



**Big Brothers Big Sisters
of America**

DIVERSITY AND INCLUSION:

A STRATEGY FOR GROWTH

Planning Guide

Diversity and Inclusion

Dear Big Brothers Big Sisters Leaders,

As we strive toward changing what it means to grow up in America, diversity and inclusion play a key role. To achieve our Big Brothers Big Sisters network goals, our boards, leadership and staff must reflect and represent the communities we serve.

Our country is becoming increasingly diverse. The spectra of race, ethnicity, religion, gender, age, sexual orientation and other aspects of diversity have become significant considerations in the communities we serve and the workforce we attract. These demographic shifts create urgency for us to recruit, develop, and retain a diverse workforce, board leaders and volunteers critical for the success of Big Brothers Big Sisters. By creating an inclusive environment, we can more effectively leverage the diverse resources - volunteers, staff, boards, funding - needed to accomplish our mission of intentionally serving the children who need us most. Diversity is not about numbers or quotas, it is about creating a culture which views differences as assets.

In this report you will find comparative data which shows us that, disappointingly, we have made little progress in the diversity of our boards and leadership. Our combined staff composition has become a bit more diverse but not in keeping with the pace that our communities are becoming more diverse. The diversity of our ready-to-be-matched volunteer pool is still vastly different from the youth who are waiting to be matched. It is clear that we all must take a more focused approach to attracting, recruiting and retaining a more diverse board, leadership team, staff and volunteers if we are to make progress toward our goals.

This guide provides strategic planning and leadership guidelines, recruiting and retention tips, training and assessment tools. On behalf of the children, I urge you to use them all to achieve even greater impact for your community.



Judy Vredenburg, President and CEO, Big Brothers Big Sisters of America

Diversity and Inclusion—Objectives

The objectives of our diversity and inclusion strategy at Big Brothers Big Sisters are:

- Communicate a shared organization-wide vision for diversity and inclusion.
- Align diversity and inclusion with other organizational strategies.
- Ensure staff and board representation are reflective of service community areas.
- Increase the numbers of all children served reflecting the demographics of service community areas.
- Establish measurable diversity and inclusion metrics
- Strengthen the diversity and inclusion culture organization-wide to ensure commitment, support, and continual self-sustaining efforts.

Managing and leveraging diversity and inclusion is a growth strategy achieved through the creation of a culture which views differences as assets.

Diversity and Inclusion—Vision and Mission

Our National Board has adopted the following Diversity and Inclusion Vision and Mission Statements and the Professional Development Committee of the National Board has adopted the following Diversity and Inclusion definition.

VISION STATEMENT

Big Brothers Big Sisters of America and its local agencies reflect the racial, cultural, and ethnic diversity of their communities at the board, staff, volunteer, and client levels.

DIVERSITY AND INCLUSION MISSION STATEMENT

Big Brothers Big Sisters of America and its local agencies recognize diversity and inclusion as core values of the organization. We embrace diversity and inclusion in all of our services, governance structures, staffing, volunteer enrollment and selection process, development of materials, and engagement of stakeholders. We appreciate the inherent differences that contribute to the mosaic which is America and strive to create an environment in which everyone can contribute to his or her fullest potential, and benefit from the richness of their participation.

DIVERSITY AND INCLUSION DEFINITION

We recognize the unique contributions that each individual can make and value the benefits that result from uniting people of diverse backgrounds, experiences and perspectives through our shared vision. We will cultivate an inclusive work environment and volunteer experience that will draw on the strengths of our diversity to create an even more successful organization.

Strategic Imperatives

THE VALUE-DRIVEN NECESSITY OF DIVERSITY AND INCLUSION

Helping children reach their highest potential through increased academic engagement, reduced rates of absenteeism from school and school-related disciplinary problems, reduction of risky behaviors and illegal activity (including violence, alcohol and drug abuse), and a more positive outlook on the future, are Big Brothers Big Sisters core values. Truly diverse and inclusive work and volunteer environments place strong value on a high degree of personal and professional competencies. Opportunity, empowerment and contribution are parallel themes uniting our service delivery values with the values of diversity and inclusion.

THE BUSINESS-DRIVEN NECESSITY OF DIVERSITY AND INCLUSION

Work and volunteer experience which makes full use of the contributions of its participants is not only the right thing to do, but a quality business approach in light of current projected demographic realities. In all areas related to our service, we will be working with an increased number of stakeholders with diverse backgrounds. Equally significant is the number of potential stakeholders who will be interested in how we reflect the diversity of the communities we serve and how we collectively reflect the diversity throughout our nation.

The United States Census Bureau report dated August 14, 2008 predicts that the nation will be significantly more racially and ethnically diverse, as well as much older, by midcentury. Minorities, now roughly one-third of the U.S. population, are expected to become the majority in 2042, with the nation projected to be 54% “minority” in 2050. Following are excerpts from this report:

The non-Hispanic, single-race white population is projected to be only 2% larger in 2050 than it is today. In fact, this group is projected to lose population mid-century and comprise 46% of the total population in 2050, down from 66% today.

Meanwhile, the Hispanic population is projected to nearly triple during the 2008-2050 period. Its share of the nation’s total population is projected to grow from the current 15 to 30%. Thus, nearly one in three U.S. residents would be Hispanic.

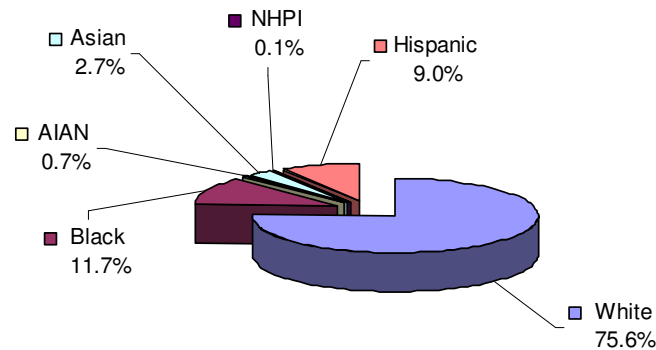
The black population is projected to decrease from 14 % of the population in 2008 to 13 % in 2050. The Asian population is projected to climb from 5 to 8 %. Among the remaining race groups, American Indians and Alaska Natives are projected to increase only from 1 to 1.2% of the total population. The Native Hawaiian and Other Pacific Islander population is expected to grow marginally. The number of people who identify themselves as being of two or more races is projected to more than double.

By 2023, minorities will comprise more than half of all children. In 2050, the nation's population of children is expected to be 62 % minority, up from 44% today. Thirty-nine percent are projected to be Hispanic (up from 22% in 2008), and 38 % are projected to be single-race, non-Hispanic white (down from 56 % in 2008).

