

Self – Assessment Tool – NFHS **Minority Inclusion Project**

INSTRUCTIONS:

The following tool was developed to help a state/provincial association assess their diversity and inclusionary efforts in regards to staff and workforce as defined in the MIP document under the "Use of Terms" section. As stated in the toolkit, "underrepresented groups must be recognized, included and valued." This can only be achieved by developing a strategy and putting intentional and conscientious actions in motion.

Creating a Culture of Inclusion is the goal, but the journey to attain a diverse and inclusive workforce is a fulfilling and satisfying process. As with any good program, a strategy is needed to execute a concerted effort to identify and improve minority participation. This work has to be intentional, institutionalized, sustainable, and supported by top level management. This tool is one of a number of instruments available for honest and sincere internal reflection.

Step	Action
1	Review the Rationale for Minority Inclusion Program and Forming a Foundation sections in the MIP toolkit.
2	Review briefly the descriptions of the continuum overview of the five stages of Creating a Culture of Inclusion chart. After reviewing the Continuum Overview Stages, complete the Self-Assessment Tool beginning with the Behaviors and Beliefs Categories and then completing the Summary Chart.
3	Discuss the results of your assessment with your upper management.

Continuum Overview Stages

CREATING A CULTURE OF INCLUSION

General Characteristics	Pre-Awareness	Diversity Awareness	Transitional Period	Intentional Inclusion	Culture of Inclusion
<p>These stages are dynamic and overlap. Most organizations will exhibit characteristics spread across several stages simultaneously as they transition from Pre-Awareness to a Culture of Inclusion.</p>	<p>The majority of the staff and leadership team are unaware that bias is an issue for diverse groups.</p> <p>Homogeneous groups are the norm.</p>	<p>There is an awareness that bias exists and that diverse groups are negatively impacted by it.</p> <p>Intellectual struggle around what is "fair" and how to "fix" the problem.</p>	<p>Institutional culture change gains momentum through special advocacy programs, (e.g. NFHS Minority Women Coaches) and leadership focusing on issues of diversity.</p>	<p>Institutional culture change is accepted and embraced. Most of the group involved are able to accept and articulate why and how diversity is integral to the association's growth and success.</p>	<p>Association achieves a new culture of inclusion. Valuing diversity is no longer "separate" program, but is organic to the organization. Naturally woven into decision making, resource allocation, hiring of executive staff, selection of ancillary workers, vendors, and social interactions.</p> <p>Diverse groups are the norm.</p>

<p>Examples of Typical Behaviors and Beliefs</p>	<p>Conversations include discussion of "Diversity vs. Excellence vs. Competence vs. Availability" as if they are mutually exclusive concepts.</p>	<p>Individuals believe that barriers exist for different groups.</p> <p>Issues related to diversity and diversity-related services are typically delegated to under-represented minorities and women.</p>	<p>People struggle with how to be inclusive and how to value differences.</p>	<p>Discussions consciously include how diverse workforce may be affected by any decision, policy or program being considered.</p> <p>Improving the climate for diverse groups and retaining diverse individuals is seen as a responsibility shared by everyone.</p>	<p>Inclusiveness and diversity are institutionalized and assumed to be part of "standard operation procedures."</p>
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Self-Assessment Tool

BEHAVIORS and BELIEFS CATEGORIES

*Circle the statement in each of the six categories that **best** describes your association's behaviors and beliefs regarding diversity and inclusion. If you feel that multiple statements are equally descriptive of your association, then circle each one and include all your responses as you mark the Summary Chart on the last page of the assessment.*

1. Leadership (Think about board and executive committee leadership in your state.)

- a. Leadership is silent on the importance of staff diversity.
- b. Leadership is silent on the importance of other diverse ancillary (officials, vendors, ticket takers, media stewards, medical personnel, etc...) individuals.
- c. Leadership includes the importance of diversity in all major communications and includes it in the association's mission and belief statement(s).
- d. Leadership has incorporated diverse groups in planning for upcoming state association events and meetings.
- e. Leadership has created an environment that minority and other underrepresented groups are valued and part of the fabric of the association's day to day operations.

2. Strategic Planning

- a. Diversity elements are not discussed and do not appear in the association's strategic plan.
- b. Diversity elements are not communicated in written or electronic media format when promoting the association.
- c. Diversity elements are retrofitted into planning as an afterthought by "counting heads" and not as an integral value-added component.
- d. Diversity elements are incorporated in all planning of the association's business without special consideration or diversity metrics involved.

