DOVER HUMAN RELATIONS COMMISSION
AGENDA

OCTOBER 28, 2014 - 5:15 P.M.

CITY HALL CONFERENCE ROOM
15 LOOCKERMAN PLAZA
DOVER, DELAWARE

Public comments are welcomed on any item and will be permitted at appropriate times. When possible, please notify the City Clerk (736-7008 or e-mail at CityClerk@dover.de.us) should you wish to be recognized.

AGENDA ADDITIONS/DELETIONS

1. **DHRC COMMITTEE MEETING REPORTS**
   - A. **GOVERNMENT POLICY, PROGRAMS, AND PRACTICES COMMITTEE** *(RUANE)*
   - B. **COMMUNITY ENGAGEMENT COMMITTEE** *(ROACH)*
   - C. **EDUCATION COMMITTEE** *(HENDERSON)*
   - D. **COMMUNICATIONS COMMITTEE** *(SMITH)*

2. **UPDATES**
   - A. **DIVERSITY, RESPECT & HARASSMENT AWARENESS TRAINING FOR CITY OF DOVER EMPLOYEES**
     (Written comments due to City Clerk's Office by November 7, 2014)
   - B. **STATE OF DELAWARE HUMAN RELATIONS COMMISSION LIAISON**

3. **REVIEW OF RE-ENTRY OPPORTUNITY PROGRAM LETTER TO CITY COUNCIL**

4. **RECOMMENDATION OF DHRC LIAISONS TO DOVER PUBLIC LIBRARY**

5. **DISCUSSION - DHRC 2015-2018 STRATEGIC PLAN** *(RUANE)*

6. **COMMISSION MEMBERS' ANNOUNCEMENTS**

7. **ADJOURNMENT**

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THE AGENDA ITEMS AS LISTED MAY NOT BE CONSIDERED IN SEQUENCE. THIS AGENDA IS SUBJECT TO CHANGE TO INCLUDE THE ADDITION OR THE DELETION OF ITEMS, INCLUDING EXECUTIVE SESSIONS.

TO: City of Dover Human Relations Commission (DHRC)

From: Government Policy, Programs, and Practices Committee

Date: October 16, 2014

Subject: Preliminary Draft Work Plan for Completing Long-term Objective A-1 of the Strategic Plan 2015-2018

Long-term Objective A-1

A.1 In cooperation with the City of Dover Manager and its Human Resources Department evaluate the current "state and climate of diversity and inclusion" and cultural competency within Dover's government organization, services and vendor relationships; and, make recommendations to the City Manager and the Dover City Council which identify policies and best organizational practices which support diversity, inclusion and cultural competency within city government, its services; and, vendor relationships

Stated objectives of the Assessment

To assess the current "state and climate of diversity and inclusion" and "cultural competency" within Dover's government organization, its services; and, its vendor relationships, including its role in promoting diversity and social inclusion and combating social exclusion in Dover.

To make recommendations to the City Manager and the Dover City Council for improving the state and climate of diversity and inclusion and cultural competency within Dover's government organization, its services; and, vendor relationships.

To make recommendations to the City Manager and the Dover City Council for improving how Dover's government promotes diversity and social inclusion and combating social exclusion in Dover

To identify policies and best organizational practices which support diversity, inclusion and cultural competency within city government, its services, vendor relationships and its role in promoting diversity and social inclusion and combating social exclusion in Dover.

Ownership

For the results of this assessment to be used to effect change, the City Manager and entire City government organization must be committed to it. This requires that they have ownership of the results: an understanding that the findings will be theirs , and that they are essential to future outcomes. The best way to achieve this is to involve the Mayor (for the Police), the City Council President , the City Manager and/or his representatives as much as possible, both in the design and implementation of the assessment. To ensure commitment, the DHRC's Government Policy, Programs and Practices Committee will meet with the Mayor, the City Council President and the City Manager early in the process to discuss : 1.)the formation of a team of senior leadership persons within City government who will work with the DHRC throughout the assessment process; 2.)the objectives, scope, methodology, stakeholders, timetable, necessary resources and the report format for the assessment.

Preliminary suggestions for Discussion of Assessment Components

Scope of the Assessment

Vision for the future—what would a healthy, dynamic, positive climate of diversity and inclusion within Dover's government organization look and feel like ?

Organizational discovery---where are we right now ? Use Chapter 12 of Howard J. Ross' book: ReInventing Diversity(see Exhibit 1) to develop a series of inquiry questions that are designed to explore the following :

Background elements—mission, vision, and values of Dover's government organization; organizational culture; history; environment.

Internal Focus:

Recruitment, interviewing and hiring—how does Dover government bring people into the organization.

Orientation, Development and learning resources—how do people learn within Dover's government organization.

Benefits—what are Dover's organizational benefits and how are these managed.

Metrics—what metrics are established for monitoring organizational performance regarding diversity objectives and how are they managed.

Promotion/Advancement Structure—how are people promoted within the organization.

Employee Resource Groups—what employee resource groups have been recognized and how are they functioning.

Leadership and Employee Behaviors—what behavior standards exist for diversity and how are they communicated to employees and incorporated into the performance evaluation process.

Internal communication and information sharing—what internal communications plan exists and how does it function.

Cultural Competency—does Dover have the organizational ability, policies, skilled employees; and specialized resources to systematically anticipate, recognize, and respond to the varying expectations of customers and co-workers of diverse backgrounds.

Attrition and Retention—what are the attrition and retention patterns in Dover's government organization.

Mentoring and Coaching—does Dover have a formal/informal mentoring program and how does it function.

External focus:

Vendor Relationships—what is Dover's supplier diversity policy and process and how does it function.

Marketing and Public relations—how is Dover's government organization viewed regarding diversity and inclusion and how does Dover's government organization communicate with diverse populations.

Development and provision of new services—are concerns and special needs of diverse populations considered and respected when adding new services and delivering current services.

Community Relations and Customer Service—how culturally competent is Dover in serving its citizens and engaging various communities in the City.

City government's role in promoting diversity and social inclusion and combating social exclusion in Dover—what attitudes, initiatives, strategies, programs, policies or practices does the City of Dover use to promote diversity and social inclusion ; and, combat social exclusion in the community.

Methodology of the Assessment

Survey questionnaires, observation; interviews; and, focus groups. Desk reviews of Related City Ordinances, Documents, Policies, Handbooks; and, Literature/Reports that identify best policies and practices in other cities and organizations.

Stakeholders involved in the Assessment---broad participation of a range of stakeholders during stages of the assessment process required for effective assessment. Stakeholder analysis needed to assure full participation. Minimum to include: HR Commission members; Mayor & Council; City Manager; Department Heads; City Employees; civic and non-profit organizations; and, citizens of Dover.

Resources Required

Time commitment of DHR Commission Members and City Staff.

Option to use external facilitator and/or consultant? Paid or volunteer? Academic researchers?

Option to reach out to other groups to discuss how they can work on this assessment-- divide responsibilities and team up to maximize our effectiveness.

Timetable—to be determined within context of activities proposed to implement other Strategic Objectives and after discussion with Mayor, Council President and City Manager.

Reporting format of the assessment

Qualitative Report with some quantitative data, plus recommendations, best practices; and, follow-up steps..

Post Assessment Follow-Up

After the Assessment is completed there are several additional follow-up steps/components suggested by Mr. Ross. (See Chapter 12, pages 232-235). These include:

Developing Trust

Strategic Planning

Stakeholder Education and Development

Building Systems and Structures

Creating a Structure for Accountability

Regeneration

Definitions and Explanations

Diversity, Inclusion, Cultural Competency: See footnotes, pages 6-7 City of Dover Human Relations Commission Plan 2015-2018.

Social Exclusion: the process whereby certain individuals, groups or communities are pushed to the edge of society and cannot participate fully because of poverty, inadequate education or underdeveloped life skills. This distances them from jobs, income and education opportunities as well as from social and community networks, and often limits their access to power and decision-making bodies.

Social Inclusion: can be defined as the process by which efforts are made to ensure that everyone, regardless of their background, experiences and circumstances, can gain access to the services and facilities they need to achieve their own potential in life. A socially inclusive society embraces and promotes diversity.

Source: http://www.limerickcitydb.ie/LatestPublications/Thefile,8753,en.pdf

Social exclusion refers to the multiple and changing factors resulting in people being excluded from the normal exchanges, practices and rights of modern society. Poverty is one of the most obvious factors, but social exclusion also refers to inadequate rights in housing, education, health and access to services. It affects individuals and groups, particularly in urban and rural areas, who are in some way subject to discrimination or segregation; and it emphasizes the weaknesses in the social infrastructure and the risk of allowing a two-tier society to become established by default. (Commission of the European Communities 1993: 1)
https://www.mheducation.co.uk/openup/chapters/0335204732.pdf

Exhibits: 1. Chapter 12 "Creating Cultures that Work", pages 211-235, ReInventing Diversity: Transforming Organizational Community to Strengthen People, Purpose, and Performance, Howard J. Ross, Rowman & Littlefield Publishers, Inc., 2011.

Reinventing Diversity

Transforming Organizational Community to Strengthen People, Purpose, and Performance

Howard J. Ross



Published in association with the
Society for Human Resource Management
Alexandria, Virginia

ROWMAN & LITTLEFIELD PUBLISHERS, INC.
Lanham • Boulder • New York • Toronto • Plymouth, UK

CHAPTER 12

Creating Cultures That Work

> Great things are not done by impulse, but by a series of things brought together.
>
> Vincent van Gogh

> As a rule of thumb, involve everyone in everything.
>
> Tom Peters[1]

The good news is that cultures can be transformed. They can be made more vibrant, more inclusive, more alive, and more successful. At a time when it seems like we have a collectively short attention span, it is important to realize that changing an organizational culture is not a project or an activity, but a sustained process of creating a new way of being.

Over the course of my career I have seen some very exciting examples of how organizations have transformed themselves, and I will share one of them later. But first I want to talk about the way we can approach change, and I specifically want to talk about a methodology you can use within your own organization to create a stronger sense of organizational community. It works whether your organization is a hospital, a corporation, a not-for-profit, or an entire community.

