Making Cultural Change Real

Assessing Diversity, Equity, Inclusion and Belonging in the workplace

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Measure what you want to see done
-Peter Drucker

UC Berkeley's Office of Faculty Equity and Welfare developed a rubric for assessing and scoring the knowledge, commitment to, and future plans for advancing Diversity, Equity, Inclusion and Belonging

This work is an excellent starting point to think about how to evaluate candidates for positions that will impact the culture of the organization and how to assess an organizations actions on "DEIB"

The Landscape of Definitions for "DEIB"

Diversity

The condition of being different or having differences. Differences among people with respect to age, class, ethnicity, gender, health, physical and mental ability, race, sexual orientation, religion, physical size, education level, job and function, personality traits, and other human differences. Some describe organizational diversity as social heterogeneity.

• Harvard Human Resources: Glossary of Diversity, Inclusion and Belonging (DIB) Terms; *https://edib.harvard.edu › files › dib › files › dib_gl…*

The Landscape of Definitions

Diversity: Social Heterogeneity

Equity

Fair treatment for all while striving to identify and eliminate inequities and barriers, it is a state of being valued, respected and supported. It's about focusing on the needs of every individual and ensuring the right conditions are in place for each person to achieve his or her full potential and be successful and productive as part of our teams, organizations and community.

The Landscape of Definitions

Diversity: Social Heterogeneity

Equity: eliminating barriers so that people can be successful & productive

Inclusion

Inclusion describes actions and is the process of creating a working culture and environment that recognizes, appreciates, and effectively utilizes the talents, skills, and perspectives of every employee; uses employee skills to achieve the agency's objectives and mission; connects each employee to the organization; and encourages collaboration, flexibility, and fairness.

The Landscape of Definitions

Diversity: Social Heterogeneity

Equity: eliminating barriers so that people can be successful & productive

Inclusion : getting the mix to work together

Belonging

Is the outcome when everyone is treated such that they feel like a full member of the larger community and can thrive

The Landscape of Definitions

Diversity: Social Heterogeneity

Equity: Eliminating barriers so that people can be successful & productive

Inclusion: getting the mix to work together

Belonging: we are all thriving in this larger community

The Shifting Landscape

As the words and the intent behind "Diversity, Equity, & Inclusion" become ensnared in the political climate, you might need to shift

Belonging & Engagement

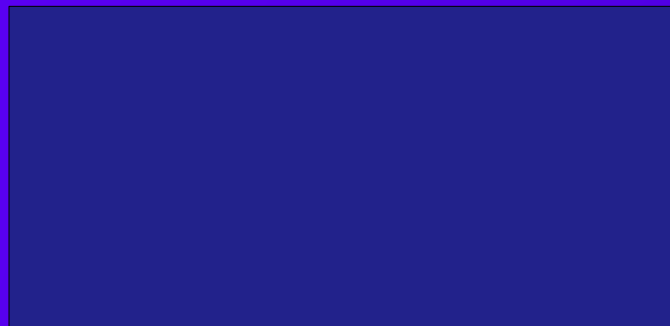You belong here

Become engaged in learning
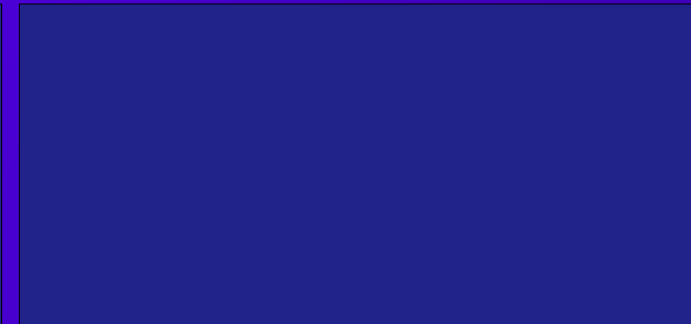
Belonging and Uniqueness

