

# TRANSFORMING ORGANIZATIONS THROUGH MULTICULTURAL ORGANIZATION DEVELOPMENT

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# WHY ARE YOU INTERESTED IN MULTICULTURAL ORGANIZATION DEVELOPMENT?



# NASP SOCIAL JUSTICE DEFINITION

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

Adopted by the NASP Board of Directors, April 2017

Social justice is a process  
which requires individuals  
to...

Be self-aware

Reflect on their personal  
biases

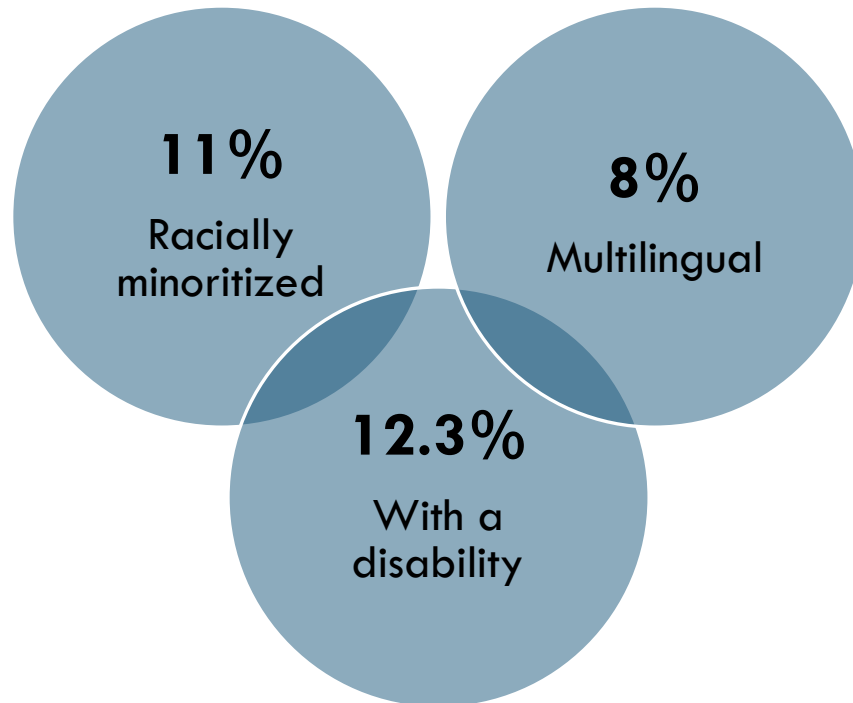
Educate themselves on  
social justice issues



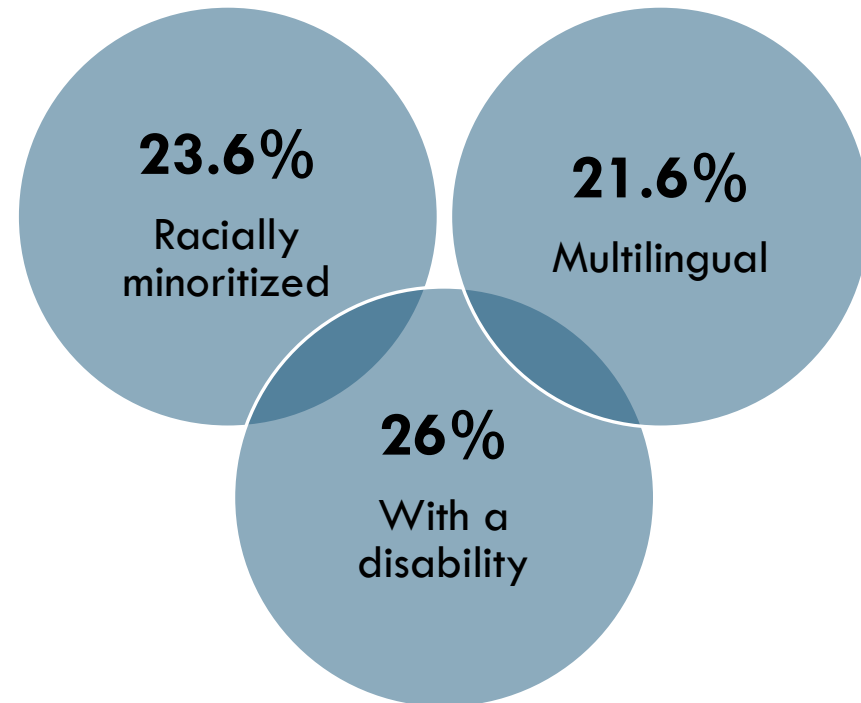
# DEMOGRAPHICS OF SCHOOL PSYCHOLOGY IN CONTEXT