I want to emphasize that while this is a complete approach, many of you reading this book are probably already engaged in some kinds of diversity and inclusion efforts. I am not suggesting that you abandon them and start over. On the contrary, it is important to build on efforts rather than abandon them altogether. Yet the question I encourage you to ask is this: "Have our efforts really been producing the results we have sought?" A U.S. Government Accounting Office report issued in October 2010[2] indicated that during the past ten years, women's salaries have increased from 79 percent of what men earn to only 81

percent, and the number of women in management had increased from 40 percent to only 41 percent. Shouldn't we be seeing more dramatic results than that at this point in time?

The simple truth is that most diversity processes do not succeed in changing the culture of the organizations they are trying to change. Parts of them might be successful; they might increase recruiting; people might conduct good training programs that participants gain value from; and marketing may increase to select groups. But rarely do organizations succeed in fundamentally changing the culture into one that is inclusive. The reason for this frustrating phenomenon is not that people do not care. They care very deeply. It's not that they don't spend money, because heaven knows millions of dollars are spent every year. And it's not because people are not smart. At the most basic level, the reason so many diversity efforts fail is because people do not understand change, and that lack of understanding creates a series of roadblocks that stop even the most committed organizations from achieving the success they want.

It may be time to try some new approaches.

Cultures develop patterns of memes that are invented, discovered, or adopted by the people in them to address what seems to be the best way for them to survive at a given time. At some point, though, the memes may take on a life of their own and, like human personalities, work to stay in place. As a background, culture defines the way its members behave and usually is seen as being successful enough that new members are taught to adopt it when they enter society. Thus it sustains itself.

Cultures are always creating themselves. It is the nature of the way they function. The question is, will you consciously create the culture in your organization, or will it unconsciously create itself while you try to survive it?

To bring consciousness to the process, it is important to put a structure in place that organizes the people and resources of the organization to build the kind of culture that you want. It is very much like the metaphor I used earlier regarding losing weight. Very few people sustainably create their personal health by "wanting to" or by trying this or that technique. Sustainable change invariably requires people to put themselves into a new mindset and then onto a new regimen of behaviors that, over time, becomes habitual.

Organizations are the same way. Special programs rarely work because they are predicated on the notion that "once we complete this special program, everything will be okay." As with our health, our ability to truly develop twenty-first-century inclusive and culturally competent organizations depends on our ability to develop a new "lifestyle" for our organization.

Our ability to create change begins with a new mindset. It begins when we realize we have to look at diversity, inclusion, and cultural competency not as something to fix, but as a set of distinctions that our organization can master to increase our productivity and success. And it also begins when we realize that if we

want to develop an organization that is inclusive, we have to be inclusive ourselves. That may be what we talk about in a lot of cases, but only rarely do we really act in such a way. When we are willing to do our own work, we will then be prepared to lead. As the old saying goes, you can take people only as far as you are prepared to go yourself. Then we can really understand that most of the behaviors in our organization that stand in the way of what we are trying to create are unconscious and find ways to surface those unconscious drives so that we consciously can develop new ones. And we have to learn to appreciate the nature of the system we inhabit. That's where we can truly create organizational community.

Doing this may not be easy, but if we go about it strategically, it can work. I have created an eight-phase approach that can become an organization's way of being.

The Organizational Community Change Model

The organizational community change model, depicted in figure 12.1, is a process that can help bring the organizational unconscious out of "hiding" and create a course of action to transform an organization's culture.



Figure 12.1

PHASE 1: CREATING A SHIFT IN CONSCIOUSNESS

The foundation for creating a new background of thinking for the organization lies in a shift in consciousness as to how we approach the work of diversity and inclusion. The challenge with too many diversity and inclusion efforts is that they are built on "fixing" the existing culture rather than creating and empowering a vision for the future. I'm not saying that sometimes things don't need to be fixed, because things sometimes do require some fixing. But when that repair process becomes our primary raison d'être, it is not inspiring. At some point, people burn out and move away from the process. The vision should be one that completely integrates diversity, inclusion, and cultural competency into the fabric of the organization, which means it must be aligned with the business of the business.

How do we create a vision? First, leaders and other stakeholders engage in a series of conversations that introduce a contextual framework for the organization's transformation. How do we begin to break through old ways of thinking to create a culturally competent approach that serves all of the stakeholders of the organization?

Actually, there are many ways to do so, but the most successful usually involves gathering a strong, diverse group of people from the organization into an ongoing team that can guide the process. We might call this an organizational community development team (OCDT), or diversity guide team, or organizational culture team, but what you call it is less important than how it functions.

To function effectively, the OCDT should be a microcosm of the organization. That doesn't mean it has to be mathematically configured that way, but it is amazing how often I see diversity leadership groups of one kind or another that are missing key functions of the organization, lacking leadership representation, or have almost no white men in them (within organizations that are predominantly composed of white males). How can that possibly lead to anything other than the team, and therefore the culture change effort, being seen as an outside influence? The team should include a generous grouping of all levels of associates within the organization, including senior leadership to the degree that it is possible.

One of the most important aspects of the development of the OCDT is that the people in the group have an opportunity to create a sense of community among themselves before they start doing their work for the organization. All too often teams come together with the best of intentions but with many different agendas and levels of understanding. The group's efforts are frustrated by the lack of full engagement and alignment. Taking the time to create alignment is critical to the team's success.

There are times when bringing together a larger group can give the effort a real boost. We have often conducted future search conferences as a way to get representatives from the entire organization to align in a new direction. Future

search is a model originally created by Marvin Weisbord[3] that allows us to bring large numbers of people together in the room at the same time and create a dramatic shift in the nature of the way people relate to one another and the challenge at hand.

For example, in 2007, we worked with the American Dental Association (ADA) to create a plan to address the dramatic dental disparities among Native American Indians and Alaskan Natives. We gathered at the Tamaya Pueblo Reservation in New Mexico with more than 150 representatives of more than sixty native tribes, the ADA, the Indian Health Service, tribal health practitioners, dental educators, dentists, academics, and an assortment of other stakeholders. In three days, we were collectively able to create a plan that has been in action for the past three years.

> "I came into the Future Search Conference knowing that there was a long history of antipathy between many of the stakeholders in the meeting. Over the course of three days, I watched with increasing admiration as the facilitator repetitively created consensus on point after point from a large group of health-related professionals with diverse titles, backgrounds, goals, experiences and agendas. The room was suffused with high energy, positive thinking and mutual collegial respect. The result was a strategy that is still in action now more than two years later."
>
> Ronald Chez, MD
> Participant in American Dental Association
> Access to Dental Care Summit

There are more ways to create this vision than I have space to describe here, but the key is to create a positive, affirmative vision that people can see and *feel*. That sets the tone for the rest of the process.

PHASE 2: ORGANIZATIONAL DISCOVERY

Once we have a vision as to where we want to go, we have to figure out where we are right now. It's somewhat like going to the mall and looking for the shoe store. If we have never been to the mall before, most of us will start by going to the information map. And the first thing we look for is the arrow that says, "You are here," because without knowing where we are, the map is pretty much worthless to us.

The process of uncovering the organization's unconscious usually involves three major parts: an organizational survey, focus groups, and individual interviews with key players and representatives of various stakeholder groups. The three parts of the process serve as three legs of a stool, supporting one another in getting a good sense as to how the organization functions. The survey, which I like to call an organizational community indicator, is designed to learn about more than people's individual experience. Instead, we ask people how they view the culture. A question might read, "In this organization, people are clear about what they have to do to be successful." Participant's agreement or disagreement levels with the statement help us determine the way the culture functions. In addition, by looking at relative responses by group identity we also can see patterns as to how different groups experience the culture in different ways. We also have conducted similar surveys for customer and community groups in order to get the outside perspective.

As a way of identifying the memes and behavioral patterns of the culture, we have created the Diversity Systems Map™.

The Diversity Systems Map creates an effective template for both viewing the organizational culture and understanding the interaction between various aspects of the culture. It may seem obvious, but I stumbled upon the notion of it some years ago. I had conducted a couple of diversity trainings, which were received very well, for a client company. A few months later I ran into one of the participants. He saw me and immediately began telling me how valuable he thought the training. "How has it been going since then?" I asked him. "You've got to get my boss to do that training!" he replied.

I had heard similar things so many times. The best trainings, recruiting programs, mentoring programs, employee resources groups, and so on that we had helped clients to set up seemed to be enthusiastically received in and of themselves but often didn't have the lasting impact we sought. I began to think about what I had learned about organizational culture development and systems theory and tried to figure out a design for looking at the whole system. Thus, the Diversity Systems Map was born, as shown in figure 12.2.

The Diversity Systems Map provides a way of looking at the various leverage points that can impact organizational diversity and inclusion. It is not meant to be exclusive, as I'm sure there are other ways it could be structured or other elements that might be highlighted. Our experience has been that it provides a very effective structure for looking at an organization holistically and for planning and monitoring diversity and inclusion within the organization. Each of the identified areas has a series of inquiry questions that are designed to help an organization explore it.

The way the map is structured includes four background elements. The first is the *mission, vision, and values* of the company. What does the company really

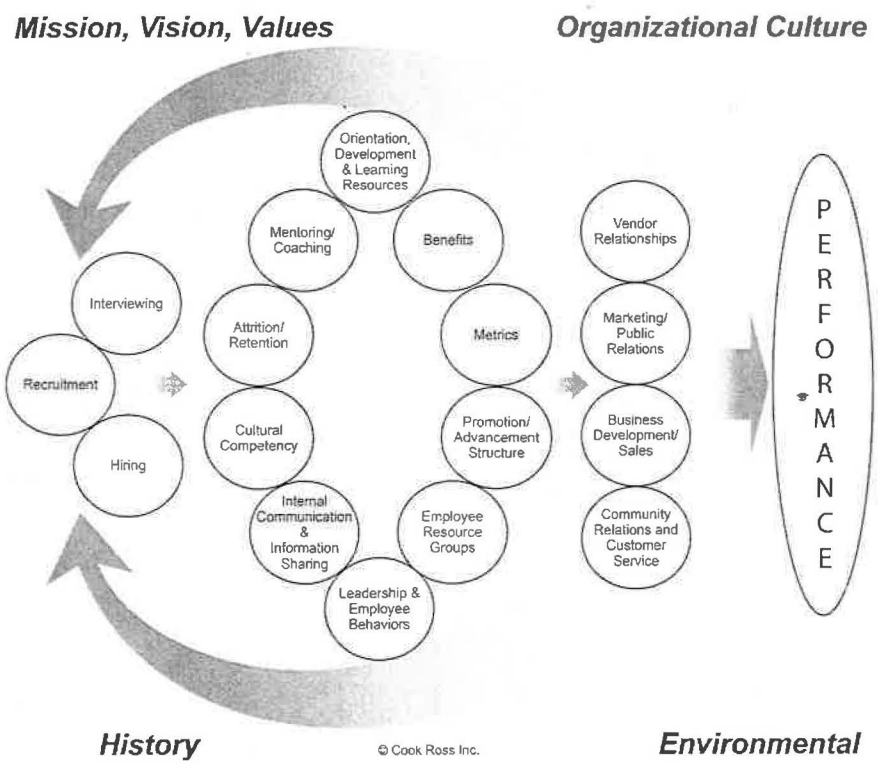


Figure 12.2

stand for, and how does diversity and inclusion fit into that mindset? If diversity and inclusion are not among the stated values of the organization and it is not clear how they fit into the "business of the business," you can be almost assured that it will be viewed as a secondary focus. I'll share some of the questions that we encourage organizations to ask about the company's *mission/vision/values.* You may want to think about them in relation to your own organization.

