



DEA for Staff and Decision Makers (18 hours)

About Inclusion. Diversity. Equity. Access (IDEA)

<i>DEA for Staff and Decision Makers (18 hours)</i> _____	1
About Inclusion. Diversity. Equity. Access (IDEA) _____	1
<i>Goal:</i> _____	2
<i>Lesson: Diversity and Organizational Culture</i> _____	6
Fostering an IDEA Climate _____	7
<i>Lesson: Unconscious Bias</i> _____	8
<i>Lesson: Microaggression</i> _____	11
<i>Lesson: Cultural Competency</i> _____	13
Cultural Diversity and Conflict Resolution _____	15
<i>Lesson: Religious, Spirituality, Beliefs</i> _____	16
Summative IDEA Symposium _____	17
<i>Specific Action Goals:</i> _____	18

Goal:

IDEA is an acronym for **Inclusion, Diversity, Equity, and Access**. IDEA highlights and sensitizes efforts towards addressing structural inequities in underserved communities. It is based on the premise that entities implementing IDEA are better positioned to foster an organizational culture that minimizes bias by recognizing and addressing systemic inequities, which, if left unaddressed, create disadvantages for certain individuals or groups. The defects promote toxic work environment.

The overriding Goals of IDEA is redressing representational imbalance in the governance, managerial, programmatic services through concerted and ongoing interventions.

The United States is increasingly made-up of people from all different backgrounds and ethnicities. The population of the District of Columbia is progressively heterogeneous. It is generally assumed that IDEA is a racial and gender matter. We hasten to emphasize that IDEA includes other features that constitute a person's identity and classifications from which data is obtainable.

Federal and local laws have been enacted to address policies that prevent workplace discrimination due to ethnicities, sexes, ages, physical and mental abilities, and all other factors that make them who they are.

The [Equal Employment Opportunity Commission](#) (EEOC) is the national organization that ensures federal; laws relating to equal opportunity in the workplace are enforced. Under EEOC, it is illegal for individuals to be discriminated against on job applications

because of their race, color, religion, sex, or disability. In the District of Columbia, the Office of Human Rights (OHR) enforces several laws that protect individuals from unlawful discrimination.

Social and racial justice movements have raised expectations for training and practices that foster a respectful, inclusive work culture.

Beyond legal compliance (without legally requirement or enforceable law), IDEA training is vital in today's multicultural and multigenerational workplace and of benefit to institutions. In the absence of internal policies, negative consequences range from erecting barriers to hiring and retaining top talents, low morale, decreased productivity, to missed openings to take advantage of external opportunities. Of course, organizations are different in size and focus. Nevertheless, there is a common need for training that support IDEA's impact objectives.

IDEA training is not a one time or episodic event. It is ongoing and best practices are expected to be embedded in the overall operations of an organization to nurture and foster a more welcoming and inclusive workplace.

The training for staff, board of directors, volunteers, contractors, partners, especially those in decision-making positions, is for participants to be consistently and consciously aware and understand issues influencing workplace culture, practical strategies that shape routine interactions and decisions, and tools to improve the impacts of IDEA.

At JKI, we cultivate and value a talented learning and serving

community that is multidimensionally representative. Our participants and audiences come from countries around the world and speak different languages.

JKI uses music, drama, visual arts, and poetry as among methods to teach IDEA For example, based on research, music as a language and cultural expression contribute to interpersonal and social understanding. Visual art, within the time period's cultural, sociological, technological conditions, affect perceptions. These tools contribute towards intercultural appreciation by fostering a sense of community, celebrating diversity and positive coexistence.

Inclusion: The ability of JKI to attract, retain, accommodate, and involve a range of diverse people who are valued, accepted, and comfortable at the international, national, regional or local chapter level.

Diversity: JKI defines diversity as a core value. It is an inclusive concept encompassing, without limitation, race, color, ethnicity, gender identity, sexual orientation or identity, religion, nationality, age, economic class, educational level, language, physical, mobility and ability, geography, and marital and parental status. The state of being diverse means having the broadest possible representation of individuals, experiences, and perspectives in all-encompassing terms.

Equity: Creating a level playing field for individuals or groups according to their respective needs, which may include equal treatment or treatment that is different but is considered equivalent in terms of rights, benefits, obligations and opportunities.

Access: The commitment to foster attitudes, behaviors, and procedures to facilitate access that promotes equity and diversity, fosters inclusion and allows people to maximize their contribution to our association and communities that our members serve.