*(GOFORTH ET AL., 2021; U.S. CENSUS BUREAU, 2021)*

## School Psychology

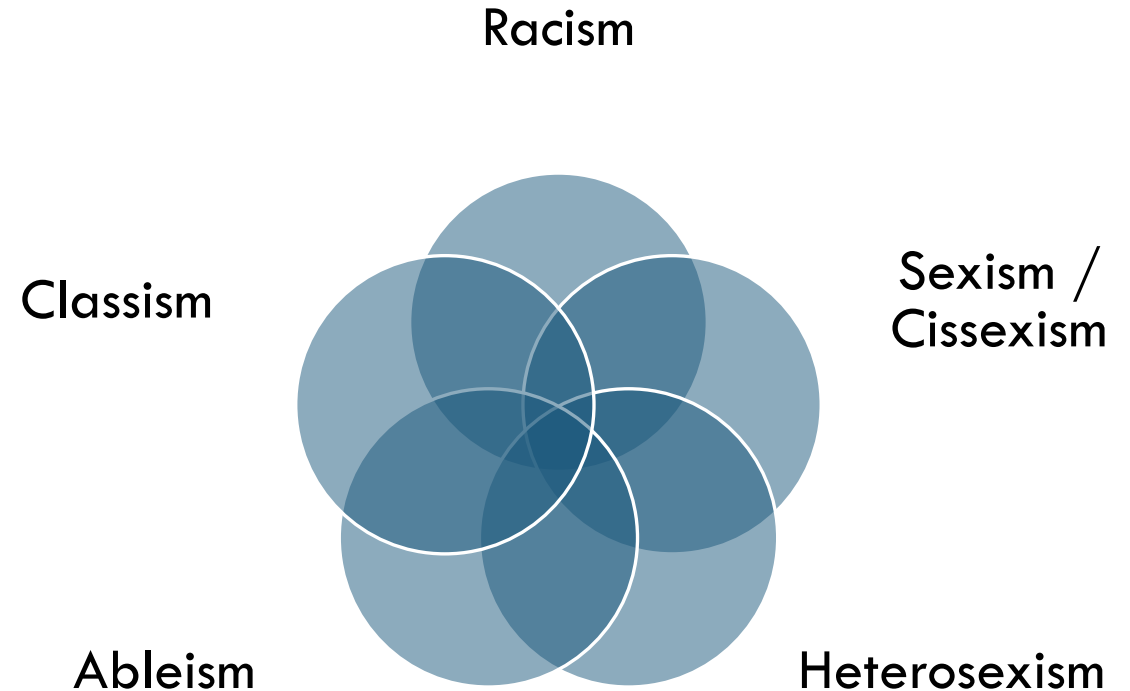


## U.S. Population



# IDENTITY, INTERSECTIONALITY, AND EXPERIENCES

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





Individuals

Organizations

# Advancing Social Justice in School Psychology

## Individuals

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

## State/National Associations

School psychology associations in which the perspectives and styles of diverse people are valued and contribute to organizational excellence and goals



# WHAT IS MULTICULTURAL ORGANIZATION DEVELOPMENT (M COD)?

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

A multicultural organization...