- Is diversity a stated value in your organization?
- Is there a clear understanding of the business reasons and strategic importance of diversity?
- Does diversity appear in your organization's mission/vision/value statements?
- Is your organization aware of its current state of diversity?
- Is your organization aware of its current vulnerability regarding diversity issues?
- Has your organization issued a definition of diversity?

The second background area focuses on the *organizational culture.* The nature of the culture has a lot to do with the effectiveness of the diversity effort. If the culture is a very left-brain, fact-based culture, diversity must be addressed from that framework. A lot of data must be provided to ensure that people understand the business case. If it is a more affective-oriented culture that has already focused on people's needs within the organization, the diversity efforts can fit well into that mindset. The key is to understand and match your efforts to the cultural pattern. Some of the kinds of questions you might ask include:

- Is your organization's history fully articulated and understood with respect to diversity and its impact on the current culture?
- Does your organization regularly promote cultural understanding and appreciation of differences as a part of its culture?
- To what degree does the culture of your organization focus on human interaction and relationship?
- How open is your culture to new ideas and approaches?
- What are the best ways to transform patterns within your culture?

The third background area of focus is the organization's *history.* As I discussed earlier, events from the history of the organization can teach us a lot about why the organization does things the way it does. One of our client organizations had a major lawsuit filed against it some years ago that resulted in a lot of public scrutiny and embarrassment. Any discussion of diversity had pain associated with it among many of the leaders that had to be addressed before we could move forward. This is especially true since many organizations have pictures of their former leaders lining the walls—and all of them are white men.

To understand the *history,* questions might include:

- Are there historical events that may reflect on the way your organization addresses diversity and inclusion?
- Are there symbols or artifacts within your organization that communicate something about its history with diversity?
- Who are the people who are remembered and celebrated, and what was their history regarding diversity?
- Are there things that have happened in the past that might affect your organization's relationship with change or with trying new approaches to things?

The final background area focuses on the *environment* that the organization and its diversity efforts are occurring within. Environmental issues can have both a dramatic and subtle impact on diversity and inclusion. In October 2008, the collapse of the economy led to a tightening of resources in many organizations

and a requisite contraction of some diversity and inclusion efforts. External events such as the O. J. Simpson trial, Hurricane Katrina, or September 11 also created reactions that stimulated discussion or tension among employees. Environmental factors within the company or specific to the company also may affect the outlook. One merger I worked on brought together two companies. One was "all-American," with very few employees who were born outside of the country, and the other was a company that had a vast array of people from all over the world. The two companies had completely different levels of understanding of diversity and culture that had to be addressed in order for the merger to succeed. Company layoffs also can create a sense of tension that might impact diversity and inclusion efforts, even if in an irrational fashion. A factory worker who sees one of his friends laid off might turn a hostile eye to another co-worker who has a "foreign" accent, even if that co-worker is a naturalized citizen who has lived in the United States for thirty years.

Some questions you might ask about the *environment* include:

- Are there things happening in the community or in the world that might impact the culture of your organization?
- Are there things that are happening within your organization that might affect the way people view diversity and inclusion?
- Are there events occurring outside of your organization that your willingness to engage in might impact the way people see diversity within your organization?
- Is there a general mood in the world, the country, the community, or within the organization that might affect the way people experience diversity efforts?

The next group of leverage points, *recruitment, interviewing, and hiring*, focuses on the ways we bring people into our organizations. I often find it fascinating that organizations are so fearful of created diversity hiring goals. They are afraid that the "Q" word (quotas) will be used. Yet what organizational goal doesn't have numbers associated with it? How else are we to know when we are successful and to plan our activities accordingly? These three areas focus on what we are doing to manage patterns of representation throughout the organization.

Recruitment

- Does your organization have clear recruitment goals relating to key diversity areas?
- Are search firms identified who have experience recruiting from target groups?
- Are recruitment areas selected (geographical areas, schools, etc.) that are likely to offer the diversity your organization wants?

- Are media sources used for recruiting that are likely to reach the diverse audiences your organization seeks?
- What is your organization's reputation among members of the nondominant communities it serves?
- Do employees involved in recruiting fully understand all legal issues related to discrimination?
- Are you effectively recruiting in diverse markets?
- Are "pipeline measurements" (the demographics of people applying for jobs) tracked?
- What diversity-associated activities or organizations is your organization affiliated with (e.g., Urban League, Inroads, HBCUs [Historically Black Colleges and Universities], and professional associations for people of color)?
- Are members within diversity groups utilized in recruiting efforts?
- Do your organization's employee resource groups (ERGs) partner in recruitment?

Interviewing

- Are there clear criteria and skills established for the position before the interview process begins?
- What is the skill level required to do the job?
- Are interviewers educated to understand their own biases so that they are less likely to impact the interviewees' opportunities? Can they discuss them with each other?
- Is the interview process structured and monitored in a way that ensures equity?
- Does the interview process include a diverse panel of interviewers?
- Do interviewers understand all legal issues related to discrimination in the interviewing process?

Hiring

- Is the element of bias (especially unconscious) considered and discussed in making final hiring decisions?
- Are hiring patterns observed and tracked?
- Do interviewers understand all legal issues related to discrimination in the hiring process?
- Is there a formal process for communicating the hire/no hire decision?

All of these questions help in determining the goals and process through which people are brought into the organization. Through the years, we have consistently found that structured processes tend to create more equity in organiza-

tional processes, while unstructured processes tend to support the organizational status quo and lead to more unconscious behavior.

The large group of ten circles in the middle of the Diversity Systems Map points to some of the things that the organization can focus on within the culture itself. There are many more specifics that I could delineate here, but our experience is that these ten areas are a good place to start.

Orientation, Development, and Learning Resources

How do people learn within the organization? Beginning with the orientation that employees are exposed to, the process of organizational learning is crucial to understanding how employees get the message about what is important in the organization and get the skills to perform consistently with what is deemed important. One of my clients was determined to make this very clear to new employees, even before they were hired. In the office where people came to apply for jobs was a sign that read, "We believe in diversity and inclusion and count on every employee to support us. If you share that commitment, we welcome your application!"

The following questions focus on functions that are ongoing within any organization and that often determine where employees put their focus:

- Is diversity an element in each stage of orientation?
- Are new hires prepared to understand the history of the environment they are entering?
- Are new hires scheduled for organization-wide, departmental, and job-specific orientation?
- Are employees exposed to educational experiences that create clear behavioral objectives, skills development, and a higher level of consciousness about diversity issues and other important organizational concerns?
- Are there any special training needs (e.g., sexual harassment, gay, lesbian, bisexual, and transgender issues, specific cultural groups, and so forth)?
- Is there a career development structure in place that monitors how all employees are developing and creates an opportunity to move employees to the next level?

Benefits

Organizational benefits and the way they are managed can be very important to diversity and inclusion areas. They also can be a key to understanding some of the unconscious patterns of the culture. I have had several professional services clients over the years, and many of them have struggled with adapting to changing

demographics. Law firms, for example, are dealing with a dramatic change in their new hires. As more and more women have graduated from law school, firms have been dealing with a new employee population that is much more focused on work-life balance issues than ever before. As a result, many have instituted "flextime" policies, which allow people (mostly women, although more and more men are asking for this benefit as well) to work less demanding schedules while they have young children at home. The policies make good business sense because they can help the firms hold onto talented attorneys, but they often don't work as well as they should work.

One reason for this seems to be that many women are concerned that, even though they are "allowed" to take flextime, they will still be viewed as less committed to the organization and to their career. In some cases these beliefs become deeply internalized. In addition, studies tracking unconscious patterns show that both men *and* women have unconscious biases about women (and especially mothers) being at work. Understanding these dynamics and being able to bring them to the surface and reflect on them can help in bringing a higher level of consciousness to the issue of gender within the culture of the organization.[4]

The mindset behind many of our organizational leaders contributes to this challenge. I spoke with the managing partner of one of the law firms I was working with, and he was resistant to the idea of flextime. I asked him why, and he said, "Our expectation is that partners will bill 2,400 hours per year." I asked whether three people, billing 1,600 hours, couldn't do the same job as two people billing 2,400, assuming they were willing to work for about two-thirds the salary? "No," he answered, "we still have overhead." So then I asked whether they could share support services and even "hotel" their office space? "No," he replied again. "Even if they did that it would be hard for them to serve their clients." "Even if they handled fewer clients?" I asked. "Well," he replied, "our clients expect us to be available. I can't see somebody leaving at four o'clock every day to pick up the children." Given that these attorneys would still be making high six-figure salaries, I asked, "What if they had support at home and could work when they needed to, but over the year they still billed 1,600 hours?" Still more resistance. Why? Because *that's the way we do it around here.* Old patterns are hard to break.

Here are some of the questions that we ask about benefits:

- Is there flexible time off in the organization for religious observation?
- Are domestic partner benefits offered for lesbian, gay, bisexual, transgender (LGBT) couples?
- What work-life programs are offered that would allow your organization to tap into talent pools unable to commit to a fixed schedule, such as parental leave, elder care, and flextime?

- Are educational/development benefits widely offered, or only to a select group?
- If a benefit is offered to everyone, is there a trend in use between one group and another?
- Are periodic audits conducted to ensure equitable compensation between groups at the same level?
- To what extent have employees contributed their ideas to the work-life program?
- What are the usage rates? Is usage dependent on level?
- How regularly is feedback sought from users and nonusers to determine how to improve the program?