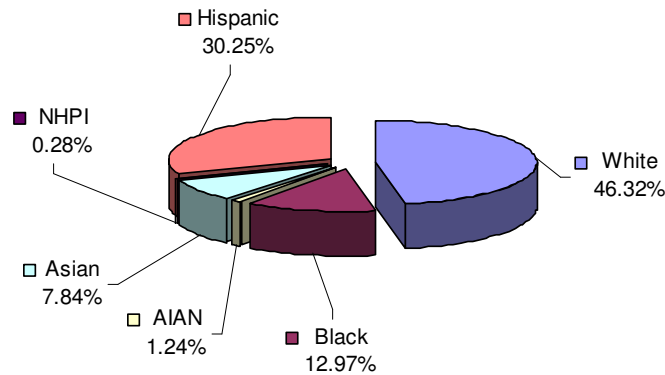
The following charts illustrate the predicted demographics.

Comparative Demographics Charts Reflecting United States Racial and Ethnic Demographics¹

US POPULATION 1990



US POPULATION 2000

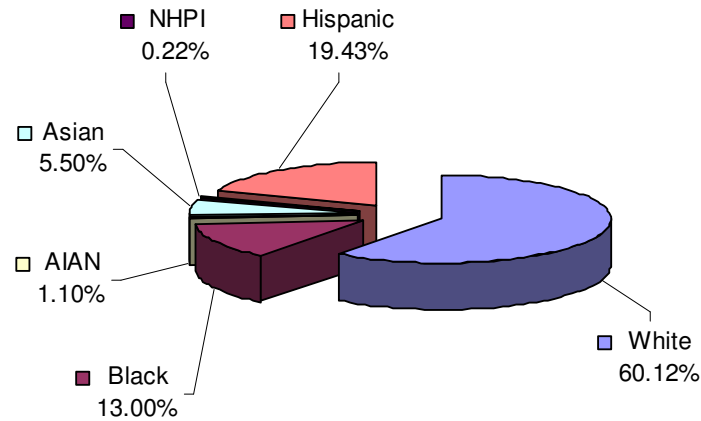


Legend: The charts in this document depict these populations, following the updated US Census descriptions by single race alone:

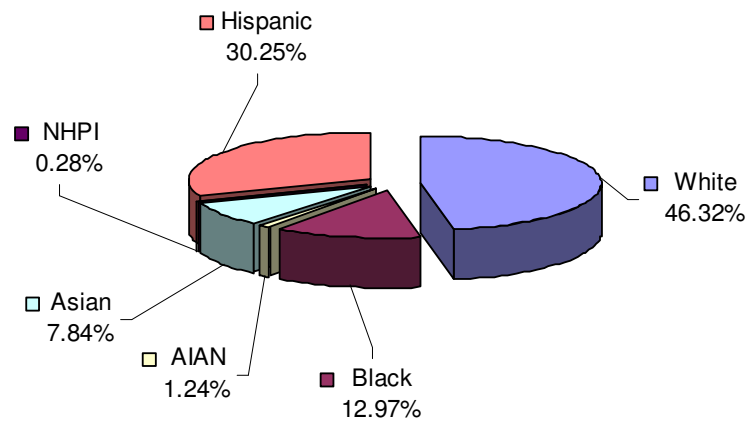
- **White:** Caucasian non-Hispanic
- **Black:** Black or African American
- **AIAN:** American Indian and Alaska Native
- **Asian:** Asian Indian, Chinese, Filipino, Japanese, Korean, Vietnamese and other
- **NHPI:** Native Hawaiian Pacific Islander, Guamanian, Samoan
- **Hispanic:** Mexican, Puerto Rican, Cuban, other Hispanic or Latino

Note: The U.S. Census Bureau has eliminated the 'some other race' category and allocated those responses into a specified race alone or in combination selection. United States Census

US POPULATION PROJECTED 2020



US POPULATION PROJECTED 2050



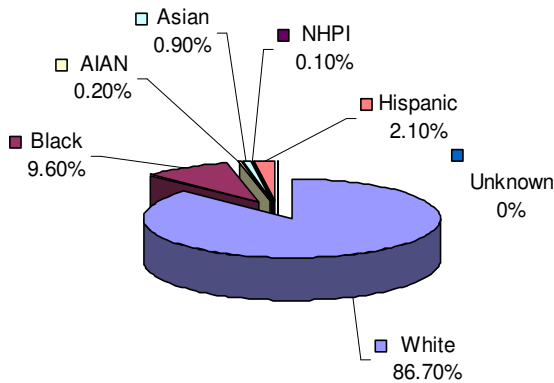
Clearly some regional locations will be more influenced by demographic changes than others especially in the dimensions of race and ethnicity. But when considering the other dimension of diversity such as age, gender, religion, sexual orientation, and disability there is no geographic location not influenced by the effects of demographic shifts. Regardless of regional differences which may be significant, each BBBS agency has the opportunity to positively contribute to the collective image we project as a diverse and inclusive national organization.

Big Brothers Big Sisters - A Snapshot of the Organization

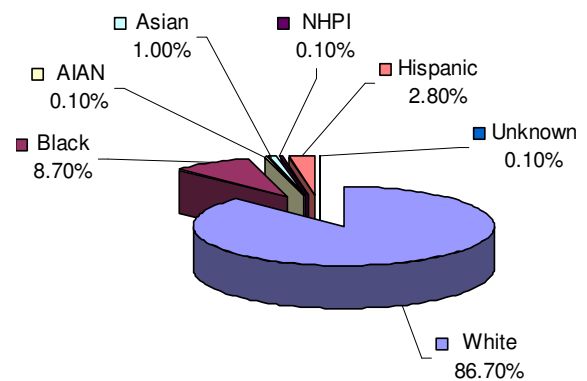
The following comparison provides the basis and framework for our diversity and inclusion initiative. Based on 2000 survey data and 2007 AAI report data, Big Brothers Big Sisters agencies and national office appear as follows on the diversity dimension of race; note that the categories Other/Two or More have been merged since the original 2002 report. *(Please see Appendix of Charts for more information)*

