: Cesar Chavez and Larry Itliong, who helped to found the United Farmworkers. Photo source: america.aljazeera.com

Below: Some of the changemakers and participants in a recent Working Across Differences workshop.



You!

What Is?

We used a simple group exercise called the “crunch and toss” to surface many perspectives on an issue, quickly and confidentially. If you are trying to learn more from staff about what you can do more of or better as a positional leader, or to just start group dialogues without a fixed point of view, try it!

1. *Name a question or topic*
2. *Ask everyone to write down their thought, crumple it up.*
3. *When everyone is ready, they throw the papers at each other, a few times.*
4. *One by one people read what is written out loud to the group.*

One thing I want to change at my organization is ...

“Appreciative Inquiry is an exciting way to embrace organizational change.

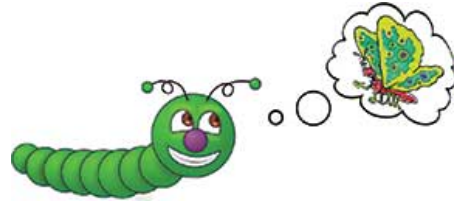
Its assumption is simple: Every organization has something that works right – things that give it life when it is most alive, effective, successful, and connected in healthy ways to its stakeholders and communities. AI begins by identifying what is positive and connecting to it in ways that heighten energy and vision for change.”

For more information on this process: <https://appreciativeinquiry.case.edu/intro/whatisai.cfm>

What's Possible? Photo credit: teacherplus.org

Imagine that it's **the future**, and you've successfully changed the "thing you want to change" that you're working on today.

What would that future look like, feel like, be like? Draw a picture, or make a pipe cleaner sculpture, or write a letter from your future self to you today, to describe what's different after you addressed this challenge successfully.



What would be possible if we ALL achieved these visions?

Music! And the 4 M's.

Meaning-making

Memory

Movement

Motivation



Las Cafeteras; image from GYPSET MAGAZINE

Songs that inspire me to make change

Who?

Who is directly impacted by the issue?

Who is indirectly impacted by the issue?

Who are your allies on this issue?

Who will resist change on this issue?

Who are the decision-makers on this issue?

Who has influence with the decision-makers?

How?

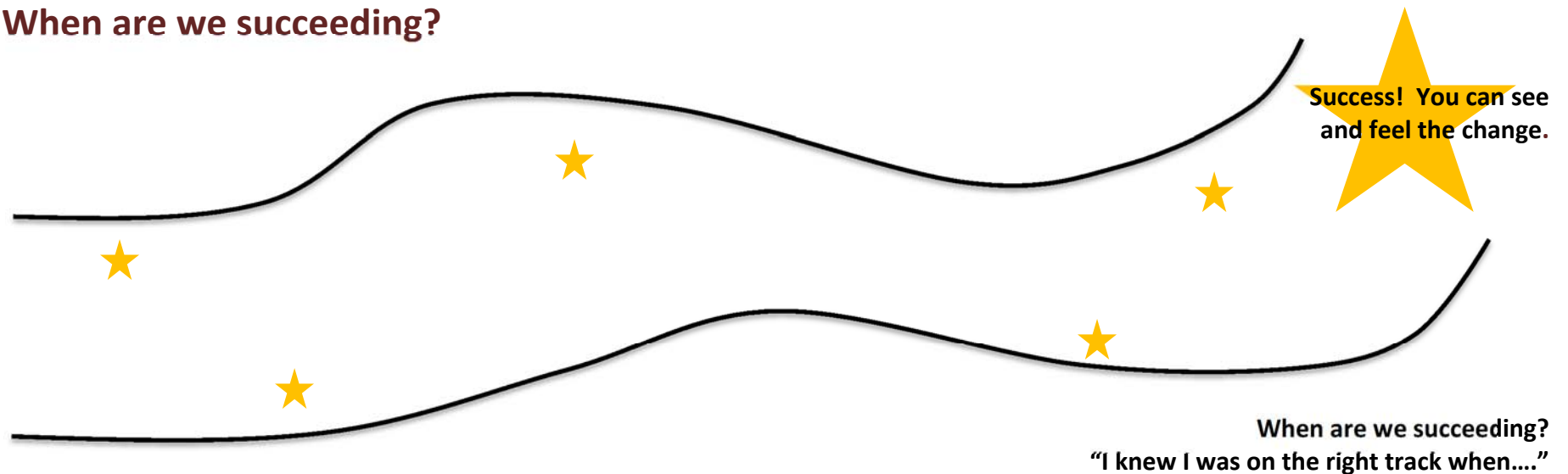
Strategies to build skills

Strategies to change systems

Strategies to affect culture

If you were 10x bolder, what would you try?

When are we succeeding?

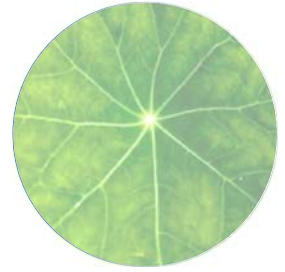


When Are We Succeeding? CompassPoint Example

Desired Impact	As Indicated By
<ul style="list-style-type: none"> We have an institutionalized professional development program with specific emphasis on opportunities that focus on topics examining culture, power and difference tailored to each staff member that is fully utilized and valued. <i>(Mgmt. Team)</i> 	<ul style="list-style-type: none"> Every staff member has multicultural learning objectives within their professional development or performance goals
<ul style="list-style-type: none"> People utilize their skills to discuss culture, power, and difference. These types of conversations are regular practices among board and staff and are seen as opportunities to learn from different perspectives and to reflect on oneself and one’s work. <i>(Mgmt. Team, Staff Members)</i> 	<ul style="list-style-type: none"> Increases in the Multicultural Awareness and Skills Inventory Staff meeting evaluations
<ul style="list-style-type: none"> We have institutionalized a shared leadership model approach to our work that makes staff members feel empowered in their positions. <i>(Mgmt. Team)</i> 	<ul style="list-style-type: none"> Staff report that they have the authority to lead in their areas of responsibility Staff report that they are able to influence organizational thinking and decision making

Name the Next Step

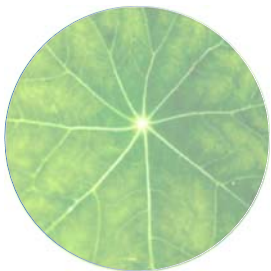
Name 1 action that seems most promising, do-able, and that you're excited about.