Metrics

There is an old saying that we should "expect what we inspect," and with regard to diversity, it could not be truer. We notice what we measure, which is why it is so important to build strong metrics around diversity and inclusion and why we have metrics built into every aspect of the Diversity Systems Map. It also is important to understand the relationship among metrics. Too often organizations use random metrics without realizing that the way they are used may be counterproductive. One of our clients was a large corporation with five distinct business units, each headed by presidents, all of whom were white men. The chief executive officer of the corporation wanted to increase diversity hiring and told the five presidents that 15 percent of their annual bonus would be based on their hiring results. Two of the men took this quite seriously, but the other three privately complained about it being "affirmative action BS." They did very little until they got to the later part of the year and remembered what 15 percent of their bonus meant to their pockets. Then they encouraged the hiring of anybody who fit the identity specifications. The problem, of course, was that the way they did the hiring almost assured that it was poorly done, giving them more justification for their point of view.

We recommend that metrics be viewed in "batches." For example, imagine your goal is that 30 percent of your new hires will be people of color. You can create four metrics that work together to create a result: pipeline measurements (number of people who apply for jobs), jobs offered, jobs accepted, and employees deemed successful after six months on the job. Let's assume that only 12 percent of job applicants are people of color. Obviously, we have to do a better job of reaching out and finding the places to draw talent. Let's say that 30 percent of the applicants are people of color, but only 12 percent are offered jobs. Then we may either have a problem in terms of the people we are drawing, or there may be some issues in our hiring process. Let's say that 30 percent of job offers are made to people of color, but only 12 percent accept. This points to an interviewing

process that may be turning off some of the applicants. Finally, let's say that 30 percent of those who accept job offers are people of color, but only 12 percent are deemed successful at six months, based on job review. This may mean that something is happening on the job, or in orientation, where people turn out to be less successful, or that our hiring process is focused on the wrong skills.

In any case, this kind of approach makes it far easier to focus where the concern is rather than take an arbitrary approach. Batches of metrics can be created in almost any part of the organization. We also work with our clients to encourage them to develop a "report card" or "dashboard" that gives them regular feedback as to how they are doing in their quest to become more inclusive and culturally competent.

Here are some of the questions you might ask:

- Are clear metrics established for monitoring organizational performance regarding diversity objectives? Is the relationship among metrics understood?
- Are metrics reviewed along with other business information on a regular basis?
- Are legal issues and vulnerabilities monitored?
- Are metrics studied to ensure that they are reinforcing the appropriate behaviors?
- Are diversity metrics easily available and usable by senior leadership in monitoring the evolution of your organization?
- Does the organization have a diversity "scorecard" or "dashboard" that allows it to easily see the current status of diversity efforts?
- Are all leaders held accountable for their diversity metrics, along with their other business metrics?

Promotion/Advancement Structure

How are people promoted within the organization? Many organizations have good diverse representation, but the numbers fall off dramatically when we look at leadership. Understanding the promotional process is critical to addressing this factor.

- Are practices consistent with the mission/vision/values and objectives of your organization?
- Are managers aware of inherent biases that may impact the promotion process?
- Are records maintained that allow for comparing promotion rates between population groups?
- Have leaders developed succession plans that draw from a diverse pool?
- How much flexibility is built into the promotion process? Is there only one way to be promoted?

- How inclusive is the process?
- Are there areas within your organization in which certain people seem to have special difficulty getting promoted?

Employee Resource Groups

Employee resource groups (ERGs), sometimes called business resource groups, have become increasingly important to organizations that have demonstrated a high level of success in their diversity and inclusion efforts. ERGs can provide support for their members but also can provide a valuable resource to the organization. They can help the organization understand their respective communities, provide input into the development of products and services, assist in the hiring process, and recommend systems and structures to help the organization develop a healthier, more inclusive culture. Some of the things to look for in evaluating ERGs include:

- Are there formally or informally recognized internal resource groups that are shared with new hires?
- Are your ERGs (assuming you have them) seen as a business asset to the organization or simply as something for the people in the ERG?
- Are there broad ranges of ERGs?
- Do they get the support they need in terms of resource and time allocation?
- Are employees encouraged to participate?
- Do leaders participate with and use the ERGs as a resource?
- Is information about the ERGs widely communicated throughout the organization?
- Do ERGs work together to create an understanding of the relationships among the issues they face?

Leadership and Employee Behaviors

One of the challenges with diversity and inclusion work has been that much of the behavioral feedback that leaders and employees get is about what *not to do* rather than about *what to do*. Clear behavioral standards contribute to the success of any organizational objective, and diversity and inclusion is no exception. Some questions for employees to ask include:

- Do clear standards of behavior exist for diversity? What are they?
- Are expectations communicated to employees at all levels regarding expected behaviors?
- Are standards incorporated into performance evaluation processes?

- Do employees receive direct feedback regarding their diversity-related behavior?
- Is there a clear policy regarding discrimination or harassment behavior?
- Are employees helped to understand what specific behaviors on their part can contribute to an inclusive environment?
- How much positive role modeling is available to employees on inclusive behavior? Does this role modeling come from people of influence?

Some questions for leaders to ask include:

- Are leaders engaged as to how they can develop a greater sense of inclusion and diversity awareness?
- Are leaders engaged with the organizational community development team?
- Do leaders participate in diversity training?
- Are leaders aware of legal issues regarding diversity?
- Do leaders recognize and communicate the business rationale associated with issues of diversity?
- Is the leadership team representative of the diversity of the organization?
- Are different points of view considered when making business decisions on a daily basis?
- Do leaders model the espoused diversity behaviors?
- Are standards incorporated into leadership assessment processes?
- Do leaders have regular opportunities to get feedback from employees as to their diversity-related performance (e.g., 360-degree feedback)?
- Are diversity standards for retention included in reward and bonus systems?
- Are managers/leaders prepared to communicate about and discuss these standards with all employees?
- Do organizational policies and practices promote an inclusive environment and support the principles of diversity?
- Are there nontraditional leaders in the organization—those who work reduced hours, job sharers, and so on?

Internal Communication and Information Sharing

An organization is run by the conversations that occur within it. Who is a part of those conversations and who gets certain information is one of the ways that cultural norms are proliferated. As Francis Bacon said, "Knowledge is power." Communication strategy is a critical part of the diversity and inclusion transformation because the messaging around the effort lets people know what it is about, what it is trying to accomplish, and whether or not it is successful. In addition, watching for who is involved in critical conversations is one of the real measures of inclusion.

- What internal communication plan exists? Does it include a strong statement of the business case for diversity, inclusion, and cultural competency?
- Does it have different paths, depending on the message?
- Does the plan compensate for different communication styles of employees?
- Does it compensate for different levels of English comprehension as well as comprehension of other languages?
- Do leaders engage in dialogue with diverse employee groups about diversity issues?
- Do leaders engage in dialogue with diverse community members about diversity issues?
- Do all in your organization have the same access to information that they need to do their jobs effectively, regardless of race, gender, age, sexual orientation, and other differences?

Cultural Competency

In chapter 6, I discussed the importance of cultural competency in the increasingly global environment we now inhabit. Culture impacts every organization, but it does so for each organization in different ways, depending on the nature of the business, its location, and the nature of the cultures and communities with which the organization deals. Culture impacts everything from how we interact with fellow employees to how people manage. It affects product development, sales, marketing, and customer service. Some of the questions we explore regarding this area include:

- How does culture play a part in the internal relationships within your organization?
- How do people from different cultures interact with your business?
- Are there specific needs from your organization for customers from various cultures?
- Are there products or services that are specifically needed or not needed by particular cultural or diverse groups?
- Do employees understand differences in communication styles among people of different demographic groups?
- Do customers from different cultures have different expectations regarding interaction with your company's employees?
- Are there normal business activities that might be considered offensive by particular cultures?
- Does your organization have a tool or reference to help prepare for successful interactions with people from different cultures?
- What kind of language accommodation is offered in your organization?

Attrition and Retention

The attrition and retention patterns of an organization can yield a lot of information about how the culture functions. The ultimate gauge of any organizational culture is whether people want to be there or not. In fact, while most people believe that money is the prime motivator for determining whether or not we keep our jobs, study after study shows that it is far more likely to be how much people believe that the culture they are a part of meets their needs, and particularly their direct boss. We often are unaware of these patterns and what we can learn from them because we look at each situation in a unique way.

I remember one organization we worked with a number of years ago that had a high level of turnover among female leaders that it didn't recognize at first because each had a good excuse for leaving. Only after research and interviews did we discover that under the stated reasons were some that were less obvious but far more indicative of the culture and its impact. One woman we interviewed had left six months before to have a baby but she was now working with a different company. "Why didn't you come back?" I asked. "I guess I just never thought I'd be successful there," she answered.

Some of the questions we ask in this area include:

- Is a regular attrition and retention analysis of employees by ethnicity, gender, and level done in order to monitor trends?
- Are exit interviews conducted by a diverse group of interviewers? Does a third party conduct these interviews six months after the individuals leave the organization?
- Are exiting employees tracked demographically to observe trends?
- Is information from exit interviews regularly communicated to leaders along with other key employee data?
- Are there retention policies and incentives in place?
- Are there patterns of some groups of employees leaving or staying at different rates than others? Does this pattern extend to certain departments, divisions, or leaders?

Mentoring and Coaching

The final area of inquiry in this "inner circle" is the area of mentoring and coaching. These are critical areas, particularly for people who might be in groups seen as outside of the organization's mainstream. Mentors and coaches can help employees learn how to be successful within the culture and can maximize the potential of the talent base of the organization. Questions to consider include:

- Are formal and/or informal mentors available to assist new hires in their transition?
- Are formal and/or informal mentors available to assist employees in their development?
- Are mentors and protégés trained to know how to make their relationships as successful as possible?
- If mentoring does exist, are special efforts created where appropriate (e.g., for women in nontraditional jobs), and are those efforts communicated in a way that encourages participation?
- What considerations have been made for mentoring employees from nondominant groups?
- Are mentoring relationships monitored to track effectiveness and performance?
- Are coaches provided, where appropriate, to assist leaders in developing their inclusive and culturally competent leadership behaviors?