Inclusion Framework*

	Low Belongingness	High Belongingness
Low Value in Uniqueness		
High Value in Uniqueness		
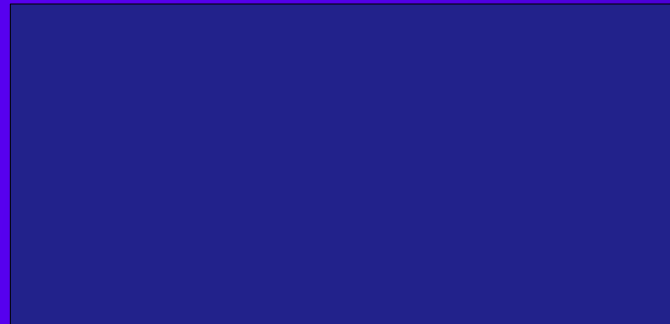
*Shore, LM, Randel, AE, Chung BG (2011). Inclusion and diversity in work groups: A review and model for future research. Journal of Management, 37(4), 1262-1289.

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High Value in Uniqueness	**Differentiation** Individual is not treated as an organizational insider in the work group but their unique characteristics are seen as valuable and required for group/organization success.	**Inclusion** Individual is treated as insider and also allowed/encouraged to retain uniqueness within the work group

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Organizational Examples

Inclusion Framework*

	Low Belongingness	High Belongingness
Low Value in Uniqueness	**Exclusion:** Courier delivery of materials to work group, worksites based in high security	**Assimilation:** Workplaces with uniforms, military, highly technical or dangerous worksites
High Value in Uniqueness	**Differentiation:** External consultants, "Gig" work, distributed work	**Inclusion:** Highly coordinated long-term teams, innovative or collaborative environments,

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The Behavioral Event Interview

(Is also called the CRITICAL INCIDENT method)

Gathers data through a structured interview on how people respond and behave in specific situations because…

Past performance

predicts

Future performance

Preparing for the Behavioral Event Interview
Use the STAR method

Describe the Situation

What was the Task you needed to accomplish?

What Action(s) did you take?

What Result(s) did you achieve?

BEI questions are asked to elicit responses about what one has done in the past, providing a specific example

"Please give me an example of a time when you had to take steps change or influence the culture of your organization to advance diversity, equity, inclusion and belonging."

Situation   Task   Action   Results

The BEI strategy can help you assess both hard skills as well as soft skills!

HARD SKILLS

"Please tell me about a time when you had to administer the COVID-19 vaccine to a patient."

SOFT SKILLS

"Please tell me about a time when you had to administer a vaccine when the child was crying and upset and the parent was anxious."

Situation　**Task**　**Action**　**Results**

The Berkeley Rubric

The Berkeley Rubric can help you both prepare for interviews, assess candidates in an interview, and

measure the progress your organization is making in advancing DEIB in tangible ways

3 Areas x 3 Levels

The first area is KNOWLEDGE

Knowledge about DEIB

Little to no knowledge

May discount diversity or discuss it in broad or vague terms

Selectively talks about diversity, only focusing on or including a particular group

Un-aware of or not understanding the challenges that URMs face, not feeling any personal responsibility for helping to create an equitable and inclusive environment for all

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Un-aware of or not understanding the challenges that URMs face, not feeling any personal responsibility for helping to create an equitable and inclusive environment for all

Awareness, but lack of deep interest

Has some knowledge of demographic data related to diversity and awareness of its importance

Shows some understanding of challenges faced by individuals who are underrepresented and the need for everyone to work to create an equitable and inclusive environment for al.

Comfort discussing diversity, equity, inclusion and belonging related issues

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Comfort discussing diversity, equity, inclusion and belonging related issues

Clear understanding

Clear knowledge or experience with and interest in different dimensions of diversity that result from different identities (ethnic, socioeconomic, racial, gender, sexual orientation, disability, cultural differences)

Comfort discussing diversity, equity, inclusion and belonging related issues

Understands the challenges faced by URMs and the need for everyone to work to create an equitable and inclusive environment for all

Discusses DEIB as core values

https://ofew.berkeley.edu/recruitment/contributions-diversity/rubric-assessing-candidate-contributions-diversity-equity

The second area is ACTION

The "Track Record" in Advancing DEIB—BEI works well here!