French: Définitions – Inclusion, diversité, équité et accès (IDEA)

Inclusion: Aptitude de JKI à attirer, retenir, accommoder et faire participer des personnes issues de différentes communautés qui seront appréciées et acceptées et se sentiront à l'aise au sein de l'organisation à l'échelle internationale, nationale, régionale ou locale.

Diversité: Valeur fondamentale – concept inclusif englobant, entre autres, la race, l'origine ethnique, l'identité de genre, l'orientation ou l'identité sexuelle, la religion, la nationalité, l'âge, la classe économique, le niveau de scolarité, la langue, l'aspect physique, la mobilité et l'aptitude, l'emplacement géographique, l'état civil et la situation parentale. Être diversifié signifie avoir la plus grande représentation de personnes, d'expériences et de points de vue à tous ces égards.

Équité: Offrir des conditions équitables pour toutes les personnes ou tous les groupes selon leurs besoins respectifs, ce qui peut inclure traiter tout le monde de la même manière ou traiter certaines personnes ou certains groupes d'une manière différente, mais jugée égale au chapitre des droits, avantages, obligations et possibilités.

Accès: Engagement à encourager les attitudes, comportements et

procédures en vue de faciliter l'accès qui permet de promouvoir l'équité et la diversité, favorise l'inclusion et permet aux gens d'optimiser leurs contributions à notre association et aux communautés auprès desquelles œuvrent nos membres.

Lesson: Diversity and Organizational Culture

IDEA at Work

IDEA has evolved from a focus on compliance to conscious strategic effort with a demonstrated outcome-based organization performance. IDEA entails ethical and moral values that provide competitive advantages. IDEA is also useful in nurturing and advancing relations with external parties such as partners, constituencies, sponsors, and grantors.

The training sessions address IDEA in the contexts of teams (team building) and leaders (leadership) and it frames diversity in terms of current organizational and cultural challenges.

Participants complete a project where they identify sources of IDEA, align IDEA with improvement in staff and volunteer engagement and organizational results, and determine methods to assess the effectiveness of IDEA initiatives. At the end of the training, participants use the results from the project to prepare a final presentation describing how they apply, or will apply, IDEA at work.

Participants learn about organizational climate, organizational culture, and how the strive for IDEA can both achieve intended organization goals. These are celebrated as a proof that IDEA is much more than a legal requirement.

Fostering an IDEA Climate

Various research and investigations indicate that diversity is the key factor that promotes higher performance and effort, greater returns, and lower turnover. Participants are encouraged to use the context of their experiences, take part in personal reflections and small-group discussions to build on the skills and knowledge they have gained.

Inclusion is a relational construct. It is, ultimately, about how decision makers make decisions, how groups/teams function and perform, which are based, to a significant extent, on the quality of social cohesiveness, connections, network, openness to learning, flexibility, agility, and depth and quality of decision making. Participants will demonstrate how they foster inclusion within work groups. Trainees reflect upon their own experiences and apply the lessons.

Participants will acquire concepts, skills, and knowledge on:

- The reasons why IDEA practices are of collateral benefit to every member of the organization.
- Strategies on applying the concepts, skills, and knowledge of IDEA in daily communication and interactions.
- Strategies to improve awareness of unconscious bias or unintended biases and how to avoid the negative influence on recruiting, interview, hiring and other business decisions.
- How civility and sensitivity can help prevent workplace misconduct.
- How positive attitudes and behaviors have ripple effects throughout the organization on improved morale based on a more inclusive environment with increased productivity.

Lesson: Unconscious Bias

Unconscious bias, also known as *implicit bias*, is a learned assumption, belief, or attitude that exists in the subconscious. Persons are rarely aware or fully aware of their subconscious mental activity. However, the subconscious thoughts affect feelings and behaviors, including perceptions, actions, and reactions. The subconscious mind can be a hiding place for anxiety or even a source of creativity. People use the biases as mental shortcuts for faster or expedient information-processing.

Implicit biases are developed over time as people accumulate life experiences and get exposed to different stereotypes, which are also promoted by the media, including the language used.

According to the [Kirwan Institute for the Study of Race and Ethnicity](#), “These biases, which encompass both favorable and unfavorable assessments, are activated involuntarily and without an individual’s awareness or intentional control.”

While unconscious bias can have a considerable influence on any workplace decision, including hiring, recruiting, promotions, performance reviews and discipline, it also has negative ramifications on interactions with people outside of the organization, such as constituencies, vendors, partners, and association members.

JKI provides unconscious bias training on a regular basis and is one of the cornerstones of educating staff managers, and board members on essentials of IDEA. Therefore, raising awareness of what unconscious biases are, how these stereotypical, myopic views, and blind spots affect a wide range of decisions, and possible deterrents through proactive and inclusive thinking and actions, are at the center of the discourse.