3. Identification and Exposure

- a. No thought is given to identifying minority candidates to bid for any work or services that the association has need to purchase.
- b. No initiatives have been developed for minority firms to "learn" how to do business with the state association (e.g. Vendor's Open House).
- c. Few if any professional alliances that support underrepresented staff provide viable candidates, provide product or service opportunities have been developed or nurtured.
- d. Few if any presentations are given at high school, college or career day affairs to expose the association and its work to underrepresented individuals.
- e. Special attention is given to identifying underrepresented individuals during the course of the academic school year for official recruitment and committee work.
- f. There is outreach to local community colleges and major universities to offer internship and career opportunities.

4. Recruitment and Retention

- a. There is no thought or discussion to recruiting any underrepresented individuals as staff, committee members or ancillary workforce.
- b. There is no thought or discussion to recruiting or making inquiries to any underrepresented vendors regarding doing business with the association.
- c. There is no thought or discussion to develop or advance minority officials with a "Big Brother/Sister" program within their chapters or boards.
- d. Exit interview questions are created to better understand the impact of the of minority retention initiative.
- e. Special programs are designed to help mentor, advance and retain underrepresented groups and women exist.
- f. Existing orientation program(s) established to assist all new staff, committee members, ancillary workforce, and interns in understanding the expectation of the association and their commitment to diversity and inclusion integration.

5. Accountability

- a. Accountability is only to the corresponding federal government entity that requires compliance with Affirmative Action policies.
- b. Internal measures include "counting heads" and increasing numbers to be numerically better than years past. Internal rewards or admonishments for not having an inclusion strategy do not exist.
- c. Lack of diversity strategy or inclusion is not part of executive director's performance evaluation.
- d. Strengths, Weaknesses, Opportunities and Threats (SWOT) assessment is evaluated and analyzed in relation to diversity and inclusion issues and reported in the "State of the Association" address or annual meeting to the association's membership.
- e. Measurable goals are identified to increase diversity and inclusion in the association's workforce.
- f. Realization that diversity and inclusion throughout the association's enterprise is important and is understood for the success of the association's work.

6. Common Behaviors and Beliefs

- a. Internal conversations reference "diversity vs. excellence vs. competence vs. availability," considering them as separate and distinct elements.
- b. Diversity issues and diversity-related service are delegated to underrepresented minorities and women as "their" tasks.
- c. People struggle with how to be inclusive and value differences.
- d. Discussions consciously include how diverse workforce may be affected by any decision, policy or program being considered.
- e. Improving the climate for diverse groups and retaining diverse individuals is seen as a responsibility shared by everyone.
- f. Inclusiveness and diversity are institutionalized and assumed to be part of "standard operation procedures."

Self-Assessment Tool Summary Chart

CREATING A CULTURE OF INCLUSION

Place an X in the grid below that best corresponds with the Continuum Overview stage of Creating a Culture of Inclusion, using your circled statements above that describe your association's behaviors and beliefs. Do this for each of the six categories in the behaviors and beliefs section of the assessment. Refer frequently to the Continuum Overview to match your association's perceived actions and sentiments with the stages associated with Creating a Culture of Inclusion (Pre-Awareness, Diversity Awareness, Transitional Period, Intentional Inclusion, and Culture of Inclusion).

Stages	Pre-Awareness	Diversity Awareness	Transitional Period	Intentional Inclusion	Culture of Inclusion
Categories					
Leadership					
Strategic Planning					
Identification and Exposure					
Recruitment and Retention					
Accountability					
Common Behaviors and Beliefs					

This chart shows a continuum of cultural change from "Pre-Awareness" to a full "Culture of Inclusion." The distribution of your X's in the columns provides a "snapshot" of your association's diversity and inclusion culture relative to each dimension. Your association may be at different stages relative to each dimension which may suggest a need for more targeted planning and coordination around the dimensions where there are very few X's.

Congratulations! Please remember regardless of where your association falls on the continuum to a "Culture of Inclusion," you have taken the first step to measure where your association stands on the issue. By accepting this challenge, current and future underrepresented individuals will be appreciative of your leadership to enrich your state association through diversity and inclusion.