Few or no past efforts

Limited in terms of time, investment, or role

Only describes the activities that are currently required in the role or mandated

Makes no outreach to become actively involved in contributing to DEIB, such as reaching out to mentor others

Descriptions of activities are vague, brief, nominal or peripheral

The second area is ACTION

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Some evidence of past efforts

Evidence of active participation in a single activity, but no established track record

Limited participation at the periphery in numerous activities or a strongly narrow focus on just one area (such as in research but not teaching)

Can give some details about specific strategies (e.g. in mentoring URMs)

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Sustained track record

Describes multiple activities in depth with detailed information about role and outcomes

Consistent record spanning multiple years

Roles taken appropriate for career stage

Works to contribute to others' understanding of DEIB through their research, teaching participation

Can bring others along without creating alienation or hostility

The third area is ADVANCING

Plans for Advancing your future growth in DEIB

No personal plans

Vague or no statements about what they would do, assigning that responsibility to someone else

Describes activities that are just the minimum expectation

Explicitly states the intention to ignore the varying backgrounds of their colleagues, students, etc, and "treat everyone the same"

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Explicitly states the intention to ignore the varying backgrounds of their colleagues, students, etc, and "treat everyone the same"

Little detail, some ideas

Mentions plans or ideas but not commensurate with their career stage

Plans have no clear purpose or lack detail, with no specific roles and responsibilities, target audience, type of engagement, and expected outcomes

The third area is ADVANCING

Plans for Advancing your future growth in DEIB

No personal plans	Little detail, some ideas	Clear and detailed plans
Vague or no statements about what they would do, assigning that responsibility to someone else	Mentions plans or ideas but not commensurate with their career stage	Identifies existing program they would get involved with, commitment commensurate with career stage
Describes activities that are just the minimum expectation		Clearly formulates new ideas for advancing DEIB at institution, community, or through context of their work
Explicitly states the intention to ignore the varying backgrounds of their colleagues, students, etc, and "treat everyone the same"	Plans have no clear purpose or lack detail, with no specific roles and responsibilities, target audience, type of engagement, and expected outcomes	Convincingly expresses intent, with examples, to be a strong advocate for DEIB in their institution, community, or through context of their work

Scoring BEI answers

Tell me about a time when you…
"took action to support diversity, equity, inclusion and belonging in your organization"

Competency	Knowledge	Track Record	Advancing
Situation			
Task			
Action			
Results			
Total			

Progressing DEIB Takes Commitment

WE WELCOME

ALL Races & Ethnicities

ALL Religions

ALL Countries of Origin

ALL Sexual Orientations

ALL Genders

ALL Ages & Abilities

While commitment is certainly key, people make change more than policies

People need to know specific actions they can take to help foster the kind of culture where everyone is truly an integral part of a thriving organization

Having tools to assess behaviors in the workplace and in job interviews helps select candidates that will foster healthy, innovative and productive workplace cultures

In the final analysis:

BELONGING
INCLUSION
DIVERSITY
EQUITY
IDENTITY

FINISH

DIVERSITY
is a fact.

EQUITY
is a choice.

INCLUSION
is an action.

BELONGING
is an outcome.

When we get it right, we can wear it comfortably and authentically

Some Group Time OPTIONS

1. Discuss what steps you can take in your organization or on your teams to "wear" D.E.I.B. comfortably and authentically

2. Practice answering questions in a Behavioral Event Interview Style for the Berkeley Rubric

Go to Google doc for questions:

Making Cultural Change Real Practice BEI Questions.docx - Google Docs
Or
https://docs.google.com/document/d/1G84NmPyWr1p9yKrlkmJ3GSZy0XtdonsN/edit