There are several types of biases — based on a wide range of characteristics and assumptions — and all of them can result in poor decisions or discriminatory behavior. For example, dismissing a qualified candidate because they are not a good ‘cultural fit’ or because of a ‘foreign sounding

name; rejecting the application of an applicant because the panelist is ignorant of the context that does not sound familiar; to expecting others to conform to a more dominant norm.

The discussions address:

Understanding Bias: This segment delves into the concept of workplace bias — both conscious and unconscious — and how hidden biases can influence decisions at work and life in general. It also covers risk factors that make individuals more vulnerable to the influence of unconscious biases.

Recognizing Bias: This segment explores some of the most pervasive or common types of biases and how they can affect people at work. These include affinity bias, height bias, affirmative bias, attribution bias, beauty bias, gender bias, ageism, the halo effect and many others.

Addressing Bias: Since biases are learned behaviors, they can be managed or eliminated with awareness and commitment to be a better human being, which reduces the negative impacts on others. This segment explores some of the practices, processes, and strategies to counteract workplace biases. It also addresses what individuals can do if they witness, experience or are accused of bias.

Managing Unconscious Bias in the Workplace: Research shows that decisions are more likely to be influenced by unconscious biases when they are made quickly, under stress, or on a friendship basis by a small circle and usual circle of people, and not based on specified criteria.

Increasing awareness and understanding of unconscious bias is necessarily an ongoing process. Designated committees monitor recruitment and promotion criteria, and target audiences for programs and outreach. In large and long-term project, the committees conduct regular surveys to uncover unconscious bias. In addition, members facilitate regular discussions and conversations among different groups and departments, promoting mentoring, and creating a sense of belonging to reduce unconscious bias and its impact on workplace culture.

Counteracting Unconscious Biases: Participants undertake exercises to

understand despite legal and social reform aimed at reducing discrimination in the workplace, inequality continues to be a significant problem in societies and most workplaces.

Participants identify the assumptions, stereotypes, perceptual and psychological processes that influence the way that individuals interact with people who are demographically different from them. These will include psychological practices that enable decision making within organizations and how decision makers and co-workers can design better work practices and to help in leveraging the potential of a diverse workforce more effectively.

Education is one of the most effective tools to counteract biases. For examples, exposure to research and ensuing articles about bias, being aware of stereotypes that are reinforced in the niche media, or even in communities, and inviting people from different backgrounds and perspectives address the sessions. In these sessions, trained psychologists with research and consulting expertise related to diversity assist participants to understand the complex dynamics underlying diversity challenges, inequity, and opportunities in counteracting biases.

In the Jah Kente International Salon, the ideas and works span from philosophy, literature, paintings, to music vigorously debated in an environment uniquely suitable for discourse and created in a tradition of sociability where the individual cultivates his or her rational, moral, and aesthetic faculties in a comity of people committed to humane ideas, cultural nourishment, and intellectual enlightenment.

The cross-cultural features explain the universal characteristics shared among people of various background. The participant enters a social space of informal learning where individuals are believed to have a range of innate abilities and cognitive talents that could be cultivated and should be developed beyond formal education for the entirety of one's life with opportunity to engage with the subject matter and further his/her own potential. Participants understand that they are entering a space in which the usual forms of valorization social status or wealth are not prioritized.

This training sensitizes the vital value of providing a hospitable work environment for people from different backgrounds, cultures, and beliefs.

Participants learn how to recognize and modify behaviors that can undermine individuals and teams, including with positive actions that are supported by management's commitment and policies designed to intentionally create a culture in which everyone has opportunities to thrive and participate in the organization's operations, leadership, and growth.

Participants will gain a deeper understanding of:

- The nature of unconscious or implicit bias.
- How these biases can influence workplace decisions and interactions.
- Methods that can be used to detect or recognize different types of biases.
- The relationship between unconscious bias, inclusion, diversity and equity, and access, and prevention of discrimination.
- Counteracting biases.

Lesson: Microaggression

In these sessions, participants will acquire the concept, skills, and knowledge to:

- Understand what microaggressions are and the negative impacts they can have on others.
- Determine why certain remarks are considered microaggressions.
- Take actions to deter microaggressions in a positive, firm, and effective manner.