The final groups of leverage points, on the far right side of the Diversity Systems Map, address the external focus of the organization. These areas ultimately measure our diversity and inclusion efforts because organizations live or die by how they are seen by the outside world. We focus on four major areas: *vendor relationships; marketing and public relations; business development and sales; and community relations and customer service.*

Vendor Relationships

Vendor relationships are important because they send a message to the marketplace as to how interested an organization is in creating relationships with different community groups. In some cases there are mandated standards for percentages of vendors from different groups, but even when that's not the case, an organization can make an important statement to certain groups by reaching out to their representative vendor groups. Questions include the following:

- Does a supplier diversity process exist?
- Is your organization in compliance with the policy?
- Are employees instructed how to develop relationships with new vendors representing diverse organizations?
- Does your organization seek out vendors whose products and services expand their abilities to meet the needs of a wide range of customer groups?

Marketing and Public Relations

What could be more important than how an organization is seen in its marketplace? And where diversity and inclusion are concerned, this can be critical to the

success of the business and also can send a message that makes the organization a magnet: one that either attracts the best talent or repels it. In the increasingly diverse marketplace, in which the spending power of people of color is increasing far more rapidly than that of the white population, the ability to communicate to these diverse markets may mean success or failure to the organization. Some of the questions we might address include:

- Are key market opportunities in ethnic communities or communities of color explored?
- What specific goals have been set regarding increased market share in diverse communities?
- Are marketing materials consistent with the strategic marketing plan in terms of populations?
- Are those materials printed in languages other than English?
- Does your employee base reflect the demographics of the constituents you serve?
- Is the marketing approach designed to address the concerns of particular communities?
- Is organizational signage reflective of the language and demographics of community members?
- Is the product or service provided by your organization reflective of the needs and desires of community members?
- Does advertising reach out appropriately to members of nontraditional communities?
- Are concerns of the local community considered when adding new services?
- Are marketing experts employed who know and understand diverse population, trends, purchasing practices, and so on?
- Do public relations efforts consider media and communication outlets that various communities look to for their information?
- Do marketing and public relations efforts appreciate the different values and behaviors of the various diverse groups with whom your organization is attempting to communicate?

Business Development and Sales

The ultimate measure of business success is in the business that gets developed. Whether that is measured simply in dollars or in the number of people the organization provides service for, every organization ultimately provides service to somebody. Diversity, inclusion, and cultural competency can affect the business development and sales process in numerous ways. Some of the factors we look for include:

- How culturally intelligent is your organization when sending sales teams to meet prospective clients? Do they understand the ethnic/cultural makeup of the prospective clients?
- Are these teams aware of the cultural patterns of potential sales groups?
- Has your organization ever lost potential business because of the composition of the sales team?
- Are salespeople aware of different cultural norms regarding selling?
- Does the diversity mix of the sales force approximately match that of the potential client population?
- Does the sales team approach people throughout the community or just those in particular areas?
- Do salespeople have the cultural competence to relate to people from different racial, cultural, and ethnic groups?

Community Relations and Customer Service

The final leverage point addresses the provision of service, whether to the customers the organization serves[5] or to the various communities the organization engages. Communities and customers can be deeply affected by cultural competency, or the lack of it, or sometimes by a simple lack of awareness. Many years ago we were asked to work with a clothing company located in Toronto, Ontario, Canada. While we were asked to help develop a customer service initiative, it became evident that there might be some diversity issues involved. Toronto had (and has) a substantial Asian population, but very few of the women from this community shopped in the company's stores. When we asked the leadership why, their response was always the same: "They're just not our customer base." We finally convinced them to allow us to conduct a few focus groups of community members from this group, and what we found was blindingly simple. The reason the women did not come to the store, they told us, was because the clothing sizes were too big. The Asian women were, on average, smaller than the other shoppers. All the company needed to do to increase sales was stock more clothes of smaller sizes, which they did, along with an appropriate advertising campaign, thus resulting in a dramatic increase in sales.

Some of the areas we explore in this domain include:

- What cultural competencies would you need to have to provide even better service to your customers?
- Are customers asked regularly for feedback regarding their service? How they are being served?
- Are there products or services that your organization can provide that might meet the special needs of certain racial, ethnic, or cultural groups?

- Are customer feedback responses evaluated demographically in order to identify patterns in responses by different groups?
- Are patterns in individual sites or regions monitored?
- Do diverse interviewers occasionally interview customers to identify any concerns that might exist regarding diversity-related issues?
- Are noncustomers asked for feedback that might help your organization understand why they are not customers?

After the survey, focus groups and interviews are conducted, and then we use the information gathered to create an organizational culture map. The mapping process creates a way to look at the organization, people's attitudes toward it, and the way the current memes of the culture are creating the results that members see.

PHASE 3: DEVELOPING TRUST

Trust can be a major issue when interacting with people in cultures that have been previously marginalized or ignored or with other people who have been demonized as perpetrators. Some of the mistrust may come from historic social injustices and some from personal experience, but in either case it must be addressed directly in order to create new opportunities to establish trust and allow it to move forward. The question of "who delivers the message" is a key element of any successful culture change effort. This is an important role for the OCDT and one of the reasons the team should have representation from all parts of the organization. This will encourage broad buy-in and avoid having the transformation effort seem like a "top-down" or human resources or diversity department–driven process.

PHASE 4: STRATEGIC PLANNING

Once the organizational culture map has been created and the memes of the existing culture understood, the organizational community development team works in alignment with the organization's leaders to create a new, clearly articulated set of memes and a strategic plan for the organization. This plan becomes an aspirational behavioral template for the organization to follow. It is important that it be viewed from a systems standpoint. The Diversity Systems Map can provide an excellent template for accomplishing that goal. The impact of each behavior on others must be explored, as well as the anticipated impact on the business.

It's not necessary to implement all of the new memes at the same time, nor is it helpful to throw out the baby with the bathwater. Existing organizational memes that are working should be maintained, enhanced, or modified as needed. Ultimately, this cultural design becomes the blueprint for the new culture.

PHASE 5: STAKEHOLDER EDUCATION AND DEVELOPMENT

Once the cultural blueprint is established, the population of the organization has to be exposed to and enrolled in the new cultural model. This may include some new sense of consciousness raising about how diversity and inclusion issues play out in the organization and about how the current organizational culture supports those behaviors. Quality education includes three major parts:

- *Informational* content, which helps participants understand why diversity, inclusion, and cultural competency are important to the business of the organization, how it is objectively impacting the organization today, and what the goals are for the future.
- *Transformational* experiences, which help participants obtain a better understanding of their own unconscious beliefs and behaviors and those of others, and the various ways different people view the organization, its culture, and its practices.
- *Operational* guidelines, which help participants develop skills that will help them become more inclusive and culturally competent.

Often, many questions arise in the development of education efforts. My belief is that it is critical that each effort be designed for the organization it will serve. There are no "cookie-cutter" solutions that work for everybody because each organization has had different experiences, a different culture, a different language, different employees, and different customers. Some of the things to consider might include:

- Is the education a separate, stand-alone program or part of a broader educational effort?
- Is management educated separately, or along with other employees, or both?
- What kind of education is provided? Does it have a compliance focus? A behavioral focus? A culture-change focus?
- How much time is or should be committed to education?
- Should education initiatives be designed and conducted by internal facilitators, external facilitators, or a combination of both?
- Should education occur as a one-time program, a series of programs, or a program with follow-up?

Human Relations Commission
Communications Committee Meeting
Thursday, October 13, 2014

On Thursday, October 13, 2014, the communications committee held its first meeting on the first floor in the Dover Public Library. S. Renee Smith, chair and Courtney Stewart (acting secretary) were present. None of the ideas below are implementable until there is hundred percent clarity on what the HRC does and the value that it brings to its constituents.

The following items were discussed as possibilities:

Website Ideas:

It was concluded that the current website is outdated and offers no value to it constituents. The following should be considered moving forward:

- Provide a historical perspective of the HRC (maximum of 3 paragraphs)
- Unable to highlight the value of the HRC due to the conflict of strategic plan's message.
    - Ongoing question – do we or do we not handle complaints?
    - Are we focused on city workers only?
    - Do we have constituencies in the community? If so, who are they? What is our message to them?
- Include a brief message from the Chair of the HRC on our commitment to our constituencies and what they can expect from the board.
- Have a link to sign up for HRC news blasts, events, and/or newsletters.
- Have HRC Members information available on the website so the public knows who to contact.
    - Ongoing question: What will they contact HRC for?
- Events
    - Link to HRC events and HRC partnership events, once in place.

Potential communication Ideas

- Monthly electronic newsletter to be sent to constituents.
- Draft a letter to reach out to potential HRC partnership organizations to open dialogue for further discussion to identify synergy of missions and goals.
- Write and distribute press releases for the media about meetings and events.
- Have potential partnership organizations come in and present during HRC meetings to strength exposure and community relationships.
- Ongoing opinions can be submitted to newspapers by HRC commissioners that can be submitted to the commission for review and distribution upon approval.

First Steps for the Communications Committee:

- Follow up with the City of Dover on the recent diversity training
    - Was the training that was offered sufficient?
    - Are there additional training that is needed?
    - Do they provide development for city employees?

    - What was the mission and goals of the diversity training?
- Develop a letter of invitation template to be sent to community leaders, City of Dover Employees, etc.
- Have City of Dover employees, representatives and HR employees advise the HRC on any current human rights/diversity issues.
- Initiatives for 2015:
    - Survey to engage the community and understand their perception of the HRC
    - Provide a forum for city employees – possibly survey 10-15% of the city employees to see what they feel is need.

City of Dover

October 8, 2014

RE: Re-entry Program/Dover Interfaith Mission/Ken Abraham

Members of City Council and the Human Relations Commission:

Through viewing of the September 8, 2014 presentation by Ken Abraham at the City Council meeting, I learned that the Dover Interfaith Mission is requesting that the human resources professional from the Dover Interfaith Mission screen their clients and provide the City with qualified candidates for open positions with the City. All referred clients would be guaranteed an interview. In addition, the suggestion was made that a proclamation be made by City Council to indicate it will interview/hire qualified ex-convicts. Please allow me the opportunity to address these requests in my role as the City's Human Resources Director.

As with any employer, anyone associated with the recruitment process is charged with recruiting in a fair, non-discriminatory manner. The hiring team is accountable for their actions and decisions. It is with the guidance of the Human Resources Director and staff, the hiring team acts. It is the team's responsibility to ensure we are following labor laws to the best of our knowledge and ability. Introducing an outside individual into this internal process could expose the City to liability and matters that are beyond our control. The City's process should not be supplemented or modified by an outside person. The outside individual has no accountability to the City of Dover.