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

# BEGINNING WITH THE END IN MIND...

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



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- 1. Consciousness raising activities for individuals may be necessary but are not sufficient for organizational change.
  - 2. Organizations are not either “good” (multicultural) or “bad” (monocultural).
  - 3. The change process needs to be pursued with a clear vision of the multicultural organization in mind.
  - 4. The picture of the real should be derived from an internal assessment process.
  - 5. Ownership of the MCOB process is a key to success.
  - 6. Significant organizational change in social justice and diversity will occur only if there is someone monitoring and facilitating the process.

# ASSUMPTIONS BEHIND THE THEORY AND PRACTICE OF MCOB (JACKSON, 2014)

<b>Monocultural</b> Values and promotes the dominant perspective of one group, culture, or style		<b>Non-discriminating</b> Seeks to integrate others into systems created under dominant norms		<b>Multicultural</b> Values and integrates the perspectives of diverse identities, cultures, styles, and groups into the organization's work and systems	
<b>Exclusionary</b> Actively excludes in its mission and practices those who are not members of the dominant group	<b>Passive Club</b> Includes other members only if they "fit" the dominant norm	<b>Compliance</b> Passively committed to including others without making major changes	<b>Positive Action</b> Committed to making a special effort to include others, especially those in designated protected "classes"	<b>Redefining</b> Tries to examine and change practices that may act as barriers to members of non-dominant groups	<b>Multicultural</b> Continuously learns and acts to make the systemic changes required to value, include, and be fair to all groups of people

# CONTINUUM OF MULTICULTURAL ORGANIZATION DEVELOPMENT

*(HOLVINO ET AL., 2004)*

What MCOD stage  
best describes your  
organization?

[www.menti.com](http://www.menti.com) –

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# CHARACTERISTICS OF NON-DISCRIMINATING / TRANSITIONING ORGANIZATIONS *(COX, 1991)*

<b>Acculturation</b>	Assimilation
<b>Structural Integration</b>	Partial
<b>Informal Integration</b>	Limited
<b>Cultural Bias</b>	Progress on prejudice and discrimination, but both continue to exist, especially institutional discrimination
<b>Organizational Identification</b>	Medium to large majority-minority gap (i.e., dominant group members identify more strongly)
<b>Inter-group Conflict</b>	High

**DIVERSITY ≠  
INCLUSION**

## Diversity



Recognizing, respecting, and valuing differences in people



Primary question: "Who is here?"



Policies and practices that prohibit anyone from being excluded or unjustly treated because of their social identity or status

## Inclusion



Experiences in the organization and feeling like your perspectives matter



Primary question: "How can we best benefit from members' knowledge and talents?"



Policies and practices to ensure that all members of the organization feel fully included and have every opportunity to contribute to achieving the mission of the organization

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**Self-Expression  
and Identity**

Belonging/absorption vs. Distinctiveness/uniqueness

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**Boundaries and  
Norms**

Stable & well-defined vs. Shifting & open

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**Safety**

Comfort & preservation of “my way” vs. Discomfort  
& openness to mutual influence & change

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**NAVIGATING THE MCOD PROCESS: PARADOXES OF  
INCLUSION** *(FERDMAN ET AL., 2017)*



# THE PRACTICE OF INCLUSION: A SYSTEMIC AND DYNAMIC PROCESS *(FERDMAN, 2014)*

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



## Structural Change

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

## Cultural Change

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

## Behavioral Change

- Addresses individual and interpersonal behavior
- Do our practices promote or hinder MCOD efforts?

