Tools and Guidance that OBM can Provide in the Service of Diversity, Equity, and Inclusion
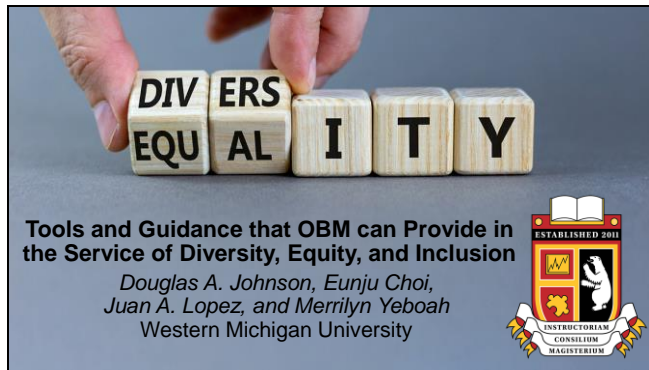DOUGLAS A. JOHNSON, Eunju Choi, Juan A. Lopez, and Merrilyn Akpapuna
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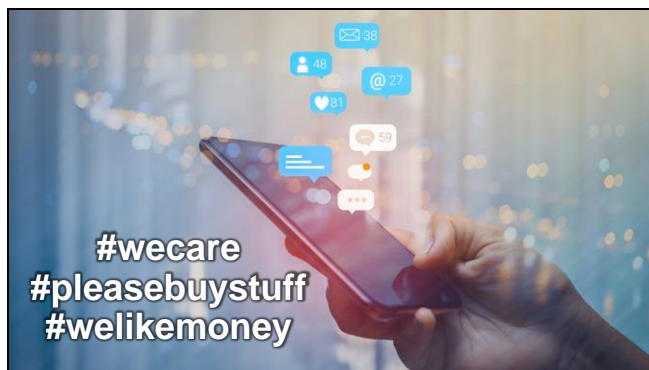Correspondence: behavioranalyst@gmail.com

Slide 1

Slide 2

- Relevance of Instructional Design and Organizational Behavior Management to training new ways of behaving and enacting systemic change
- Both business and educational organizations

Slide 3

- Both customers and employees demanding more than performative allyship
- Not enough to claim to be progressive; need to examine own oppressive policies, practices, and procedures

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Slide 4

- Hundreds of hours spent crafting value and mission statements that all say the same vague values to the point that CEOs cannot distinguish their statements from the statements of vastly different organizations

Slide 5

- Gilbert: "Missions that define the basic purpose of institutions and subcultures, and require programs of action" (Gilbert, 1996, p. 118).
- Programs of actions implies a delegation of roles and responsibilities. Duties and Supplies come next.
- If these steps aren't aligned, you will get all talk or a committee that spins its wheels.
- Easily forgotten, despite the fact committees will spend weeks/months on crafting a message with just the right wording, yet no action plan, no roles, no responsibilities, no duties, and most critically, no supplies

Slide 6
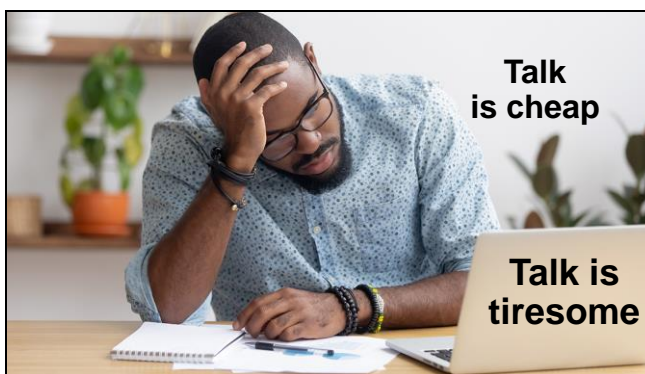
- The outcome without a plan of action
- Diversity and multiculturalism efforts couched in vague language
- Does not easily lend itself to pinpointed behaviors or results that can be achieved by business leaders, researchers, or practitioners.
- In the end, we just talk
- Talk alone loses trust

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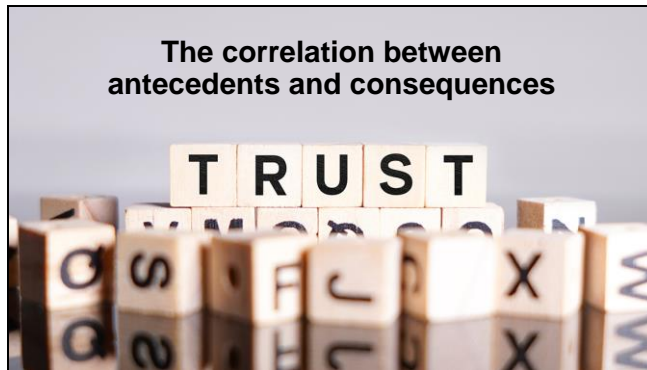DOUGLAS A. JOHNSON, Eunju Choi, Juan A. Lopez, and Merrilyn Akpapuna
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Slide 7

The correlation between antecedents and consequences

T R U S T

- Daniels: "Trust is measured behaviorally by the correlation between antecedents and consequences. In other words, those who always do what they say are trusted; those who don't are not trusted."