NATIONAL AND AGENCY BOARDS DEMOGRAPHICS

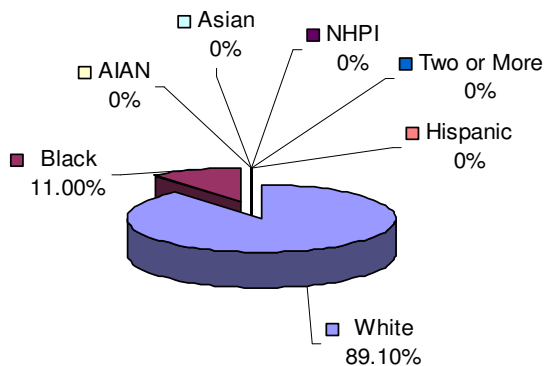
AGENCY BOARDS 2000



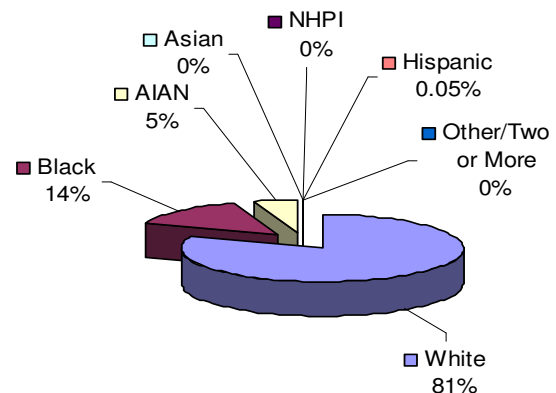
2007



NATIONAL BOARD 2000



2007

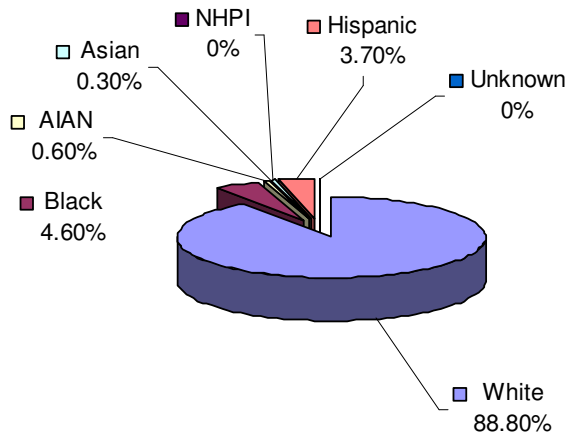


While our communities have changed significantly, our agency board's composition shows no change in diverse members. To better understand and serve our communities, we need to collectively commit to a more aggressive diversity recruitment strategy for our boards.

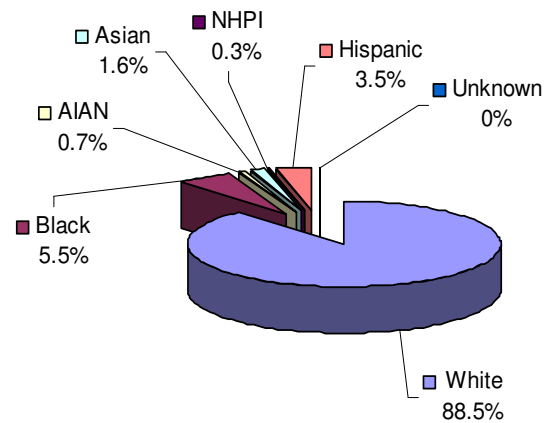
NATIONAL AND AGENCY LEADERSHIP DEMOGRAPHICS

When considering the racial and ethnic staff composition at the top leadership levels (President, Chief Executive Officer, Executive Director, Vice President, Chief Operating Officer, Director) within our organization, the overall representation of persons of color in key decision making positions is shown below:

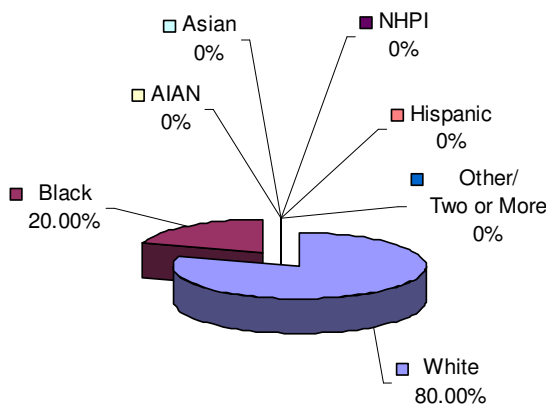
AGENCY LEADERSHIP 2000



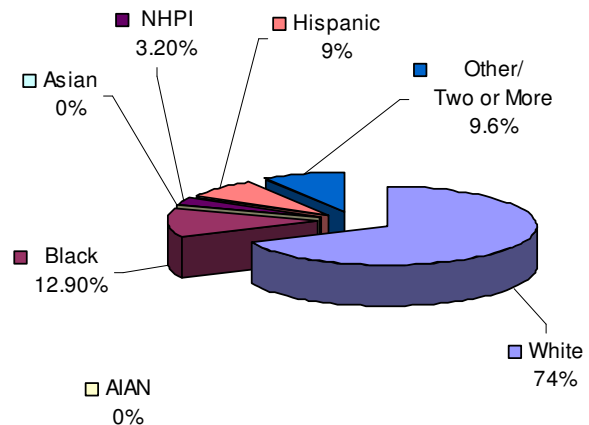
2007



NATIONAL LEADERSHIP 2000



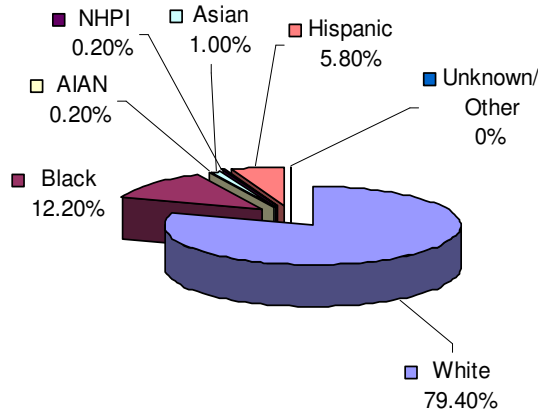
2007



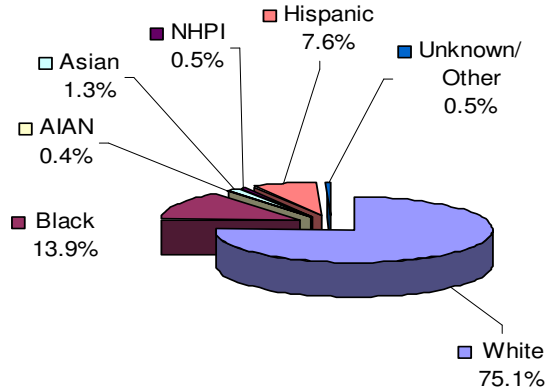
NATIONAL AND AGENCY STAFF DEMOGRAPHICS

Our network staff, exclusive of leadership roles, is depicted below:

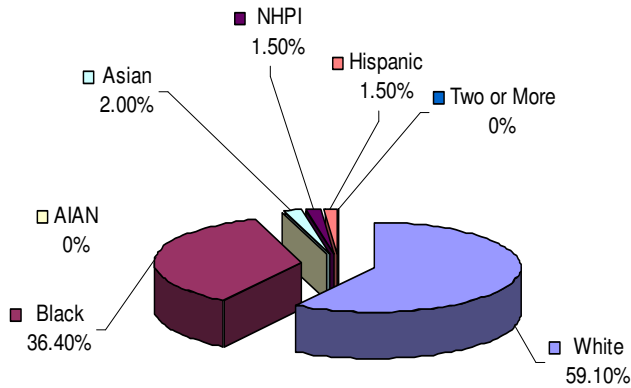
AGENCY STAFF 2000



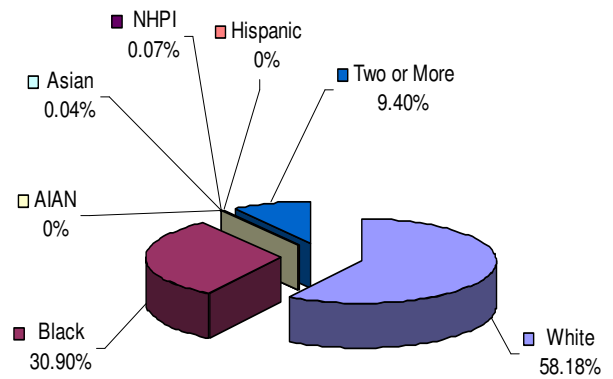
2007



NATIONAL STAFF 2000



2007

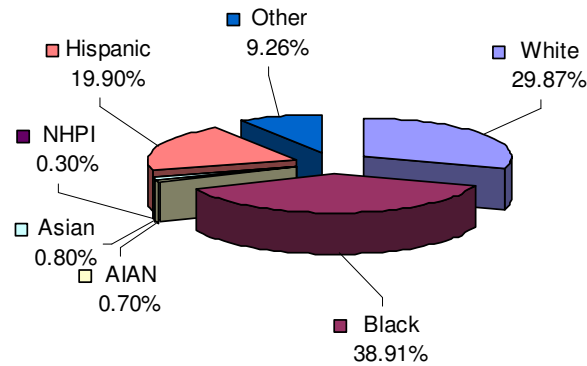


Big Brothers Big Sisters network has made little progress in attracting a more diverse pool of leaders and staff. A concerted effort to improve diversity recruiting and skill building in cultural competency is needed to ensure we better serve the youth of America.

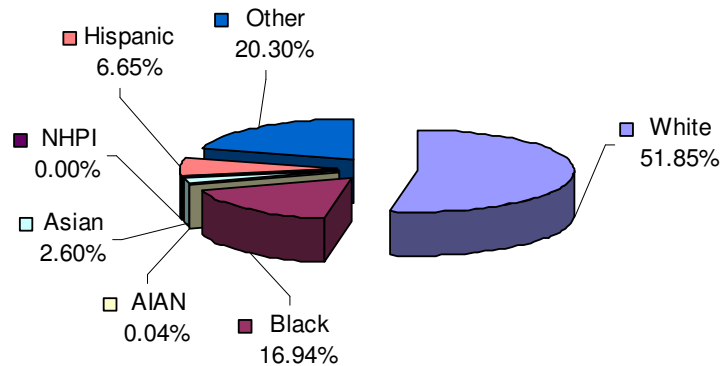
BIG BROTHERS BIG SISTERS MUST ATTRACT MORE DIVERSE VOLUNTEERS TO SERVE A GREATER NUMBER OF CHILDREN

The following charts show by percentage the race/ethnicity of Ready-to-be-Matched (RTBM) Youth, Matched Youth, Ready-to-be-Matched (RTBM) Volunteers and Matched Volunteers, based on calendar year 2007 AIM data.

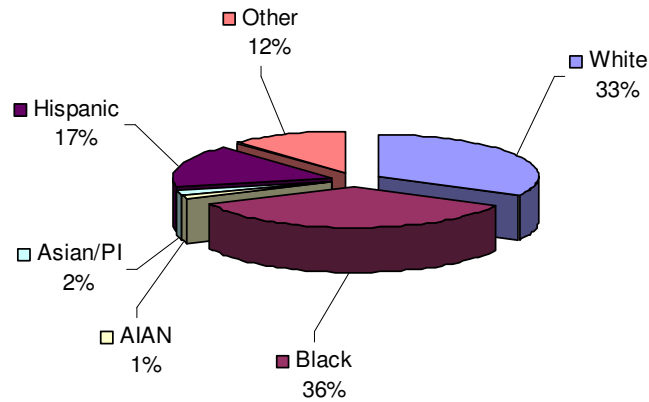
READY - TO - BE - MATCHED YOUTH



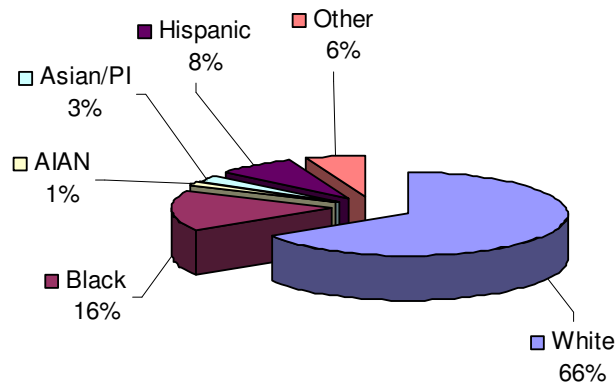
READY - TO - BE - MATCHED VOLUNTEERS



MATCHED YOUTH



MATCHED VOLUNTEERS



There is a disproportionately low number of volunteers of color in relation to both matched youth and ready-to-be-matched youth. As we implement this initiative, staff and board members of color will bring a stronger understanding of their community’s culture, values, and ties to the organization. In addition, they may bring access to media outlets with a target audience of persons of color. Accordingly, a more diverse staff and board leads to conditions that can result in more diverse recruitment and matching of Bigs.

Strategic Planning and Implementation

To improve diversity and inclusion in your agency, the following steps are recommended:

- Embrace the diversity and inclusion vision and mission
- Provide your board with this information along with a business case specifically related to the diversity representation in your service community area, and related to the children both in mentoring relationships and those waiting to be matched with a volunteer.
- Obtain board commitment to incorporate diversity and inclusion into your agency planning. This staff and board leadership commitment will be necessary in order to maintain focus, commit resources, develop accountabilities and sustain efforts.
- Develop a strategic plan which targets gaps between staff and board demographics and the demographics of community service areas, children in mentoring relationships and children on waiting lists. If the agency is small and especially constrained by limited resources select two to three key areas needing development related to diversity and inclusion and focus on those areas initially.
- Develop and measure diversity and inclusion metrics related to staff and board composition and service goals.
- Communicate the diversity and inclusion plan throughout the agency and share specific efforts to promote diversity and inclusion.

We need visionary and committed leadership... there are no quick fixes, only focused planning.

LEADERSHIP BEST PRACTICES SUPPORTING DIVERSITY AND INCLUSION²

VISIBLE EFFORTS BY LEADERSHIP WILL STRONGLY COMMUNICATE COMMITMENT AND INVESTMENT

- Establish a standard of 'zero tolerance' for any work-related behaviors which could be offensive. Eliminate racist, sexist, homophobic and negative age and religion-related language and jokes. Adhere to a policy which does not allow computer use for transmittal of offensive information and materials. Because in homogeneous settings it is difficult to assess what may be offensive to another group of people, be proactive and solicit feedback from a diverse pool of employees and volunteers.
- Identify and include diverse community leaders. If staff and board leadership is not representative, find ways to get nontraditional participation on task force assignments. Promote diverse representation at all policy-making levels.
- Create diverse, as opposed to homogeneous, work groups and teams.
- Ensure non-discriminatory volunteer enrollment practices.
- Oversee the consistent application of mentoring services, regardless of the race, ethnicity, gender, age or sexual orientation of the volunteer.
- Approach diversity and inclusion as part of change management shifting from focus on obstacles to capitalizing on opportunities.
- Hold yourself and other managers accountable for creating and sustaining work and volunteer environments in which differences are valued, appreciated and viewed as assets.
- Insure that agency events are not held at locations which practice exclusivity. Plan events in the targeted communities, or venues which are easily accessed by all.
- Get to know the key performers in your agency regardless of their position level within the organization.