Many may think the recruitment process is a simple process. The recruitment process is very detailed and the decisions the interview team will make will have a lasting influence on the organization. The influences ranges from the morale the incoming employee introduces into your organization, the implications of good and bad actions/decisions the employee makes, longevity of the employee, the skill set the employee brings with them, etc.

In reference to the city's hiring process, it is important to share that each application that the City receives is personally reviewed by a member of the Human Resources Department. Our applications are not received nor processed by a computer software package. The applicant's employment application and any additional documents (résumé, cover letter, training documentation, etc.) are reviewed to determine whose qualifications best match the qualifications indicated in the job posting. This job posting is developed from a job description that is reviewed by the department and the human resources department prior to the job posting being published. After the applications are reviewed by Human Resources, the top candidates (in some cases, all the applications) are forwarded to the department for further personal review and a telephone pre-screen. Telephone pre-screens were implemented to reduce staff time in conducting a face-to-face interview with candidates who lacked the skills needed for the position. Following the first face-to-face interview, a second interview, which could consist of a field visit, is conducted which involves meeting the department head. Finally, the candidates meet with the City Manager. The City Manager is ultimately held accountable for the organization therefore he has the pleasure of meeting all potential employees that will assist in advancing the organization.

The request of Mr. Abraham is to permit someone not associated with the City of Dover to influence our hiring practices. The Dover Interfaith Mission representative is not associated with our organization therefore would not be privileged to our established recruiting objectives. For example, how the successful candidate will contribute to the short and long term goals of the position. As employees of the city of Dover, we are accountable for our decisions. These decisions place responsibilities associated with labor laws. The representative from Dover Interfaith Mission believes her applicant(s) is worthy of an interview; however, when those applicants are compared to the other non-Dover Interfaith Mission applicants, they may not be as qualified. By guaranteeing an interview, additional interviews will be required. This will require additional staff time. As you can imagine, time is valuable. We are currently managing approximately 15 (fifteen) recruitments.

I believe the request of the Dover Interfaith Mission is to assist their clients with re-entry into the work force thus allowing them to become productive members of society again. They are seeking assistance from the community on advancing their client's opportunities. If their clients have the necessary skill sets and that skill set is documented and supported in their employment packet, their criminal background will not be a deterrent during the interview process, as their criminal background is not known until they receive a conditional offer of employment. Any infractions learned through the background investigation are discussed with the candidate and are weighted in comparison to the position. This is the long term practice of the City of Dover

I have attached our current employment application. As you can see, there are no questions related to an applicant's criminal history. With the approval of Delaware House Bill 167 earlier this year, the law prevents public employers from inquiring about a candidate's criminal background until a conditional offer of employment is provided. The House Bill further defines that such inquiry shall be limited to convictions constituting felonies in Delaware (or in any other state or jurisdiction, conduct which, if committed in Delaware, would constitute a felony) for ten years following release from custody (or sentencing for an individual who was never in custody); and misdemeanor convictions in Delaware (or in any other state or jurisdiction, conduct which, if committed in Delaware, would constitute a misdemeanor offense) for five years following release from custody (or sentencing for an individual who was never in custody).

It further states that any decision regarding employment, a public employer shall consider the following factors in evaluating the candidate or employee and the results of any criminal history inquiry:

(A) The nature of the crime and its relationship to the duties of the position sought or held;

(B) Any information pertaining to the degree of rehabilitation and good conduct, including any information produced by the candidate or employee, or produced on his or her behalf;

(C) Does the prospective job provide an opportunity for the commission of a similar offense(s)?;

(D) Are the circumstances leading to the offense(s) likely to reoccur?;

(E) How much time has elapsed since the offense(s).

Please note that HB167 does not apply to any state, county or municipal police force, the Department of Correction, or any position where federal or state law requires or expressly permits the consideration of an applicant's criminal history.

I hope the aspiration of any individual applicant is to improve their life and they seek employment with the City as a means to accomplish this goal. We are an equal opportunity employer; therefore, all applicants should be provided an equal opportunity for the position based upon their own merits.

The greatest way for the Dover Interfaith Mission to assist their clients is ensuring they are submitting a professional employment application package and by providing education and practice on the actual face-to-face interview.

I cannot state enough that I take the recruitment process very seriously. This is a professional and legal process that is the responsibility of me and the City. It is not in the best interest of the City to have outside influences on our recruitment process. As stated in our Personnel Policy, the City is an equal opportunity employer; therefore, in my opinion, a special proclamation to indicate we interview/hire qualified ex-convicts is not necessary.

Thank you for the opportunity to express my thoughts on this matter. For your reference, I have attached our employment application and HB 167.

Respectfully,

Kim Hawkins

Kimberly D. Hawkins, SPHR
Human Resources Director

Enclosures (2)

CC: Scott Koenig, City Manager, P.E., ICMA-CM

City of Dover
Human Resources Department
P.O. Box 475
Dover, DE 19903

Community Excellence through Quality Service

EMPLOYMENT APPLICATION

An Equal Opportunity Employer

PERSONAL

Name_____

Address _____ **City** _____ **State** _____ **Zip** _____

Home Phone # (_____)_____ **Other # where you can be reached** (_____)_____

Email Address_____ **May we contact you via email___Yes___No**

Have you previously worked for the City of Dover ____ Yes ____ No

If so, under what name _____

Department(s) _____ **Dates: From:** _____ **To:**_____

Are you 18 years of age or over? _____ Yes _____ No (If no, employment is subject to verification that you are of legal minimum age and will supply required work permit.)

JOB OBJECTIVE - A SPECIFIC POSITION MUST BE INDICATED

Position Applied For:

_____

When will you be available for employment? (Indicate Date)_____

I am seeking (check only one):

___Regular Full-Time Employment ___Part-Time Employment For ____ Hours Per Week

___Temporary Employment

Salary Desired: _____

Are any of your relatives currently employed by the City of Dover ___ Yes (If yes, fill in below)

___ No

Relative's Name _____**Relationship** _____

Department employed by _____

EDUCATION / TRAINING

Circle highest grade completed: 1 2 3 4 5 6 7 8 9 10 11 12 **College** 1 2 3 4
Post Graduate 5 6 7 8

Do you have a high school equivalency certificate (GED)? _____ Yes _____ No

	Name & Location	Diploma or Degree	Major Subject	Minor Subject
HIGH SCHOOL				
COLLEGE OR UNIVERSITY				
NURSING, TRADE, OR TECHNICAL				
POST GRADUATE				

OTHER SKILLS, QUALIFICATIONS AND EXPERIENCE

Complete the following if driving is required.

Type of Driver's License _____ Driver's License # _____ State _____

Special training or skills (language, machine operation, etc.) that would be of special benefit in the job for which you are applying:

MILITARY

Have you served in the U.S. Armed Forces? ____Yes ____No

If yes, list duties in the service and specific training._____

Branch	**Final Rank**	**Reserve Status**

EMPLOYMENT HISTORY

A resume may be attached as a supplement to, but not in lieu of, this section.
List all jobs during the last ten years. Start with the most recent.

Employer _____ Address _____
Telephone # _____ Job Title _____ Supervisor _____
Dates Employed: From _____ To _____ Hourly/Salary Rate: Starting _____ Final _____
Work Performed _____
Reason for Leaving _____

Employer _____ Address_____
Telephone # _____ Job Title _____ Supervisor _____
Dates Employed: From _____ To _____ Hourly/Salary Rate: Starting _____ Final _____
Work Performed _____
Reason for Leaving _____

Employer _____ Address _____
Telephone # _____ Job Title _____ Supervisor _____
Dates Employed: From _____ To _____ Hourly/Salary Rate: Starting _____ Final _____
Work Performed _____
Reason for Leaving _____

Employer _____ Address _____
Telephone # _____ Job Title _____ Supervisor _____
Dates Employed: From _____ To _____ Hourly/Salary Rate: Starting _____ Final _____
Work Performed _____
Reason for Leaving _____

Employer _____ Address _____
Telephone # _____ Job Title _____ Supervisor _____
Dates Employed: From _____ To _____ Hourly/Salary Rate: Starting _____ Final _____
Work Performed _____
Reason for Leaving _____

If you need additional space, please continue on a separate sheet of paper.

REFERENCES

List three references - Do not include relatives			
Full Name & Complete Address	**Phone #**	**Occupation**	**Years Known**

City of Dover
Human Resources Department
P.O. Box 475
Dover, DE 19903
(302) 736-7073
www.cityofdover.com

PLEASE READ CAREFULLY AND SIGN BELOW

I understand that any false answer, statement or omissions made by me on this application or any other required document will be considered sufficient cause for denial of employment or termination of employment. I hereby give the City of Dover the right to make a thorough investigation of my past employment, education and activities. Also I release the City of Dover and all persons, companies and corporations from all liability of providing such information. In consideration of my employment, I agree to conform to the rules and regulations of the City of Dover. Any offer of employment is contingent upon successful completion of pre-employment health requirements including testing for controlled substances. My employment and compensation can be terminated with or without cause, and with or without notice, at any time, at the option of either the City of Dover or myself. I further understand that nothing contained on this employment application or in the granting of an interview shall be construed as an employment contract between the City of Dover and myself for either employment and/or for the providing of any benefit. I also understand that no manager or employee of the City of Dover has any authority to enter into any verbal employment for any specific period of time, or to make any agreement contrary to the foregoing. In addition, I understand that any promises or guarantees are not binding upon the City of Dover unless made in writing.

APPLICANTSIGNATURE_____**DATE** _____

RECRUITMENT SOURCES

In an attempt to enhance our recruiting efforts, please advice us of the location in which you learned of our position. (Please check all that apply.)

Walk-In ___ If so, which location _____
Community Agency __ If so, which_____
City Employee ___ If so, whom _____
Newspaper ___ If so, which _____
Internet ___ If so, what website _____
Other ___ If so, please explain _____

AFFIRMATIVE ACTION SURVEY

The Affirmative Action Survey will be detached from the application and kept separately. It will not be used as a basis for making employment decisions.