Slide 8

When inequity is everywhere, how do you decide what to target?
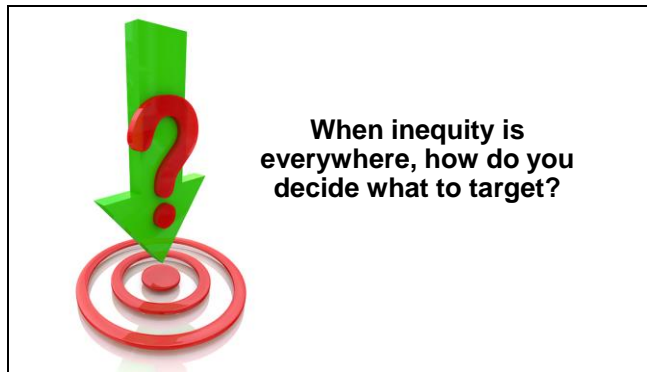
- Two threats: Let's find the one thing that will solve everything and everything needs to be solved (ONE vs. ALL problems)
- Gilbert's PIP: The ratio of exemplar's performance to typical performance, the PIP (potential for improving performance)
- Or low hanging fruit (behavioral momentum)
- Or finally, what do you have any control over? If we don't have any control over an issue then we shouldn't be trying to focus on it.

Slide 9

What does justice look like and how do you know when you've arrived?
(or at least, going in the right direction)

- Borrow a page from Performance-Based Instruction (Brethower, Smalley, and Mager):
- Where are we going? (GOAL) Mission statements and exemplars—if we can't realistically arrive, then what are sub-goals we can arrive at
- How shall we get there? (PROCESS)
- How will we know we've arrived? (MEASURES)

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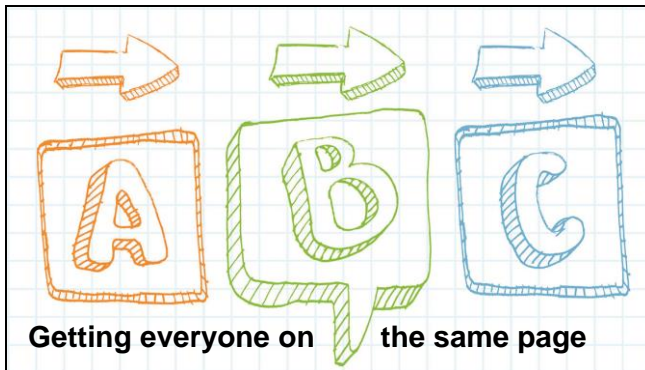DOUGLAS A. JOHNSON, Eunju Choi, Juan A. Lopez, and Merrilyn Akpapuna
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Slide 10

Getting everyone on   the same page

- Behavioral view of semantics: Identifying the stimulus classes that control our tacts
- What features evoke labels such as:
  o That place is progressive
  o That organization is supportive
  o That person is an ally
  o This is a diverse workplace
  o This is NOT a diverse workplace
- Progressive, supportive, ally, diverse are all stimulus classes with multiple attributes

Slide 11

Map out the process and learn the lanes

- Process mapping tool
- Your traditional org hierarchy does NOT show how policies and procedures get implemented
- Then make sure all the players are accounted for
- Who is involved in the:
  o Admissions process?
  o Financial support?
  o Hiring and retention?

Slide 12

You cannot build the process alone

- As a sole individual, you are almost guaranteed to lose.
- Networks will build more change than individuals; bring others into your community and extend yourself into other communities

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Slide 13

- Example of noble and less-than-noble motivations: The old rivalry between safety and productivity
- If noble motivations were enough, we probably wouldn't have any problems to solve
- Whoever is benefitting from the status quo is your enemy of change
- You have to either work around them or demonstrate how they can get the same/similar reinforcers under a new system
- For example, the marketability of diverse talent
- Executive diversity for product innovation