² Adapted from Workplace Diversity: A product of SHRM (Society for Human Resource Management) Diversity Initiative: *The New Leaders, Guidelines on Leadership*, Ann Morrison and the Multi-Cultural Advantage. 1999

- Use and create opportunities to discuss diversity and inclusion in meetings and strategic planning sessions.
- Monitor policies and practices. Add flexible work options whenever possible.
- Have staff or board representation at diverse community groups. Cultivate partnerships with groups that focus on the needs and interests of persons of color.
- Select people of color and women-owned businesses as vendors.
- Review turnover trends and reasons for resignations with comparisons of people of color to other staff who leave. Identify and implement appropriate interventions to keep valued employees.
- Become and remain familiar with preferred diversity language. While people want to be dealt with as individuals and not categories or labels, there are preferences to be used when identifying a particular group. *(See Lexicon of Appropriate Terms Appendix B)*
- Recognize culturally diverse holidays and celebrations.

Leadership actions that are deliberate and visible effectively communicate intent and commitment.

STAFF AND BOARD RECRUITMENT AND RETENTION STRATEGIES

There are specific steps³ which can be taken to diversify staff and board composition. Some steps are addressed below:

- In selecting board members, recruit community leaders for their skills, contacts and resources. Ensure that persons of color and women are joining an inclusive board environment which allows them to be broadly integrated and heard throughout the board structure and not just on committees focusing on recruitment of persons of color or women. Boards should develop nominating committees focused on board recruitment plans to include diverse membership.
- Ensure that internal and external publications as well as advertising material reflect the diversity of your workforce and volunteer base and promote the diversity you want to achieve. No recruitment message can make up for a work or volunteer environment that persons of color or women find uninviting.
- Go outside customary recruitment activities if diversity is not reflected in current staff or board composition.
- Encourage the placement of interns and co-op students who are members of diverse groups.
- Base employment related decisions and board-recruitment decisions on real requirements rather than preferences, traditions, historical assumptions or conveniences. Emphasize competence-based credentials and do not rely solely on past experience and educational requirements.
- Use professional organizations with diverse members: Alpha Phi Alpha⁴ and other primarily African American fraternal organizations, adult education classes, parent advisory groups, community social service agencies, houses of worship and religious centers, ethnic studies and associations on college campuses and civic groups as recruitment sources.
- Be sure to create and advance a climate that welcomes and supports new entrants which may be different from the existing group. Develop the view that recruitment and retention are linked to minimize costly turnover.

³Adapted from *Workplace Diversity*, SHRM (Society for Human Resource Management)

⁴Alpha Phi Alpha. Big Brothers Big Sisters Partnership Implementation Guide, Big Brothers Big Sisters

- Cast a wide net for recruitment of staff and board volunteers: While promoting from within is desirable, if your staff and boards are homogenous and not reflective of the communities served such promotion practices will not promote a diverse mix. In addition to providing opportunities for internal promotions, external candidates should be considered as well.
- Build a reputation for being diversity-friendly: Use every opportunity to promote your diversity or commitment to diversity in advertisements, brochures, and annual reports.
- Build and expand informal networks: Cultivate quality relationships with diverse individuals. While attention to formal public relations in the area of diversity is important, such efforts need to be supported by informal networks and word of mouth.
- Build and expand formal networks: As you cultivate corporate partnerships, identify and build relationships with those corporations with diverse representation and commitment to diversity. Use local and national board contacts to assist you in gaining access and opening the doors for these mutually beneficial relationships.

Strategic recruitment requires careful planning, networking, and positioning.

Measuring the Results of Your Diversity and Inclusion Initiative

Diversity and inclusion should be measured in the same way that other agency goals are measured. Key to any successful initiative is identifying the changes you wish to achieve and the how those changes will be measured. Benchmarking your agency currently for composition of staff and board volunteers will provide the framework to establish targeted, measurable objectives. Begin to collect and analyze data in the following areas of representation:

- Racial and ethnic composition of local boards, leadership and staff, using the data as provided in this guide.
- Racial and ethnic demographics of your service community area, as compared to volunteers and youth RTBM as well as served.
- Staff demographics at the top management, middle management and other staff levels within the organization. Is the distribution similar from executive leadership positions to other management levels to other staff positions?
- Racial and ethnic composition in staff and board turnover as compared to racial and ethnic composition of retained staff and board volunteers.

Following is a Multicultural Organization Development Assessment tool that will enable you to determine areas of focus for improving your cultural competency.

In addition to these assessments, we encourage you to use the African American and Hispanic assessment tools found on Agency Connection (Service Delivery tab/Mentoring Programs section).

Key to any successful initiative is identifying the changes you wish to achieve and how those changes will be measured.

MULTICULTURAL ORGANIZATION DEVELOPMENT ASSESSMENT

This questionnaire is designed to assist in the identification of the stage of multicultural development an organization has reached according to One Ummah Consulting's Multicultural Organization Development Assessment Stage Development Model. This assessment can either be used as an initial sensing instrument to determine where an organization needs to start in its "diversity" work or it can be used as part of the assessment phase of One Ummah Consulting's Multicultural Organization Development Systems Change Process.

This inventory consists of 30 statements. Read each statement and indicate how much you think the statement describes your organization. For each statement, you are asked to indicate whether the description is

4 – *a perfect likeness*

3 – *a good likeness*

2 – *somewhat like*

1 – *a fair likeness*

0 – *nothing like*

your organization. After you have finished responding to the 30 statements, read the summary sheet to assist you in determining the stage of development of your organization.

- _____ 1. There is little or no diversity in the workplace, and there are no initiatives in place to increase the diversity.
- _____ 2. Those in leadership positions make explicit statements that indicate a strong commitment to increasing the diversity in the workforce.
- _____ 3. The organization is working toward the inclusion of all cultural and social perspectives in its operations.
- _____ 4. Bigoted attitudes are openly expressed and acted on in the workplace without negative consequences.
- _____ 5. The performance appraisal system is intentionally designed and administered in a fashion that discriminates against traditionally marginalized communities
- _____ 6. There are statements made by the leadership that indicate a desire for members of all groups to have an opportunity to assimilate and to contribute in the existing organizational culture.
- _____ 7. There is a prevailing belief that traditionally marginalized communities are being given unfair advantage (reverse discrimination).
- _____ 8. The organization fully incorporates compatible cultural styles in its day to day operations.
- _____ 9. Traditionally marginalized communities are allowed access into those roles that are stereotypic for their group as long as they do their best to "get along" and "don't make waves."
- _____ 10. Bigoted attitudes and behaviors are subtle but visible and generally go unchallenged.
- _____ 11. There are explicit statements made by those in leadership positions that make it clear that diversity is not something that is valued in this organization.