To help the City of Dover meet its affirmative action objectives and to comply with various government requirements, please mark the appropriate identification categories below. Below the survey describes identification categories in detail. Providing this information is voluntary, and your application will not be adversely affected if you respond or decline to respond. This information will be used only in accordance with federal laws and regulations. Information concerning any handicap or disability will be kept confidential except as necessary for purpose of job assignment, accommodation, first aid and safety.

RACE	***SEX***	***HANDICAPPED/VETERAN***
_____ White **_____ Black** **_____ Hispanic** **_____ American Indian/Alaskan Native** **_____ Asian/Pacific Islander**	**_____ Male** **_____ Female**	**_____ Handicapped** **_____ Vietnam Era Veteran** **_____ Disabled Veteran**

Race

- **Black**: Of Black racial group origin
- **Hispanic**: Mexican, Puerto Rican, Cuban, Central-South American origin or any other Spanish culture regardless of race.
- **White**: European, North African, or Middle Eastern origin.
- **American Indian/Alaskan Native**: North American, but cultural identification maintained through tribal affiliation or community recognition.

Asian/Pacific Islander: Far East, south East Asia, Pacific Island origin.

Handicapped

- Physical or mental impairment which substantially limits one or more major life activities.
- A record of such an impairment, or society perceives such a impairment.

Vietnam Era Veteran

- Active military duty of more than 180 days, any part of which occurred between August 6, 1964 and May 7, 1975, and discharged or released from duty with an other than dishonorable discharged.

Disabled Veteran

- Disability rated by Veterans Administration at 30 percent or more, or,
- Released or discharged from active duty for a disability incurred or aggravated in the line of duty.

SPONSOR: Rep. J. Johnson & Rep. Keeley & Sen. Townsend
Reps. Barbieri, Baumbach, Bolden, Brady, Longhurst, Jaques, Q. Johnson, Kowalko, Mitchell, Mulrooney, Osienski, Paradee, Potter, Schwartzkopf, Scott, B. Short, K. Williams, D.E. Williams; Sens. Henry, Marshall, McDowell, Peterson, Poore

HOUSE OF REPRESENTATIVES
147th GENERAL ASSEMBLY

HOUSE BILL NO. 167

AN ACT TO AMEND TITLES 19 AND 29 OF THE DELAWARE CODE WITH REGARD TO EMPLOYMENT PRACTICES.

WHEREAS, the incarceration rate of the United States has tripled since 1980 and is nearly eight times its historic average; and

WHEREAS, it is in the interest of the entire community that persons reentering society after incarceration become productive members of society, and the ability of these persons to obtain employment is key to their productivity; and

WHEREAS, research has shown that many individuals with prior criminal histories pose no greater risk of future criminality than do people with no criminal history and are equally qualified, reliable, and trustworthy candidates for employment; and

WHEREAS, lack of employment is a significant cause of recidivism, and people who are employed are significantly less likely to be re-arrested; and

WHEREAS, persons who have paid their debts to society deserve a fair chance at employment and this act is intended to give the individual with a criminal record an opportunity to be judged on his or her own merit during the submission of the application and at least until the completion of one interview; and

WHEREAS, at least 40 cities, 7 counties, and 7 states have passed ordinances and statutes or enacted policies to remove barriers to the employment of those with criminal histories; and

WHEREAS, it is the intent and purpose of this law to improve the economic viability, health, and security of Delaware communities and to assist people with conviction histories to reintegrate into the community and to provide for their families and themselves; and

WHEREAS, obstacles to employment for people with criminal records and other barriers to re-entry are creating permanent members of an underclass that threatens the health of the community and undermines public safety;

NOW, THEREFORE:

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Released: 05/30/2013 09:36 AM

BE IT ENACTED BY THE GENERAL ASSEMBLY OF THE STATE OF DELAWARE:

Section 1. Amend Section 710, Title 19 of the Delaware Code by adding a new subsection (14) as shown by underlining as follows and redesignating current subsections (14) through (18) as (15) through (19) respectively:

(14) "Public employer" means the State of Delaware, its agencies, or political subdivisions.

Section 2. Amend Section 711, Title 19 of the Delaware Code by inserting a new subsection (g) as shown by underlining as follows and redesignating current subsections (g) through (k) as (h) through (l) respectively:

(g)(1) It shall be an unlawful employment practice for any public employer to inquire into or consider the criminal record, criminal history, credit history, or credit score of an applicant for employment during the initial application process, up to and including the first interview.

(2) A public employer may inquire into or consider an applicant's criminal record, criminal history, credit history, or credit score after it has determined that the applicant is otherwise qualified and has conditionally offered the applicant the position. Such inquiry shall be limited to convictions constituting felonies in Delaware (or in any other state or jurisdiction, conduct which, if committed in Delaware, would constitute a felony) for ten years following release from custody (or sentencing for an individual who was never in custody); and misdemeanor convictions in Delaware (or in any other state or jurisdiction, conduct which, if committed in Delaware, would constitute a misdemeanor offense) for five years following release from custody (or sentencing for an individual who was never in custody).

(3) In connection with any decision regarding employment, a public employer shall consider the following factors in evaluating the candidate or employee and the results of any criminal history inquiry, conducted in accordance with the limitations of this subsection:

(A) The nature of the crime and its relationship to the duties of the position sought or held;

(B) Any information pertaining to the degree of rehabilitation and good conduct, including any information produced by the candidate or employee, or produced on his or her behalf;

(C) Does the prospective job provide an opportunity for the commission of a similar offense(s)?;

(D) Are the circumstances leading to the offense(s) likely to reoccur?;

(E) How much time has elapsed since the offense(s).

(4) This subsection does not apply to any state, county or municipal police force, the Department of Correction, or any position where federal or state law requires or expressly permits the consideration of an applicant's criminal history.

Section 3. Amend Chapter 69, Title 29 of the Delaware Code by adding a new section 6909B as shown by underlining as follows:

6909B. Fair Background Check Practices.

(a) It shall be the policy of the State to do business only with contractors that have adopted and employ written policies, practices and standards that are consistent with the requirements of § 711(g) of Title 9.

(b) Agencies shall review all contractors' background check policies for consistency with the policies of the State as expressed in § 711(g) of Title 9, and shall consider background check policies and practices among the performance criteria in evaluating a contract.

(c) The requirements of this section shall not apply where a criminal background check or credit check is a requirement of State or federal law for a particular class of services.

SYNOPSIS

This bill would prohibit a public employer from inquiring into or considering the criminal record, criminal history or credit history or score of an applicant before it makes a conditional offer to the applicant. It would permit inquiry and consideration of criminal background after the conditional offer has been made. The bill specifies that once a background check is conducted an employer shall only consider felonies for 10 years from the completion of sentence, and misdemeanors for 5 years from the completion of sentence. Further, employers are required to consider several enumerated factors when deciding whether to revoke a conditional offer based on the results of a background check.

Police forces, the Department of Corrections and other positions with a statutory mandate for background checks are excluded from these provisions.

The bill also requires contractors with State agencies to employ similar policies where not in conflict with other State or federal requirements.

City of Dover Human Relations Commission Strategic Plan 2015-2018

I. INTRODUCTION

The establishment, purpose, powers and duties of the City of Dover Human Relations Commission (hereinafter, "the Commission") are provided for in Part II of the Dover, Delaware Code of Ordinances, Chapter 58-Human Relations Article II Human Relations Commission.

Broadly representative of racial, religious, gender and ethnic groups residing in Dover the nine volunteer members of the Commission are all residents of the City of Dover. They are appointed by the president of the Dover City Council, based upon recommendations from and subject to confirmation by the Council.

The Commission has begun a strategic planning process to better define its strategy, focus, and direction over the next three years: 2015-2018.

In developing the first phase of this planning process the Commission has organized its three-year long- term strategic objectives around the components of its mission and its commitment to competency, transparency, and public accountability.

II. MISSION

Committed to a philosophy of inclusion, intergroup cooperation and fair treatment, the City of Dover Human Relations Commission works to ensure that the City of Dover has and utilizes policies, programs, ordinances, organizational practices, specialized resources and appropriately trained employees to support diversity[i], inclusion[ii] and cultural competency[iii] in its organization and services.

Additionally, by involving all segments of the community, the Commission promotes an understanding and appreciation of the benefits of diversity, inclusion, and positive intergroup relations among residents of varying backgrounds in the city; and, advocates for an environment of fairness and respect.

The Commission works with the City Council and the City Administration and other community organizations to strengthen inter-group relationships and to eliminate discrimination; and, to anticipate, prepare for and resolve incidents of intergroup conflicts and disputes within the city.

III. VISION

The Commission's vision is a city whose government, organizations, groups and individual citizens value diversity, inclusion, respect and trust.

IV. LONG-TERM OBJECTIVES

Mission component:

A. Work to ensure that the City of Dover has and utilizes policies, programs, ordinances, organizational practices, specialized resources and appropriately trained employees to support diversity, inclusiveness and cultural competency in its organization and services.

Long-term Objectives

A.1 In cooperation with the City of Dover Manager and its Human Resources Department evaluate the current "state and climate of diversity and inclusion" and cultural competency within Dover's government organization, services and vendor relationships; and, make recommendations to the City Manager and the Dover City Council which identify policies and best organizational practices which support diversity, inclusion and cultural competency within city government, its services; and, vendor relationships.

A.2 Building on its partnership with the Dover Police Department, identify additional human relations approaches and lessons that can be integrated into the Dover Police Department's ongoing Community Relations strategy.

Mission Component:

B. By involving all segments of the community, the Commission promotes an understanding and appreciation of the benefits of diversity, inclusion, and positive intergroup relations among residents of varying backgrounds in the city; and, advocates for an environment of fairness and respect.

Long-term Objectives

B.1 Assess how the community of Dover is organized and identify organizations, churches, fraternities, sororities and other organizations with whom the DHRC should establish partnerships; and, to enter into agreements with these organizations to more effectively carry out its mission.

B.2 Provide a report to the Dover City Council and to the public which analyzes the current "state and climate of diversity and inclusion" and cultural competency within the Dover community and makes recommendations for programs, policies and practices that support diversity, inclusion and cultural competency.

B.3 Identify, support and participate in programs and events within the city of Dover which celebrate its diversity or promote greater understanding of the issues, concerns and needs of our diverse population. (e.g., the African American and Hispanic Festivals and the Dover Public Library's Created Equal Project)

B.4 Create and implement an external education process and program that provides the pubic with a better understanding of diversity, inclusion; and, human relations issues; and, conflict management; and, that develops skills in effectively fostering greater understanding, inclusion and fairness in the city.

