

# *Social-Emotional Learning as a way of supporting diversity*

*Strengthening the Capacity to Lead  
in Contemporary Organizations*

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# The Agenda

- Introduction (3-5 minutes)
- Icebreaker (5-7 minutes)
- Presentation (15-20 minutes)
- Conversation (30 minutes)

# Workshop Objectives

- Discuss the concept of “*differing abilities*” in organizational settings
- Introduce *Social-Emotional Learning theory* as a way of supporting diversity
- Examine the link between “*differing abilities*” and “real-time”, “real-world”, & “real-life” experiences
- Explore *Social-Emotional Learning theory* in the context of diversity management and career mobility
- Define actionable strategies to incorporate *Social-Emotional Intelligence* core abilities and Benchmarks competencies in pursuit of personal and professional goals

# Diversity

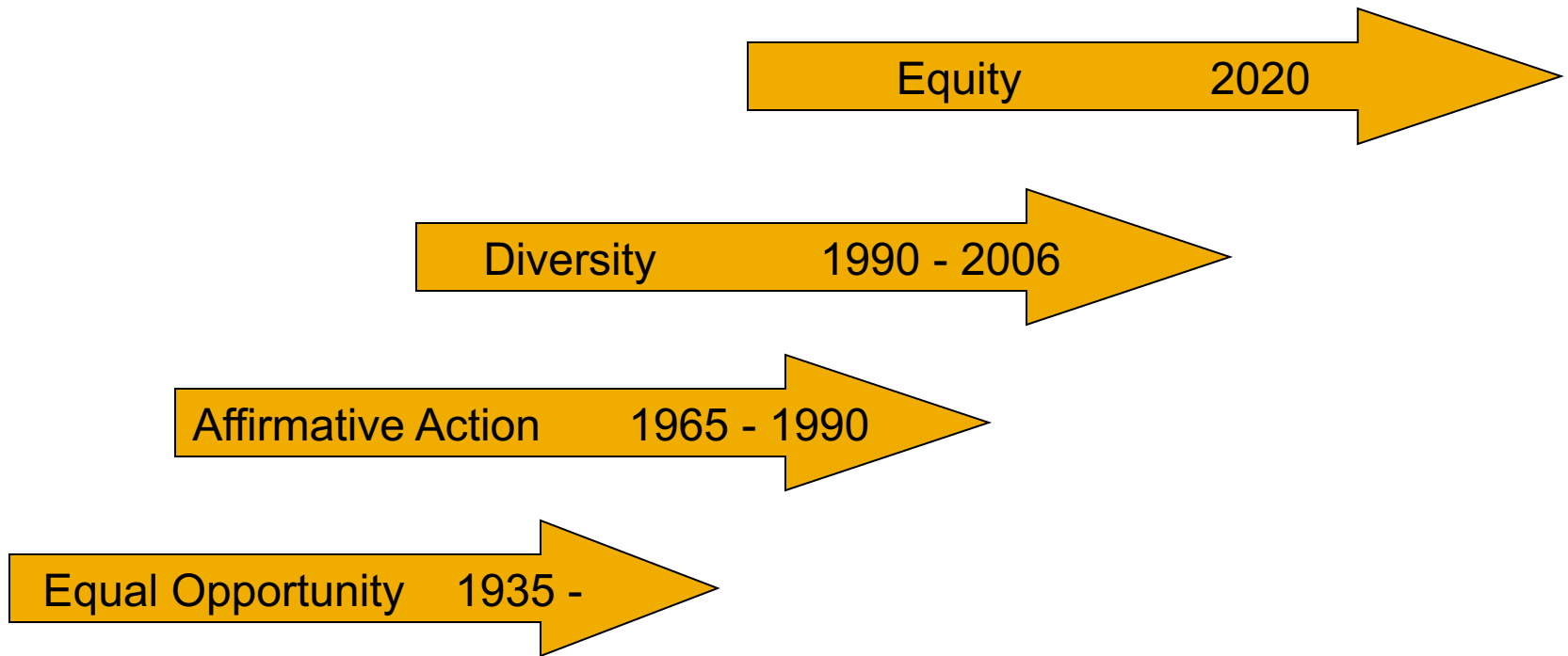
- **Diversity is a “systematic process” to:**
  - Keep the promises we make to entrants – creating the space that allows them to make the contribution we have hired and invited them to make. To do so, we must...
    - Recognize, acknowledge and value differences
    - Incorporate differences in policy, practices and encounters
    - Foster cultural learning experiences that facilitate discovery and achievement of organizational goals using all resources available

# History of Diversity Laws

- Title VII of the Civil Rights Act of 1964 (Title VII) *prohibits employment discrimination based on race, color, religion, sex or national origin*
- Equal Pay Act 1963 (EPA) *protects men and women who perform substantially equal work in the same establishment from sex-based wage discrimination*
- Age Discrimination in Employment Act of 1967 (ADEA) *protects individuals who are 40 years of age or older*
- Title I and Title V of the Americans with Disabilities Act 1990 (ADA) *prohibits employment discrimination against qualified individuals with disabilities in the private sector, and in state and local governments*
- Sections 501 and 505 of the Rehabilitation Act of 1973 *prohibits discrimination against qualified individuals with disabilities who work in the federal government*
- Civil Rights Act of 1991 *provides monetary damages in cases of intentional employment discrimination*
- Title IX *prohibits discrimination based upon gender*



# Diversity Timeline



# The Presentation...

## **Question:**

What are the ethical, pragmatic and legal implications of persons with “differing abilities” in organizations?