- _____ 12. The organization is slowly increasing the diversity in the workforce, but most of the diversity is at the bottom of the organization.
- _____ 13. There are training and mentoring initiatives designed to increase the chances for success of members of traditionally marginalized communities.
- _____ 14. There are explicit statements made by those in leadership positions that make it clear that there is a value for working toward the full inclusion of cultural and social diversity in the organization.
- _____ 15. The organization initiates and supports programs designed to improve the chance that members of all social and cultural groups will feel like full citizens in the organization.
- _____ 16. All employees feel like full citizens in the organization.
- _____ 17. The organization has a mission and value statement that expresses a value for the full inclusion of the cultural perspectives of the full range of social and cultural groups in the organization.
- _____ 18. There are policies and practices that are intended to keep members of specific social and cultural groups out of the organization.
- _____ 19. The required skills, credentials, and style of behavior expected by this organization give advantage to members of the majority group.
- _____ 20. Statements about the organization's values do not suggest any interest in increasing the diversity, or interest in attending to the various forms of discrimination in the workplace.
- _____ 21. The interactions between employees are generally free of overt bigoted attitudes and behaviors.
- _____ 22. Managers are provided with training that will help them handle the unique situations that will arise in a diverse workforce.
- _____ 23. Traditionally marginalized communities are expected to learn and embrace the skills and style of the majority group in the organization.
- _____ 24. There are requirements for working in this organization that intentionally exclude members of specific social and cultural groups.
- _____ 25. There is balanced representation of all social and cultural groups at all levels of the organization.
- _____ 26. There are training programs available to provide all managers with the capacity to fully capitalize on the resources available in the diverse workforce.
- _____ 27. There is an initiative in place that will bring about full representation of all social and cultural groups in the organization.
- _____ 28. The organization's management practices increase the chances for the full realization of the strengths that exist in the diverse workforce.
- _____ 29. Managers concentrate on getting the right "number of members of traditionally marginalized communities" in the organization.
- _____ 30. While there has been a significant increase in the diversity in the workforce, there is still very little diversity in those roles that are central to the organization's mission or in those roles where the power rests.

MULTICULTURAL ORGANIZATION DEVELOPMENT ASSESSMENT SUMMARY SHEET

Instructions: Using the Multicultural Organization Development Assessment on the previous pages, transfer the rating you gave each item to the corresponding block. As an example, if on the Assessment you rated #17 as a 4, locate block number 17 in the grid below and write in 4.

Next, total each column. The vertical column with the largest total shows the dominant stage of development for your organization.

Then, using the column heading of the largest vertical column total, locate and read that description as shown on the following pages. The horizontal total shows the most dominant among the stage indicators. Use the horizontal column totals to identify highest performing areas (highest score, may not need as much attention) and lowest performing areas (lowest score, indicates a focus need).

	Exclusionary	"The Club"	Compliance	Affirmative	Redefining	Multicultural	Stage Indicator
Goals and Values	11	20	2	6	14	17	
Personnel Profile	18	1	12	30	27	25	
Technology	24	19	23	13	3	8	
Management Practices	5	9	29	22	26	28	
Awareness and Climate	4	10	7	21	15	16	
Stage Totals:							

Adapted from New Perspectives, Inc. for One Ummah Consulting

See the next page for a description of Stage Indicators.

MULTICULTURAL ORGANIZATION DEVELOPMENT MODEL FOR ASSESSING STAGES IN THE DEVELOPMENT OF A MULTICULTURAL ORGANIZATION

The following is an overview of the six stages of Multicultural Organizational Development (MCOB). The MCOB indicators focus on each of the five MCOB assessment target areas: Multicultural Values; Multicultural Personnel Profile; Multicultural Technology; Multicultural Management Practices; and Multicultural Awareness and Climate.

Stage One: *The Exclusionary Organization.* The Exclusionary Organization is openly devoted to maintaining the majority group's dominance and privilege. These values are typically manifested in the organization's mission and membership criteria.

Stage Indicators:

- (Values) There are explicit statements made by those in leadership positions that make it clear that diversity is not something that is valued in this organization.
- (Personnel Profile) There are policies and practices that are intended to keep specific social and cultural groups out of the organization
- (Technology) There are requirements for working in this organization that intentionally exclude members of specific social identity groups.
- (Management Practices) The performance appraisal system is intentionally designed and administered in a fashion that discriminates against members of "minority" groups.
- (Awareness and Climate) Bigoted attitudes are openly expressed and acted on in the workplace without negative consequences.

Stage Two: *"The Club".* The Club describes the organization that stops short of explicitly advocating anything like the "majority" group's supremacy, but does seek to maintain the privileges for those who have traditionally held social power. This is done by developing and maintaining missions, policies, norms and procedures seen as "correct" from their perspective. The club allows a limited number of people from other social identity groups into the organization provided that they have the "right" perspective and credentials.

Stage Indicators:

- (Values) Statements about the organization's values do not suggest any interest in increasing the diversity or, interest in attending to the various forms of discrimination in the workplace.
- (Personnel Profile) There is little or no diversity in the workforce, and there are no initiatives in place to increase the diversity.
- (Technology) The required skills, credentials, and style of behavior expected by this organization give advantage to "majority" group members.
- (Management Practices) "Minority" group members are allowed access into those roles that are stereotypic for their group as long as they do their best to "get along" and "don't make waves."
- (Awareness and Climate) Bigoted attitudes and behaviors are subtle but visible and generally go unchallenged.

Stage Three: *The Compliance Organization.* The Compliance Organization is committed to removing some of the discrimination inherent in the “club” by providing access to members of social identity groups that were previously excluded. However, it seeks to accomplish the objective without disturbing the structure, mission and culture of the organization. The organization is careful not to create “too many waves” or to offend or challenge its “majority” employees or customers’ bigoted attitudes or behaviors.

The Compliance Organization usually attempts to change its social diversity profile by actively recruiting and hiring more “non-majority” people at the bottom of the organization. On occasion, they will hire or promote “tokens” into management positions, usually staff positions. When the exception is made to place a “non-majority” person in a line position it is important that this person be a “team player” and that s/he be a “qualified” applicant. A “qualified team player” does not openly challenge the organization’s mission and practices, and is usually 150% competent to do the job.

Stage Indicators:

- (Values) Those in leadership positions make explicit statements that indicate a strong commitment to increase the diversity in the workforce.
- (Personnel Profile) The organization is slowly increasing the diversity in the workforce, but most of the diversity is at the bottom of the organization.
- (Technology) “Minority” group members are expected to learn and embrace the skills and style of the majority group in the organization.
- (Management Practices) Managers concentrate on getting the right “number of minorities” in their organization
- (Awareness and Climate) There is a prevailing belief that “minority” people are being given unfair advantage (reverse discrimination)

Stage Four: *The Affirmative Action Organization.* The Affirmative Action Organization is also committed to eliminating the discriminatory practices and inherent advantage given members of the “majority” group in The Club by actively recruiting and promoting members of those social groups typically denied access to the organization. Moreover, the Affirmative Action Organization takes an active role in supporting the growth and development of these new employees and initiating programs that increase their chances of success and mobility. All employees are encouraged to think and behave in a non-oppressive manner, and the organization may conduct awareness programs toward this end.