# THEORETICAL FRAMEWORK: LEVELS OF CHANGE

*(HOLVINO ET AL., 2004)*

## **Consciousness Raising**

- Raising awareness of diversity and social justice on an organizational level

## **Needs Assessment and System Readiness**

- Determining level of awareness and support for a MCOD initiative

## **Champions for Change**

- Internal change team, external MCOD practitioner consultant(s), and the leadership team

## **Benchmarking and Setting Success Indicators**

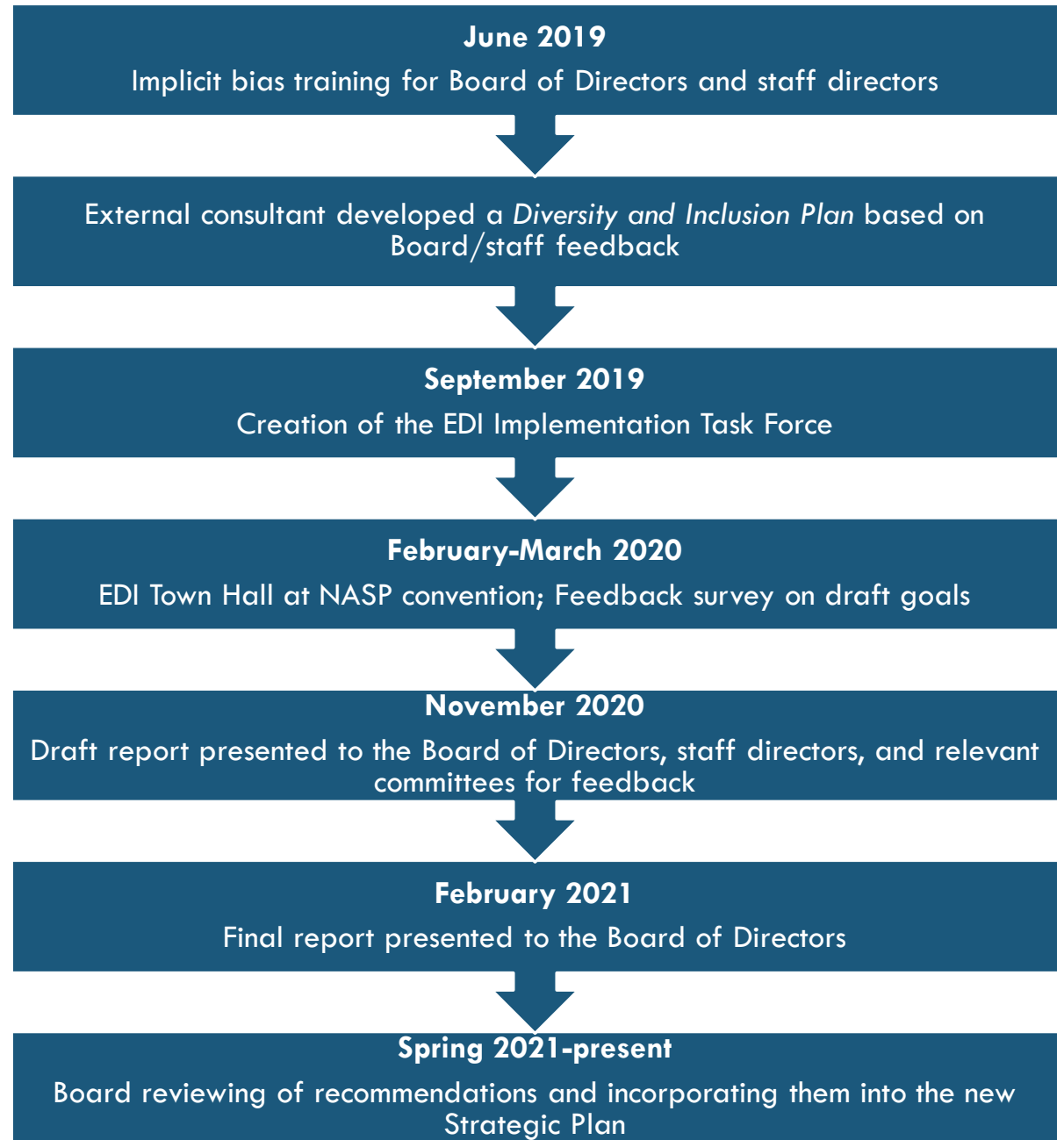
- Collection of survey data, interview data, and audit data