Slide 14
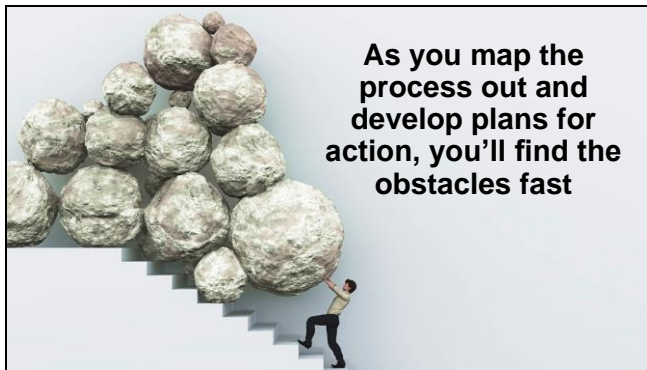
- If it wasn't already clear to you, you'll soon find out the systemic and institutionalized racism isn't just a meaningless abstraction or meaningless phrase.
- Gatekeeping throughout history
- Recent legal changes that have led to a persistent decline in BIPOC enrollment at major universities and the perpetuation of inequity.

Slide 15

- Looking at the lack of social contingencies for those breaking through the barriers
- How to measure and remedy?

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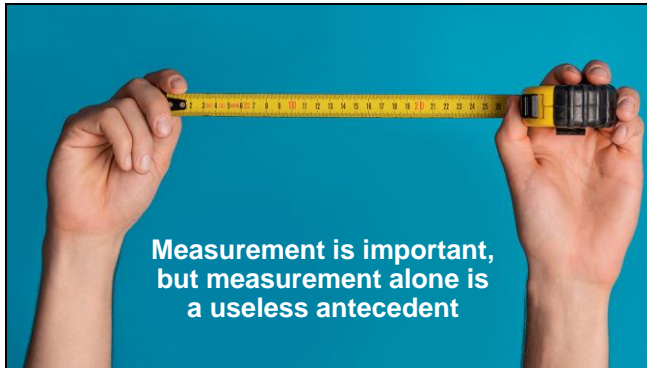DOUGLAS A. JOHNSON, Eunju Choi, Juan A. Lopez, and Merrilyn Akpapuna
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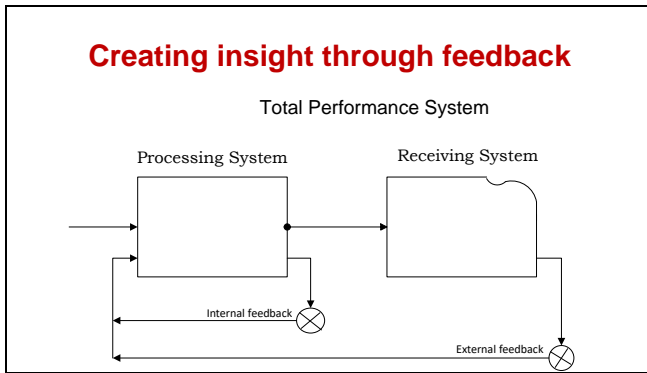Inaugural Black Applied Behavior Analysts Conference
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Slide 16

- Myth: What gets measured gets done
- Daniels: "Too many people in business think that measuring a problem is tantamount to solving it"
- What is essential that we combine measurement with action

Slide 17

- Super system map for conceptualizing and analyzing feedback loops

Slide 18

- One-shot workshops
- Antiracist training by themselves do very little to change actual daily workplace behavior and interactions
- Not surprising for OBM, for we know that training alone rarely solves most organizational concerns
- Short-term educational interventions in general do not change people.

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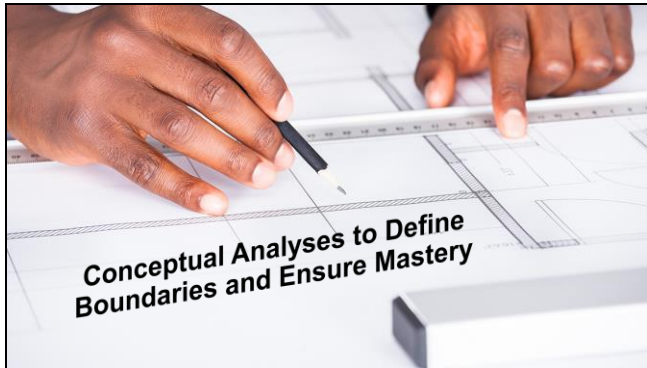DOUGLAS A. JOHNSON, Eunju Choi, Juan A. Lopez, and Merrilyn Akpapuna
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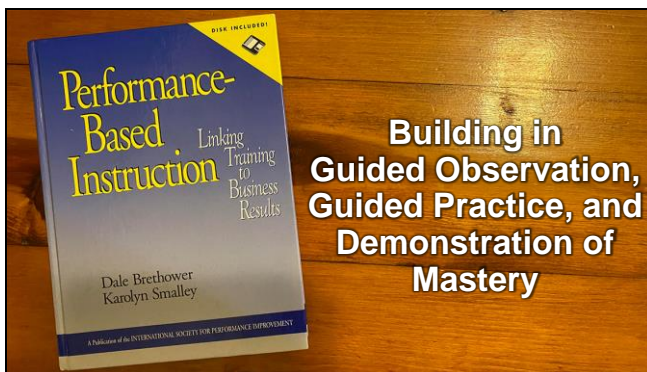Inaugural Black Applied Behavior Analysts Conference
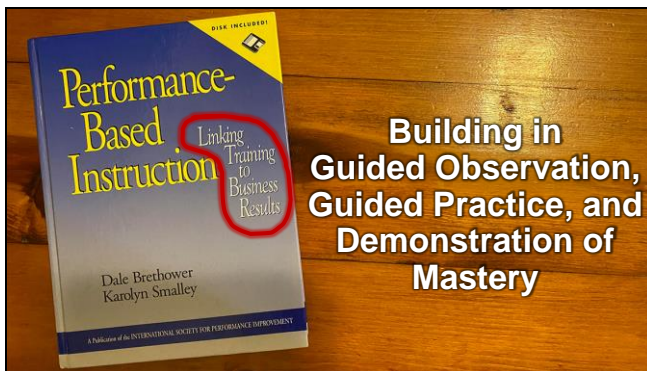Correspondence: behavioranalyst@gmail.com