Stage Indicators:

- (Values) There are statements made by the leadership that indicate a desire for members of all groups to have an opportunity to assimilate and to contribute in the existing organizational culture.
- (Personnel Profile) While there has been a significant increase in the diversity in the work workforce, there is still very little diversity in those roles that are central to the organization’s mission or in those roles where the power rests.
- (Technology) There are training and mentoring initiatives designed to increase the chances for success of “minorities” in the organization.
- (Management Practices) Managers are provided with training that will help them handle the unique situations that will arise in a diverse workforce.
- (Awareness and Climate) The interactions between employees are generally free of overt bigoted attitudes and behaviors.

Stage Five: *The Redefining Organization.* The Redefining Organization is a system in transition. This organization is not satisfied with just being “non-oppressive.” It is committed to working toward an environment that goes beyond “managing diversity” to one that “values and capitalizes on diversity.” This organization is committed to finding ways to ensure the full inclusion of all social identity group perspectives as a method of enhancing the growth and success potential of the organization.

The Redefining Organization begins to question the limitations of relying solely on the one cultural perspective as a basis for the organization’s mission, operations, and product development. It seeks to explore the significance and potential benefits of a multicultural workforce. This organization actively engages in visioning, planning and problem solving activities directed toward the realization of a multicultural organization.

Stage Indicators:

- (Values) There are explicit statements made by those in leadership positions that make it clear that there is a value for working toward the full inclusion of cultural and social diversity in the organization.
- (Personnel Profile) There is an initiative in place that will bring about full representation of all social and cultural groups in the organization.
- (Technology) The organization is working toward the inclusion of all cultural and social perspectives in its operations.
- (Management Practices) There are training programs available to provide all managers with the capacity to fully capitalize on the resources available in the diverse workforce.
- (Awareness and Climate) The organization initiates and supports programs designed to improve the chance that members of all social and cultural groups will feel like full citizens in the organization.

Stage Six: *The Multicultural Organization.* The Multicultural Organization reflects the contributions and interests of diverse cultural and social groups in its mission, operations, and products or service; it acts on a commitment to eradicate social oppression in all forms within the organization; the multicultural organization includes the members of diverse cultural and social groups as full participants, especially in decisions that shape the organization; and it follows through on broader external social responsibilities, including support of efforts to eliminate all forms of social oppression and to educate others in multicultural perspectives.

Stage Indicators:

- (Values) The organization has a mission and value statement that expresses a value for the full inclusion of the cultural perspectives of the full range of social and cultural groups in the organization.
- (Personnel Profile) There is balanced representation of all social and cultural groups at all levels of the organization.
- (Technology) The organization fully incorporates compatible styles in its day to day operations.
- (Management Practices) The organization’s management practices increase the chances for the full realization of the strengths that exist in the diverse workforce.
- (Awareness and Climate) All employees feel like full citizens in the organization.

The Fundamentals of Diversity and Inclusion Training

Diversity training is a fundamental component of a diversity initiative. The purpose of training is not only to increase awareness and understanding of workplace and client/customer diversity, but also to develop concrete skills that will facilitate enhanced communications and contributions among stakeholders. Diversity training augments the implementation of any diversity and inclusion initiative and promotes effective positioning for growth.

ELEMENTS OF AN EFFECTIVE DIVERSITY AND INCLUSION CURRICULUM

- Introduction to Diversity and Inclusion Issues: Exploring Our Cultural Assumptions
- Beyond Awareness: Building Cultural Competence
- Managing a Diverse and Inclusive Workforce
- Preventing Harassment
- Culturally Competent Customer Service
- Achieving diverse mix of staff and board representation
- Performance management and coaching in a multicultural environment

Moving Forward...

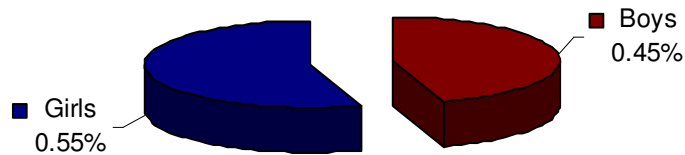
Today's highly competitive and diverse markets provide unique opportunities for strong and visionary leadership to develop inclusive organizations. Together we can implement these steps with periodic reviews at local and national levels. Annually, we are committed to reviewing our collective efforts on diversity in comparison to national demographic changes.

Through our rich history and commitment to diversity we are positioning to reach all children with the gift of mentoring.

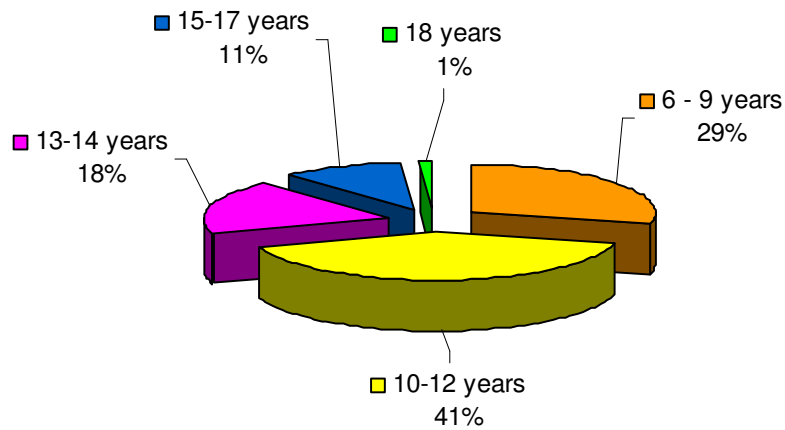
Appendix A: Diversity Charts

2007 CHILDREN SERVED BY AGE AND GENDER

GENDER

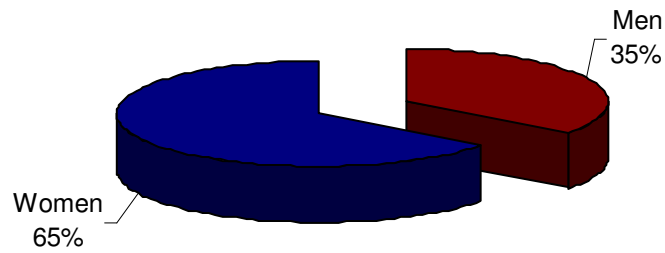


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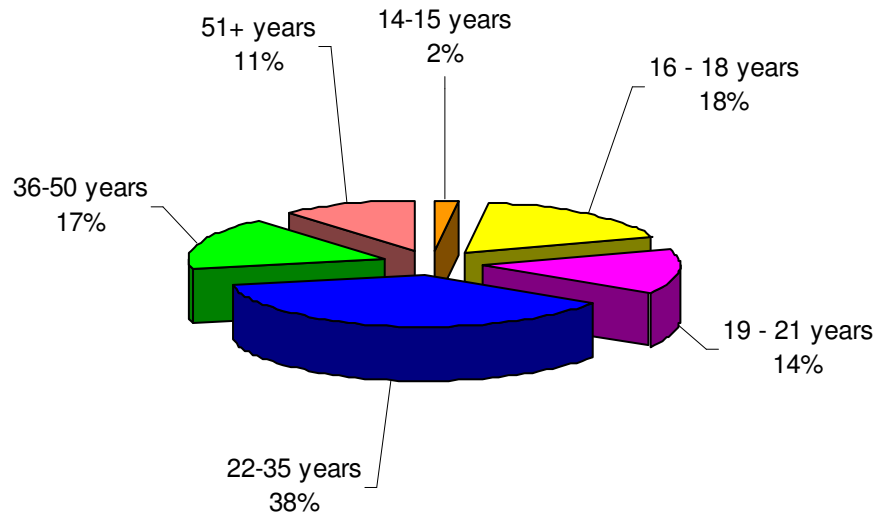