Something to learn more about:

Something to discuss with someone else:

Something to stop doing:



Appendix – Example #1

Example of Clarity & Alignment: Framework for Cultural Competency & Equity at Pesticide Action Network (PAN) North America



PAN needs to cultivate diversity, cultural competency and equity in order to build our strategic capacity to achieve our mission. This initiative/work is fundamentally about organizational capacity-building, and is driven by two core needs :

- strategic & competent mission execution; and
- developing a stronger, value-based organizational culture that runs deep, keeps us motivated & is resilient.

Examples from this framework document:

PAN's "sweet spot" and theory of change requires top-notch engagement with core constituent organizations (including grassroots organizing groups) and communities across the globe. PAN believes that powerful involvement by those most affected by issues is key to campaign success. Farmworkers, farm & rural families, indigenous people and children are most affected by pesticide use in food production. Cultural competency is key to connecting, informing, learning and engaging people and organizations in the social change process.

We need a clear analysis and plan to be effective leaders and participants – without this clarity, we face and are disabled by a variety of confusions, including ambivalence about power. In order to be effective agents of social change, activists must be open to the possibility that we are powerful and our social movement might be progressing along the road to success. At a cultural level, PAN suffers from a tradition of implicit martyrdom/self-sacrifice, internal expectations of failure and oppression, & discomfort with power due in large part to a significant interest in undoing systemic injustice, combined with a fuzzy analysis & plan for equity & diversity in practice.

Their Cultural Competence and Equity Task Force is an active part of the PAN structure, that organizes ongoing learning for staff, proposes changes in policies and procedures that further equity and cultural competence in their organizational systems. <http://www.panna.org/>

Appendix – Example #2



Example of Structure & Process:

Charge of the New Leaf Multicultural Competence Committee (MCC)

Charge: This is an ongoing staff committee charged with directing and monitoring progress of all efforts to create a more multicultural organization to better serve clients and community. The committee has the support of senior management and appropriate authority to direct and monitor the organizational plan in this area.

Authority: Sets policy, procedures and future plans with senior management team. The MCC provides recommendations of policies, procedures, and additional plans (that may include budget staffing requests) to the senior management team. The senior management team will report back to the MCC on the adoption/modification/rejection of committee recommendations as well as any created within senior management. A member of the senior management team will participate as a full member of the committee and, therefore, some decisions by the committee will not need to be ratified by senior management.

As a part of annual planning and reporting, the MCC will coordinate the review of progress made in multicultural competence, and will assess *the performance of the organization* in the key areas of the plan.

Support:

Adequate participation time: The MCC will have adequate time provided for members to fulfill this work in a timely and efficient manner. Meeting time and time to prepare or follow-up will be considered productivity time, to an appropriate level as determined by the MCC and senior management.

Senior management: The committee work cannot be successful without senior management knowledge and support of MCC work. A member of the senior management team will provide consistent participation to keep both groups informed. At least twice a year, the senior team will meet with MCC to further the key areas of the MCC plan.



Responsibility: All committee members, by agreeing to join the MCC are responsible for active participation in order for the committee to be effective.

- ◆ Consistent attendance and participation in the committee.
- ◆ Represent the work of the committee to other staff in a way that engages them in the plan, and promotes healthy engagement about the work within the committee.
- ◆ Staying informed of the near-term work in the organizational plan.
- ◆ Willing to take initiative to lead or complete certain committee tasks.

Example from *Multicultural Organizational Development in Nonprofit Organizations*, 2011.

Appendix – Example #3

How to Change Things

Example of Deciding Where to Focus & Implementation Process:

CompassPoint Multicultural Organizational Development Work Group chose 1 action we could take in each of our business lines that would increase equity in our work and impact, over a year. “Choice Points” helped our group to keep asking *what choices in our work increases equity?* and acting on the choice point.

Business Lines	Choice point	Actions
Operations Lead- Sarah	Choose and work with vendors who align with our vision and social justice values.	<ul style="list-style-type: none"> • Create a set of questions to guide vendor selection in various areas. • Discuss how they apply to types of vendors • Ops Team will meet to draft screening questions
Training Lead- Amy	Choose external presenters who will be amplify our vision and social justice values: <ul style="list-style-type: none"> • Have skills to work across social differences • Bring diverse experience & backgrounds 	<ul style="list-style-type: none"> • Training team reviews all external presenters for demographic background, experience, ability to train effectively with different cultures. • Group discussion about our vision for training that incorporates multicultural values, delivery skills • Plan to implement this with external and internal trainers
Initiatives Lead- Steve	Strengthen the application process in all initiatives, so we attract and select people without class bias.	<ul style="list-style-type: none"> • Steve and Erin will review application process and applications • Initiative leaders will be engaged in the process • Erin will make changes and train teams • MCWG adopts • Provide a guidance for everyone who reviews application.