## **Answer:**

Implications of persons with “differing abilities” are complex, far reaching and a function of the level of institutional commitment.

# Levels of Commitment for “Differing Abilities” Initiatives

1. Compliance
  - Focus = legislation and policy, avoidance of litigation, preservation of status quo
  - Human system composed of “beneficiaries” and “victims”
- Reactive Diversity
  - Episodic, short-term, issue and problem oriented
  - Frequent cycles: crisis, problem recognition, action, great expectations, disappointments, dormancy and another crisis
- Proactive Diversity
  - Penetrating, significant and sustained efforts for culture changes, usually subsumes compliance and reactive initiatives
  - Begins with taking a hard look at the system, re-thinking *the way* and the *who* and the *why* of everything





# 7 Reasons Diversity Initiatives Fail

- Lack of commitment at the top
  - Initiatives must be lead by key leaders in the organization
- Failure to assess the organization's environment
  - Hiring practices, overall culture, interpersonal relationships, views about diversity and promotion practices
- Over emphasis on recruitment and hiring
  - Must insure the work environment supports a diverse staff. Culturally effective systems and practices must be implemented with measures and monitors for progress
- Failure to include diversity objectives in the organization's strategic plan
  - Organization vision must have goals for hiring, retention, professional development, communication, promotion, mentoring, etc.
- Lack of understanding of diversity phases
  - Diversity develops along a continuum. Define diversity, identify problems and opportunities, provide education and awareness, develop leadership plan and business case for diversity, a clear vision and well defined goals.
- Ignoring the importance of training and development
  - Create opportunity to explore views, misconceptions around important issues
- Cultural incompetence
  - Jatrine Bentsi-Enchill

# Cultural Competence requires:

- Defined set of values and principles and demonstrate behaviors, attitudes, policies and structures that enable them to work effectively cross-culturally
- Have the capacity to:
  - Value diversity
  - Conduct self assessment
  - Manage, appreciate and leverage the dynamics of difference
  - Acquire and institutionalize cultural knowledge
  - Adapt to diversity and the cultural contexts of their employees and the clients and communities they represent
  - Think of cultural competence as fertile ground upon which to plant, grow and develop a successful recruitment, retention and firm wide cultural diversity program.



# Developing Emotional Competence

- Assess the job or position – *Competencies required - internal*
- Assessment of the Individual – *360\* feedback*
- Gauge readiness for change – *Reflection & goal setting for changes*
- Motivate – *Monthly sessions for training & development - cohort*
- Make changes self-directed – *Benchmarks for planning*
- Set clear and manageable goals – *Personal accountability*
- Give performance and personal feedback – *Mentors assigned*
- Encourage practice – *Reinforcement in sessions & Capstone*
- Arrange support – *Regular sessions with Mentors*
- Provide role models – *Mentors & other managers*
- Encourage and reinforce change – *internal support systems*
- Evaluate – *Performance reviews*



# What Employers Want

- Ability to learn on the job
- Competence in reading, writing and mathematics
- Adaptability
  - creative responses to setbacks and obstacles
- Personal management
  - confidence,
  - motivation to work toward goals
  - a sense of wanting to develop one's career and take pride in accomplishments
- Group and interpersonal effectiveness
  - cooperativeness and teamwork
  - skills at negotiating disagreements
- Effectiveness in the organization
  - wanting to make a contribution
  - leadership potential

# First steps

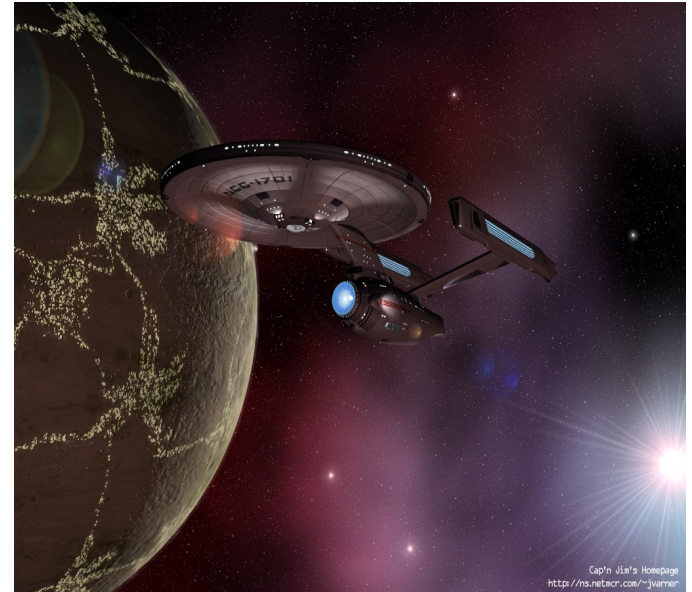
- Create a common sense of the notion and definition of “diversity”
- Institute an “inclusive process” to begin to define how “we do” diversity
- Implement Professional Development and Faculty Development
- Consider comprehensive initiatives that promote diversity and coordinate existing efforts
- Establish measures and accountabilities
- Build strong relationships

# On the Edge of Forever ...



Present State

*State of  
Ambiguity*



Future State