2007 VOLUNTEERS BY AGE AND GENDER

GENDER

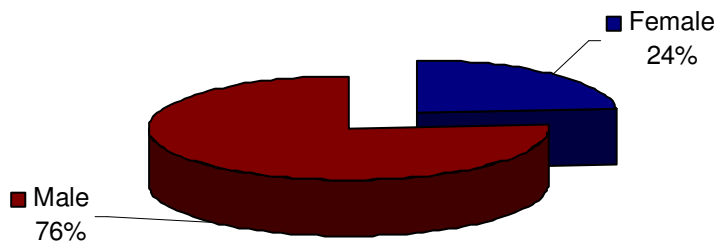


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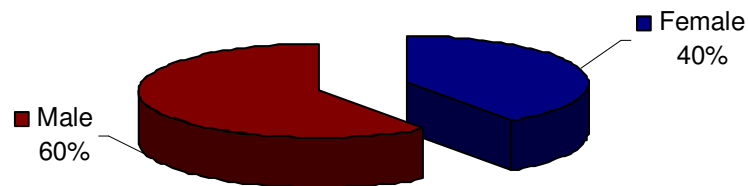


2007 VOLUNTEER BOARDS BY GENDER

NATIONAL BOARD

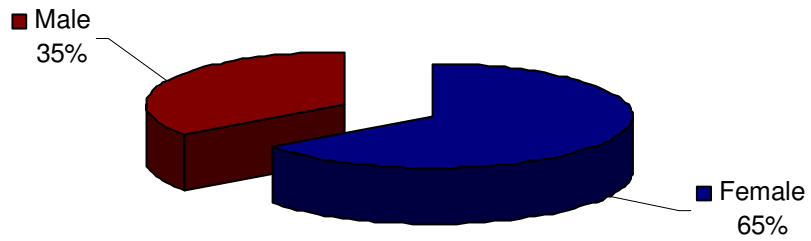


LOCAL AGENCY BOARDS

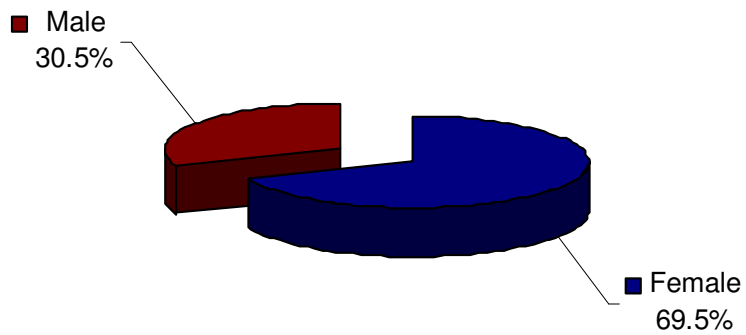


2007 LEADERSHIP EMPLOYEES BY GENDER

NATIONAL LEADERSHIP

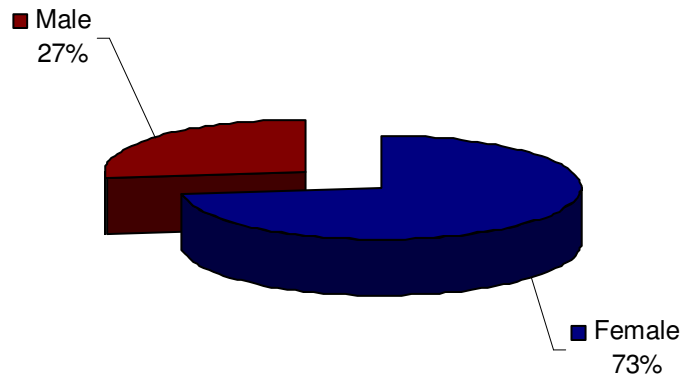


LOCAL AGENCY LEADERSHIP

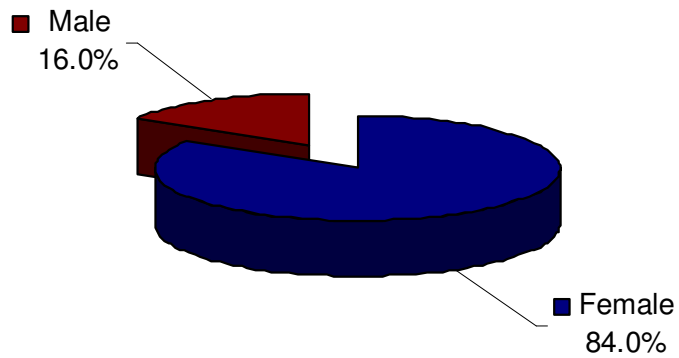


2007 STAFF EMPLOYEES - GENDER

NATIONAL STAFF



LOCAL AGENCY STAFF



Appendix B: Lexicon of Appropriate Terms

WHEN REFERRING TO:	USE:	INSTEAD OF:
Women	Women	Girls, Ladies, Gals, Females
Black People	African-Americans, Caribbean-Americans, black people, people of color	Negroes, Minorities, Colored people
Asian People	Asian-Americans, Japanese, Koreans, Pakistanis, etc.; differentiate between foreign nationals and American born; people of color	Minorities
Pacific Islanders	Pacific Islanders, Polynesians, Maoris, etc.; use of island name, e.g., Cook Islanders, Hawaiians; people of color	Asians, Minorities
American Indians	American Indians, native Americans; name of tribe, e.g., Navajo, Iroquois; people of color	Minorities
People of Hispano- Latin- American origin	Latinas/Latinos , Chicanas/ Chicanos; use country of national origin, e.g., Cubanos, Puerto Ricans, Chileans; people of color; Hispanics	Minorities, Spanish-surnamed
Gay men and lesbians	Gay men, lesbians	Homosexuals
Differently abled people	Differently abled, developmentally disabled, physically disabled, physically challenged	Handicapped, Crippled
White People	European-Americans; use country of national origin, e.g., Irish-Americans, Polish-Americans; white people	Anglos, WASPs
Older/Younger Adults	Older adults, elderly, younger people, young adults	Geriatrics, Kids, Yuppies

The Diversity Tool Kit, *Making Diversity Work: The What and How for Managers and Trainers*, Lee Gardenswartz and Anita Rowe, McGraw-Hill Companies. 1999