The term microaggression has been known in the psychology world for at least 50 years. It is now part of the broader discourse on unconscious bias. Microaggressions are everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, that communicate hostile, derogatory, demeaning, or negative messages to people based solely upon being members of a different or marginalized group, according to Dr. Derald Wing Sue, a professor of counseling psychology at Columbia University

and a pioneer in the study of microaggressions. Dr. Sue has authored several books, including *Counseling the Culturally Diverse: Theory and Practice*, *Overcoming our Racism*, and *Understanding Abnormal Behavior*.

On the surface, microaggressions may appear to be subtle or harmless. Some may even sound like compliments, such as telling a person of color or immigrant 'you are so articulate,' 'you are non-aggressive,' (as if these are not the norm or expected). Or telling a Jewish person, 'you like Muslims' as if it is abnormal or strange or except occurrence. However innocuous or benign on the surface, they contain belittling hidden messages that often stem from unconscious biases.

Staff and volunteers who are frequent targets of microaggressions can experience emotional distress, burnout, and other negative effects from what people refer to as "*death by a thousand cuts*." Death by a thousand cuts is an idiom to depict a situation where many small and bad/negative incidences are happening, none of which is fatal/destructive but the cumulative effects add up to a slow and painful dehumanization/destruction.

With COVID 19 and other conditions that allow more staff and volunteers to working from home or remotely, microaggressions can occur during virtual interactions, and the reality should be sensitized by decision makers. This segment of the training can motivate participants to improve workplace culture by recognizing microaggressions and take action in ways that can lead to positive change, whether they are a target, a bystander or a micro-aggressor.

Lesson: Cultural Competency

Globalization and diversity remove barriers that once separated cultures both internationally and domestically (Garneau & Pepin, 2015). This is true in the District of Columbia. Working and living in a diverse setting require the ability to create interactions and relationships with people who are different from oneself. It is critical to know how to evaluate our cultural competency and assess our own cultural behaviors. Cultural competency skills can also enhance program and service delivery.

In 1951, Kluckhohn explained culture as sharing a pattern of thinking, feeling, reacting, and problem-solving. Culture is a dynamic relational process of shared meanings that originate in the interactions between individuals (Carpenter-Song, Schwallie, & Longhofer, 2007).

In 2010, Gregory and colleagues emphasized that culture must be considered in historical, social, political, and economic contexts. Betancourt (2004) defined culture as a pattern of learned beliefs, values, and behavior that are shared within a group; it includes language, styles of communication, practices, customs, and views on roles and relationships.

Edgar Schein (2010) described a culture as "shared beliefs, values, and assumptions of a group of people who learn from one another and teach to others that their behaviors, attitudes, and perspectives are the correct ways to think, act, and feel."

Psychologists argue that unfamiliar culture negatively affects an individual's sensemaking mechanisms and determine their

behavioral responses. As a result, individuals cannot accurately perceive, interpret, explain, and predict the behavior of people with different cultural background(s) (Muzychenko, 2008).



Photo source: Canva.com

This segment explores the concepts and benefits of cultural competency and cultural humility or cultural relativism (as opposed to cultural ethnocentrism), providing practical knowledge, insights, and inspiration. The learning may include video presentations that feature real life examples.

Cultural intelligence is the ability to interpret the stranger's behavior the way the stranger's compatriots would (Muzychenko 2008). For example, if staff and volunteers feel their supervisors do not understand or respect their culture, they may find it hard to trust the leader or work as a team.

Similarly, some grantees may not trust grant managers or potential partners whom they consider to be insensitive to their culture.

Therefore, cultural competency is the ability to understand and interact effectively with people from different cultures, backgrounds, and experiences. Recognizing one's own cultural beliefs, values and biases is also part of developing cultural competency. Cultural humility or cultural relativism is the lifelong process of learning about one's own and different cultures and respecting each person's unique experiences.

Cultural Diversity and Conflict Resolution

From the home, community, to workplace, the focus is intended for members to become aware of existing differences and to adopt and adapt constructive action for positive change. The learning objective involves participants examining and dissecting key IDEA topics including psychological and emotional safety, organizational culture, the concept of organizational climate, specific behaviors and skills needed in shaping an inclusive climate.

Participants engage in dynamic, substantive, and relevant dialogues, and discover a variety of perspectives and create genuine connections with participants from diverse industries and backgrounds.

Topics include:

- The meaning of cultural competency and cultural audits.
- Cultural Intelligence.
- The value of cultural competency in a diverse workplace
- Factors and characteristics that affect one's cultural identity
- Overcoming cultural barriers
- Strategies for improving cultural competency at work
- Cultural Diversity and Conflict Resolution

Lesson: Religious, Spirituality, Beliefs

Federal and state laws prohibit religious discrimination, the act of treating an employee or applicant unfavorably because of their religious beliefs, non-beliefs, or practices. These laws also require organizations to provide reasonable accommodations for the religious expressions of staff, such as offering flexible work schedules for prayer breaks and religious holidays.