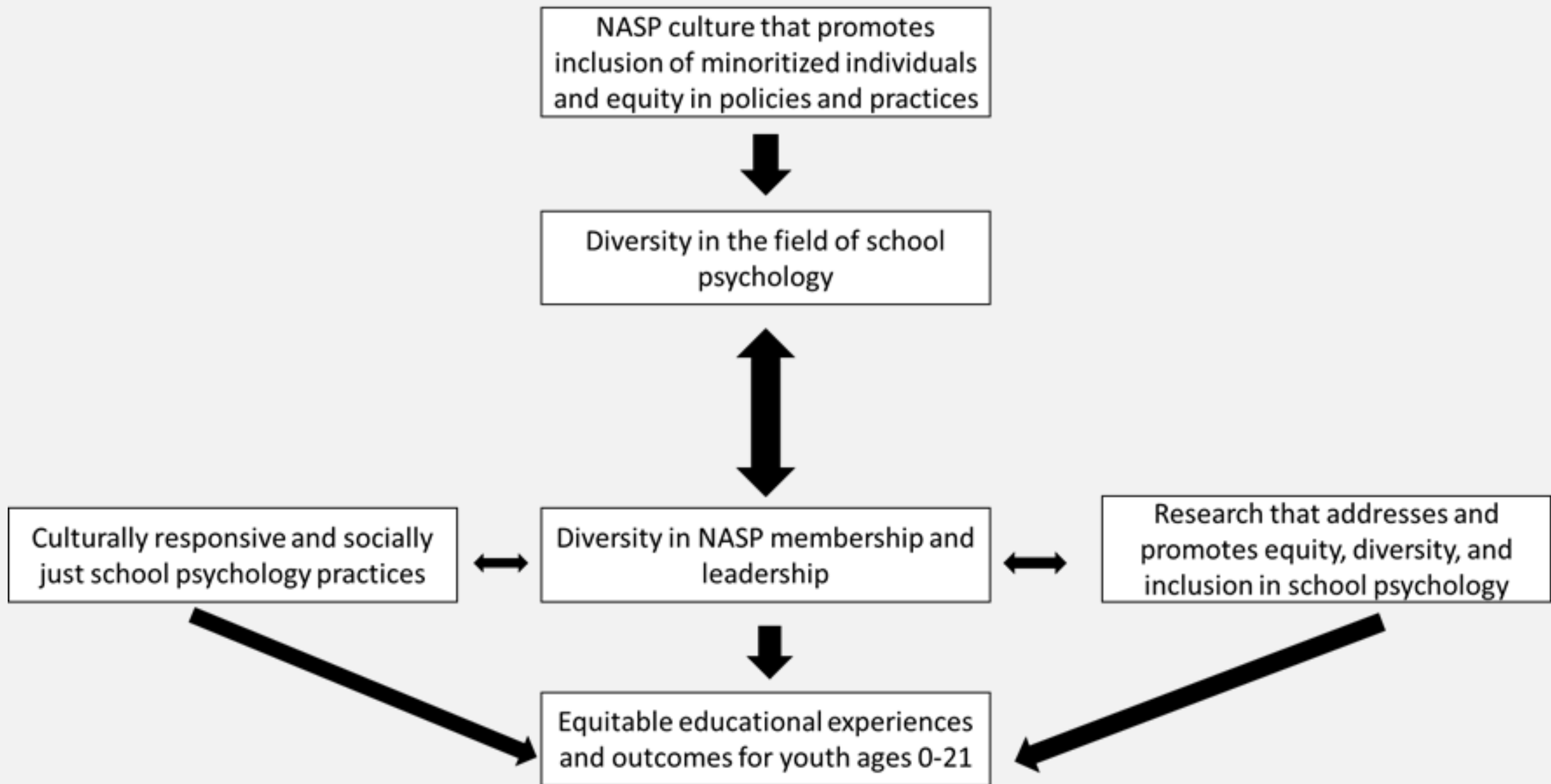
**NASP'S MULTICULTURAL  
ORGANIZATION  
DEVELOPMENT PROCESS**

# NASP'S MCOB PROCESS

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

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





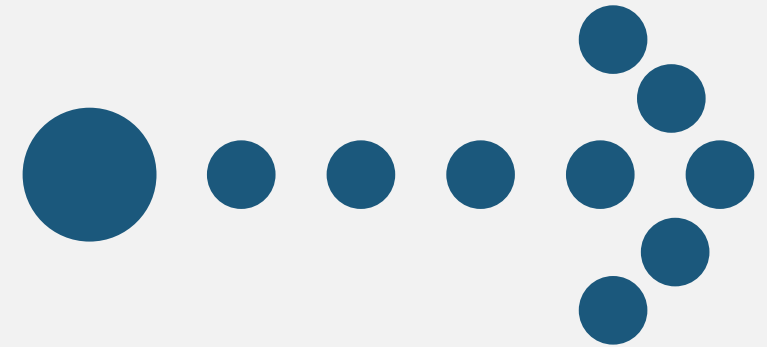
**Structural Intervention:** Institutionalize use of equity guiding questions to consider equity implications when developing policies



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



**Behavioral Intervention:** Incorporate use of restorative practices when a leader has been harmed or has cause harm when engaging in the work of NASP



**PLANNING FOR  
MULTICULTURAL  
ORGANIZATION  
DEVELOPMENT**



# MCOD AND OPERATIONAL EXCELLENCE

Operational Excellence: Maintain an effective organizational infrastructure to enable efficient and responsive services to all constituents.

- Adherence to mission, vision, core values of the organization
- Policies and procedures
- Governance operations
- Human and financial resource management
- Strategic Planning