Mission Component

C. Works with the City Council and the City Administration and other community organizations to strengthen inter-group relationships and to eliminate discrimination; and, to anticipate, prepare for and resolve incidents of intergroup conflicts and disputes within the city

Long-term Objectives

C.1 Define when a diversity, inclusion and or a human relations issue[iv] exists and specify the types of these issues that will be accepted by the Commission; and, identify and implement a process for receiving and responding to such issues by taking action to correct or improve the situation.

C.2 Develop an understanding with the State Human Relations Commission that will delineate the roles and procedures of the two Commissions in the solution of alleged discrimination complaints which fall within the jurisdiction of the State Human Relations Commission and identify and maintain specific ways the two Commissions will work together.

C.3 Review the City of Dover's Code of Ordinances and make recommendations to the Dover City Council that will improve the city's efforts to eliminate discriminatory behavior.

C.4 In cooperation and partnership with city officials, law enforcement, clergy, community organizations and public and private mediation services, assist in developing plans for monitoring sources of intergroup conflict and for responding to and managing community conflicts and disruptions in Dover; and, participate in managing community conflicts in accordance with these plans.

COMPETENCY TRANSPARENCY and ACCOUNTABILITY

D. The Commission is committed to acting with a high degree of competency, and transparency and accountability both to the Dover City Council and to the community.

Long-term Objectives

D.1 Regularly provide an update on the Commission's activities, progress and accomplishments to the Dover City Council; and, provide opportunities for the Council to review and affirm the Commission's Strategic Plan, including a process which encourages Council members to identify specific diversity, inclusion and human relations issues that may be particularly critical or relevant within each City Council District.

D.2 Improve community awareness of the Commission and a better understanding of its role by developing, implementing; and, maintaining a comprehensive communications plan which creates a process for routine communications to the community, including supporting policies and procedures for managing communications and for using supporting tools, such as, a web-based hub of information and resources.

D.3 Create and implement an internal education process and program that provides the Dover City Council, the City Administration and the members of the Commission with a better understanding of diversity, inclusion; and, human relations issues; and, conflict management; and, that strengthens their skills in effectively fostering greater understanding, inclusion and fairness in the city.

D.4 Provide due notice and access to the public by conducting all meetings in accordance with the Delaware Freedom of Information Act (FOIA) and City of Dover procedures.

D.5 Identify and seek funding from other governmental, philanthropic or private organizations to more effectively carry out its responsibilities.

V. IMPLEMENTATION AND ORGANIZATIONAL STRUCTURE

Once the Commission adopts these proposed long-term strategic objectives the Commission will develop and implement specific work plans for each long-term strategic objective within the assigned year or years. These work plans will include short-term goals/priorities/initiatives with specific performance measures and action items to be accomplished within shorter time periods.

The Dover Code of Ordinances centralizes decision making at the Commission level. However, it is suggested that a functional committee structure be utilized to move these long-term strategic objections into actual performance.

Each of these Committees shall consist of at least three members of the DHRC and may include outside advisors, citizens, and City staff members to more effectively develop and execute the work plans. Individual Commissioners may serve on one or more Committees.

These functional Committees are advisory, not decision-making. They are transparent and accountable to the Commission and the community at large. They will meet on a regular basis to develop, implement and monitor work plans for the specific long-term strategic objectives assigned to the committee. Their work plans will be presented to and adopted by the full Commission prior to implementation.

The Commission may assign one or more long term strategic objectives to the Commission "acting as a whole".

Additionally, in order to respond to an emergent human relations issue that may not be identified in this plan, the Commission may from time to time create an additional functional committee. Such committees are intended to convene, and make recommendations for action to the full Commission; and, then disband when they are no longer relevant or needed.

Based on the set of proposed long-term objectives identified in this strategic plan, it is suggested that the following functional committees be established:

Government Policy, Programs, and Practices Committee—to develop, implement and monitor work plans for Objectives A.1, A.2, C-3 and C.4

Community Engagement Committee—to develop, implement and monitor work plans for Objectives: B.1, B.2 and B.3.

Education Committee—to develop and implement plans for Objectives: B.4, D.3.

Communications Committee—to develop, implement and monitor work plans for Objectives D.1, and D.2.

The Commission as a "whole" to develop implement and monitor work plans for Objectives: C.1, C.2, D.4 and D.5.

Actions History

10/13/2014 - Approved by City Council
09/23/2014 - Introduced at Dover Human Relations Commission
09/08/2014 - Draft prepared by Eugene B. Ruane, City of Dover Human Relations Commissioner

[i] It is critical that the Commission agree on a definition of **diversity**. Howard J. Ross, one of the nation's recognized leaders on diversity and organizational change notes that "diversity has generally represented an acceptance of difference, a lack of discrimination due to difference, and a presence of different kinds of people in organizations". However, he argues that in this narrow view, diversity "has been related to as a means to erase or fix problems" rather than as a "way to create a new future vision". The focus of this limited understanding is "the level of challenges (or "illness")" that some people face: "bias, discrimination, lack of access, oppression, physical and emotional violence, and soon." The response was then on "passing laws and then instituting compliance measures to make it illegal to continue these practices." The goal was to "create a

state of social diversity, where people were not denied their rights, were more appropriately represented in organizations, and were not actively discriminated against." He calls this approach "the health-care metaphor" focused on efforts to "create organizations in which people are no longer "sick". (Howard J. Ross, ReInventing Diversity Transforming Organizational Community to Strengthen People, Purpose, and Performance (Lanham, Maryland : Rowman & Littlefield Publishers, Inc. 2011, page 33)

Mr. Ross promotes a broader understanding that goes beyond simply prohibiting discrimination and getting people in the door. He states that a diversity focus or program "means creating opportunities for people to be a part of the fundamental fabric of the way the organization functions---decision-making, responsibility, leadership—and then creating organizations that are culturally competent, culturally intelligent, and culturally flexible." We have to "really develop a sense of inclusion" and "a certain level of competence in understanding the needs of various people we are working with and serving". This requires a "systematic approach to incorporating an awareness of diversity and skills related to diversity into everything an organization does." (Ibid. 34)

(Author's Comment: A brief internet search of diversity programs has revealed that many organizations have adopted the broader approach that Mr. Ross has formulated. These programs reframe the conversation to focus on fair treatment and respect, and away from discrimination and "protected classes". An example from CUNY Queensborough Community College in New York City is attached. See: Definition for Diversity in Exhibit 1.)

[ii] **Inclusion** "is not simply a function of how fully involved people are in the structures of their organizations and societies". It is "a function of connection". "It is the ability of people to feel integrated into the cultural dynamics, leadership, and decision-making structures of the organization". (Ibid., 38)

[iii] **Cultural competency** is "the organizational ability to have and utilize the policies, appropriately trained and skilled employees, and specialized resources to systematically anticipate, recognize, and respond to the varying expectations (language, cultural, and religious) of customers, clients, patients, and co-workers of diverse backgrounds." It requires a certain amount of "**cultural intelligence**" in that "people need to have knowledge of both distinctions of culture and of the specific traits of different cultures". It requires a certain amount of "**cultural humility** "in that we need to be able to recognize that our cultural models may simply be different from , rather than better than, those of other people." And, "people also require a degree of "**cultural flexibility**" "to facilitate interaction with others on their own terms." (Ibid. 38)

[iv] Queensborough Community College in New York has included a description of when "a diversity issue exists" in its Definition for Diversity. See Exhibit 1.)

Definition for Diversity

The concept of diversity encompasses acceptance and respect. It means understanding that each individual is unique, and recognizing our individual differences. These can be along the dimensions of race, ethnicity, gender, sexual orientation, socio-economic status, age, physical abilities, religious beliefs, political beliefs, or other ideologies. It is the exploration of these differences in a safe, positive, and nurturing environment. It is about understanding each other and moving beyond simple tolerance to embracing and celebrating the rich dimensions of diversity contained within each individual.

Diversity is a reality created by individuals and groups from a broad spectrum of demographic and philosophical differences. It is extremely important to support and protect diversity because by valuing individuals and groups free from prejudice, and by fostering a climate where equity and mutual respect are intrinsic.

"Diversity" means more than just acknowledging and/or tolerating difference. Diversity is a set of conscious practices that involve:

- Understanding and appreciating interdependence of humanity, cultures, and the natural environment.
- Practicing mutual respect for qualities and experiences that are different from our own.
- Understanding that diversity includes not only ways of being but also ways of knowing;
- Recognizing that personal, cultural and institutionalized discrimination creates and sustains privileges for some while creating and sustaining disadvantages for others;
- Building alliances across differences so that we can work together to eradicate all forms of discrimination.
-

Diversity includes, therefore, knowing how to relate to those qualities and conditions that are different from our own and outside the groups to which we belong, yet are present in other individuals and groups. These include but are not limited to age, ethnicity, class, gender, physical abilities/qualities, race, sexual orientation, as well as religious status, gender expression, educational background, geographical location, income, marital status, parental status, and work experiences. Finally, we acknowledge that categories of difference are not always fixed but also can be fluid, we respect individual rights to self-identification, and we recognize that no one culture is intrinsically superior to another.

A diversity issue exists when

An issue (policy or business practice - formal, informal, internal, or external) has a different **impact** on a particular group (i.e., impact on men vs. women, black vs. white, American vs. foreign, urban vs. rural, married vs. single, etc.)

Exhibit 1 City of Dover Human Relations Strategic Plan 2015-2018 Definition for Diversity CUNY Queensborough in New York City

It **happens more frequently** to a particular group (i.e., different groups may have dramatically different "numbers" - turnover, terminations, promotions, discipline, few or no role models, etc.) It is **more difficult for one group to overcome** (i.e., upward mobility for a particular group within an organization - "glass ceilings")

A diversity issue exists where the policy or business practice has an impact exclusive of difference (not inclusive of difference). Is there a trend or pattern (intentional or unintentional)?

Having a diversity issue is not necessarily a bad thing. Doing nothing about it given you have knowledge of the issue is where organizations go wrong (negligence). Being in denial about these issues do not make them go away. Ignorance is not bliss inside or outside the courtroom. The real question is why do we have this issue and can we take action to correct it or improve the situation.

Source: http://www.qcc.cuny.edu/diversity/definition.html Queensborurgh Community College in New York CUNY