Accommodation religious or spiritual needs does more than keep organizations in compliance with the law — it helps create a more inclusive and faith-friendly environment.

As workforce diversity becomes increasingly important, organizations are recognizing the benefits of fostering a workplace where employees feel comfortable bringing their authentic selves to work, including expressing their religion, spirituality, and faith.

This segment provides an overview of the positive benefits of a workplace that values inclusion and welcomes employees' different religious and spiritual expressions. The training explores different aspects of religion, spirituality, and beliefs in the workplace.

Topics cover:

The difference between religion, spirituality, and beliefs

- Benefits of religious and spiritual expression in the workplace
- Religious discrimination and preventive actions
- Examples of religious accommodations

- Inclusive actions.

Summative IDEA Symposium

The Summative IDEA symposium offers a unique opportunity for participants to engage in real-time conversations with peers and experts, in a highly interactive format to explore today's most pressing topics and conversation on inclusion, diversity, equity, and access.

Guest speakers and presenters are leaders who champion I.D.E.A local communities and the creative sector. They will share perspectives from the fields that relevant and applicable to all kinds of organizations in the creative industry and beyond.

Specific Action Goals:

JKI thrives to meet the needs of underserved communities in its board, management, and program audiences. Diversity and inclusion are distinct concepts. Each is useful but only when combined can JKI achieve desired outcomes of equity and access.

Diversity is the quantitative representation of different demographic groups defined by race, ethnicity, gender, age, national origin, religion, disability, sexual orientation, socioeconomic status, education, marital status, language, physical appearance, geography, and other identifiers that make a group different from another.

A Committee is constituted to conduct period outreach to attract candidates from a diverse walk of life. Currently, Youths constitute a third of the board and consultants.

The concept of equality demands that in order to yield fairness, everyone must be treated the same. The law regulates this standard, notably in equal opportunity and non-discriminatory laws. This may, ironically, result in an entrenchment of sameness with adverse impacts on people from marginalized communities who do have same resources. For example, there is a gap in participation between those without transportation and those who do.

Diversity is important because we need the numbers to ensure fair representation. This informs policy actions – from Eastern Esteem to recruit youth interns from East of the River, offering Poetry with the Elderly on

Sundays and Deaf outreach to broaden the audience, recruiting board members from immigrant communities, to organizing Dinner Theatres in less endowed sections of the city.

Diversity may ensure there is numerical representation, However, when it a tokenism that promotes conformity without meaningful participation.

Inclusion unlocks the potential of diverse representation. It is both the quantitative representation of difference and the qualitative representative of experience – affective factors. Inclusion validates the intrinsic value and sensibilities on members' diverse background. Members feel respected, accepted, supported and valued at JKI, as they express their authentic self while involved in activities of the organization.

Inclusive leadership is at core of making this happen. Board officers and program take ownership of dynamics that consider the sentiments of various groups, identify unconscious or hidden bias, and take action through surveys, questionnaires and observations that assess:

1. Fair treatment, assuring that all who strive are rewarded and recognized fairly.
2. Integration of differences that support staff, board and audiences to be their authentic self, including expressing themselves through their culture, such as dress code, religious beliefs. Managers ensure reference materials used in curricula activities are culturally inclusive, and guest speakers and subject experts are also from marginalized communities.
3. Decision making practices that enable diverse populations to offer ideas and suggestions on the strategic direction and potential of the organization. Participants not only seen, listed to, but also feel understood and empowered to act.
4. Psychological safety that acknowledges members' need to express their true and genuine feelings.

5. Trust that foster two-way communication that is honest for collaboration, mutual learning, and development to flourish.
6. Belonging where all demographic groups feel the organization cares about their welfare and growth.
7. Diversity that reflects the senior board members and supervisors mirrors the broader workforce, youths, and program audience.

Leaders use feedback from the questionnaires, surveys and observations to create a baseline information to measure improvements.

Equity recognizes historical legacy, current or present realities of discrimination and oppression that marginalized people experience. JKI offers differentiated support to eliminate barriers. These include artist mentors, free or discount tickets to organization's programs, performance attires to disadvantaged youths who would have otherwise not participate due to lack of professional or presentable attire, provide flexible working hours, sign language to deaf audience.

Access is realized when barriers are removed. It is a culminating appreciation of a work and service environment in which diverse participants can actualize their best potentials in an inclusive culture that is vital to organization's success and growth.