Slide 19

- Semantics not just for goals, but also for training concepts
- Creating examples and nonexamples of microaggression, tribal membership, etc.

Slide 20

- Performance-Based Instruction:
- Guided Observation (most stop here)
- Guided Practice
- Demonstration of Mastery (fluency, not just accuracy)

Slide 21

- Let me emphasize a critical aspect of any good OBM training approach
- Linking training to business results
- Getting maintenance throughout the system

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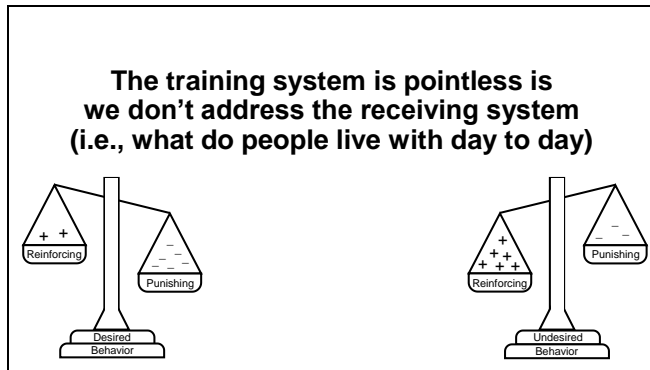DOUGLAS A. JOHNSON, Eunju Choi, Juan A. Lopez, and Merrilyn Akpapuna
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Slide 22

The training system is pointless is we don't address the receiving system (i.e., what do people live with day to day)

- Do you get compensation, recognition, or promotion for diversity or antiracist initiatives?
- Or is all the compensation, recognition, or promotion for competing activities that may displace diversity or antiracist initiatives? (more publications, more clients, more billable hours, more everything else)
- Will diversity and antiracist be out of your own hide and cost you professionally (at minimum in terms of time and opportunities)?
- How do we provide reinforcers for diversity efforts?
- Are the consequences positive, immediate, sizeable, certain, and specific to the individual?
- Or are the consequences negative, delayed, small, uncertain, and specific to the organization?

Slide 23

Managing the white spaces…

IMPROVING PERFORMANCE
HOW TO MANAGE
THE WHITE SPACE
ON THE ORGANIZATION CHART
GEARY A. RUMMLER | ALAN P. BRACHE
Third Edition

- "If you put a good performer against a bad system, the system will win almost every time."

- Rummler and Brache: "if you pit a good performer against a bad system, the system will win almost every time"
- Potentially discouraging!

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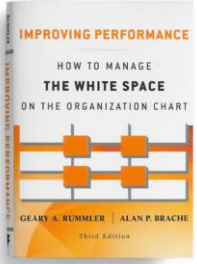DOUGLAS A. JOHNSON, Eunju Choi, Juan A. Lopez, and Merrilyn Akpapuna
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Slide 24

**Managing
the white spaces…**

• "We spend too much of our time 'fixing' people who are not broken, and not enough time fixing organization systems that are broken."

• "We are performance improvement practitioners."

- Be don't forget what else they said
- Rummler and Brache (very next lines): we need to spend our "time fixing organization systems that are broken" and their career was dedicated to outlining tools to accomplish such feats.
- Not just OBMers, if you are a behavior analyst, then you should understand behavior change
- You are a specialist in changing the world
- "We are performance improvement practitioners"
- We all have something to contribute

Slide 25

Thank you!
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