# OPERATIONAL EXCELLENCE (POLICIES AND PROCEDURES, LEADERSHIP AND GOVERNANCE)

## Consciousness Raising

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

## Needs Assessment and System Readiness

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

## Champions for Change

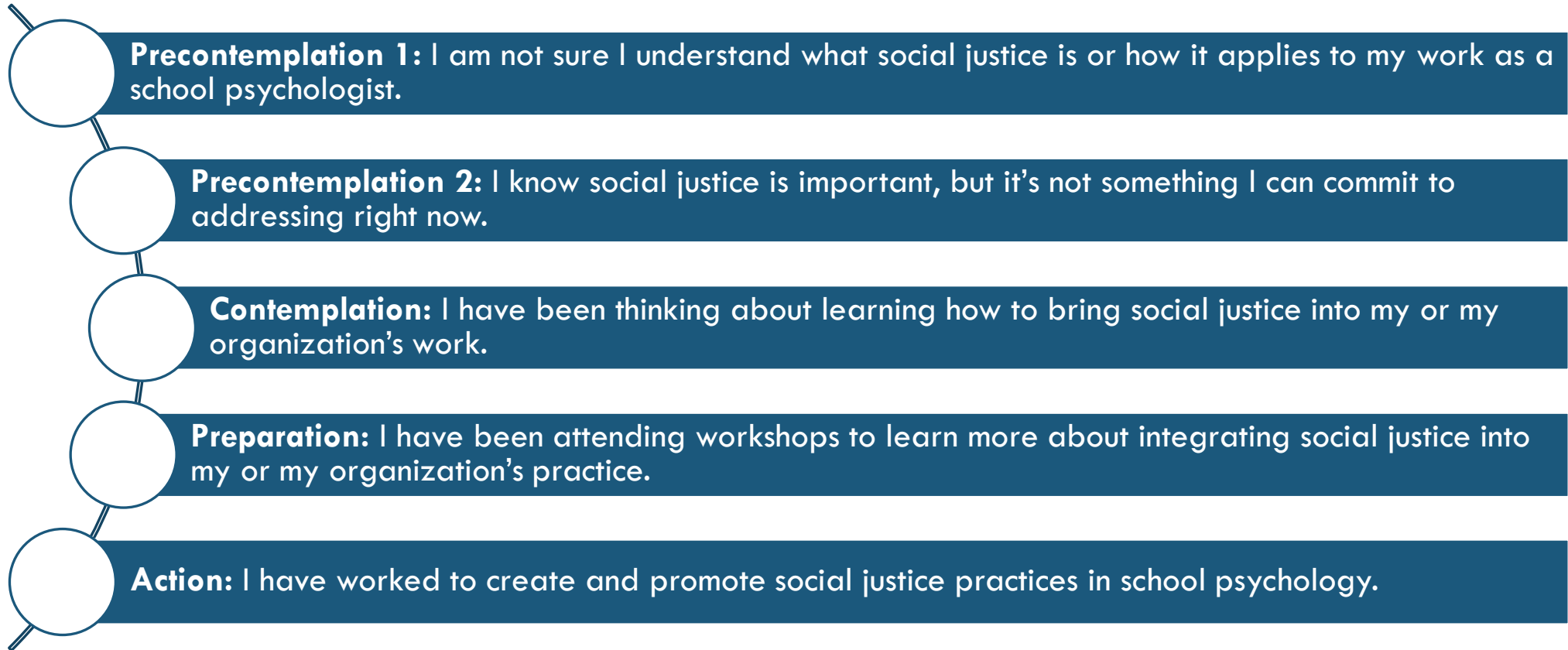
- How does our governance model reflect the leadership needed for MCOB? What qualities of leadership are needed? Who are these leaders?

## Benchmarking and Setting Success Indicators

- What policies do we need to reflect diversity, inclusion, and social justice? What data points can reflect our adherence to these policies in practice? How will we know we have been successful?

# STEP 1: CONSCIOUSNESS RAISING

# REFLECTING ON LEADERS' SOCIAL JUSTICE DEVELOPMENT





# SMALL GROUP DISCUSSION: MCOB READINESS INVENTORY

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

Is support for diversity a core value in this organization?

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

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

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

Is the commitment to diversity and social justice clearly stated in the mission and values of the organization?

## **STEP 2: NEEDS ASSESSMENT AND SYSTEM READINESS**

# OVERVIEW OF THIS STEP

Needs assessment and system readiness begins by determining the level of awareness and support for a MCOB initiative

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

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

What structural changes are needed to become a multicultural organization?

Where may you encounter resistance?

# REVIEWING ORGANIZATION POLICIES AND PRACTICES

Mission and vision statement

Written policies (e.g., by-laws, operations handbook)

Strategic plans

Public facing materials (e.g, website, brochures)

Governance structure

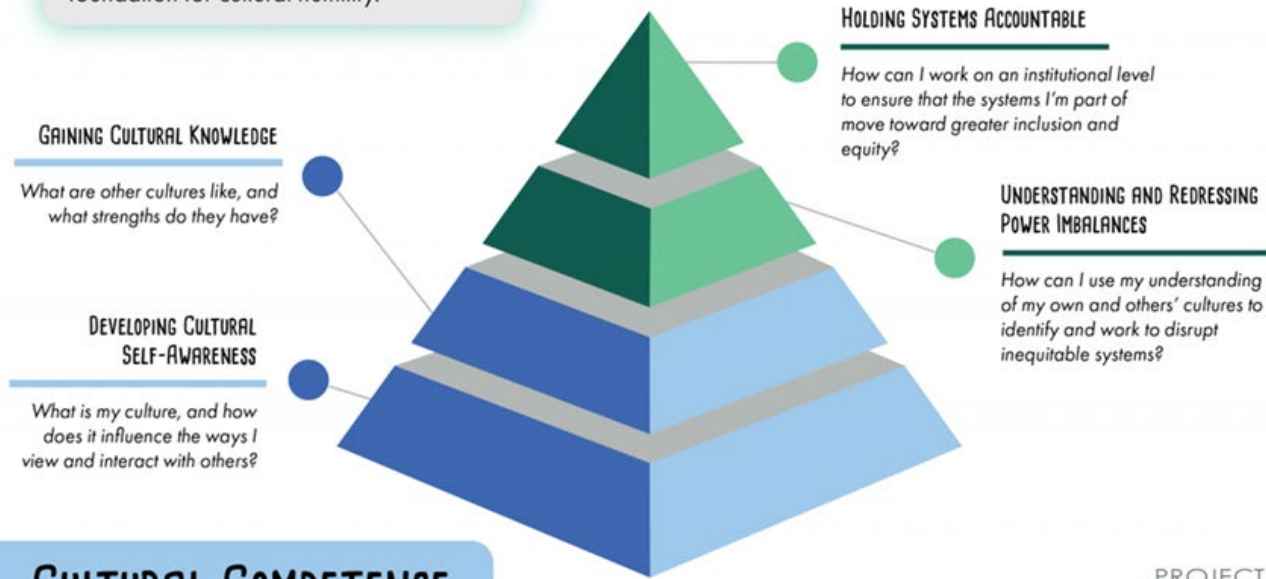
Leader recruitment and onboarding

Budget and resource allocation



Becoming **culturally competent** and practicing **cultural humility** are ongoing processes that change in response to new situations, experiences and relationships. Cultural competence is a necessary foundation for cultural humility.

## CULTURAL HUMILITY



## CULTURAL COMPETENCE



# DEMONSTRATING CULTURAL HUMILITY

Cultural humility goes beyond the concept of cultural competence to include:

- A personal lifelong commitment to self-evaluation and self-critique
- Recognition of and desire to fix power dynamics and imbalances
- Desire to develop partnerships with people and groups who advocate for others
- Institutional accountability

# BEWARE OF EQUITY DETOURS *(GORSKI, 2019)*

Pacing for privilege  
detour

Poverty of culture detour

Deficit ideology detour

Celebrating diversity  
detour



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# REFLECTION QUESTIONS

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

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

Who is involved currently? Who should be involved? How do you engage those who need to be involved?

## **STEP 3: CHAMPIONS FOR CHANGE**

# WHO ARE THE CHAMPIONS?

## Internal change team

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

## External MCOD practitioner

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

## Leadership team

- Organization leaders who have primary responsibility for and authority over internal policies and procedures

# REPRESENTATION VS. TOKENISM

“the practice of doing something (such as hiring a person who belongs to a minoritized group) only to prevent criticism and give the appearance that people are being treated fairly” (*via Merriam Webster*)

What does this look like for individuals from minoritized groups?

- Being called to be a “spokesperson” for their identity group
- Experiencing increased scrutiny and feeling hypervisible
- Being expected to lead all diversity/social justice efforts (i.e., cultural taxation)

## **STEP 4: BENCHMARKING AND SETTING SUCCESS INDICATORS**





## DEFINING THE DESTINATION

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





# ASSESSMENT AND BENCHMARKING

## Survey Data

- MCOD assessment questionnaire administered to everyone in the organization

## Interview Data

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

## Audit Data

- Information gleaned from a review of organization's records

Consider the identities you hold and how they influenced your experience as a school psychologist, organization member, and organization leader

Demonstrate cultural humility and approach others' cultural experience with genuine interest and curiosity

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

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

PUTTING IT ALL TOGETHER...

# RESOURCES

[Equity and Social Justice Resource List](#)



[Multicultural Organization Development Resources](#)



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