



QB Consultancy Report

EDD 764: 2023

Course Objective:

Enable doctoral students to address a real-world problem in a manner that utilizes theories and frameworks learned from the Organizational Leadership program at Pepperdine University

Contents

NAVIGATING OUR BINDER



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Executive Summary

QB Consultancy partnered with Tidy Communities (TC) to collaboratively address a lack of Diversity, Equity, Inclusion & Belonging (DEIB) especially with the recruitment of board members and volunteers from the neighborhoods that they work.

Our team embraced the Design Thinking methodology to approach this problem. We did this because it would foster a deep empathy and understanding of the problem through research and then enable a creative approach to solving the problem with ideation and iterative prototyping.

Leveraging insights uncovered from the methodology, our team developed three solutions for TC.

- BeAJEDI Goals provides a new model for the organization to adopt that emphasizes Belonging, Accessibility, Justice, Diversity, and Inclusion.
- Recruitment Strategy emphasizes relationship building in communities. Further, it reframes how TC thinks about its Volunteers and Board of Directors.
- The Evaluation Mechanism comprehensively adapts Hendry's Whole Change Through Learning Theory Model to provide a step-by-step guide for TC changing their organization and its culture to embrace BeAJEDI.

Our Team





JOSUÉ BARAJAS

Josué Barajas is a seasoned professional with experience in the non-profit and higher education sectors. He has worked with populations of all age groups and backgrounds. Josué is a first-generation Latino male who holds a bachelor's degree in Sociology and a minor in Education from the University of California, Santa Cruz (UCSC). He holds a master's degree in Organization and Leadership from the University of San Francisco and is currently pursuing a doctoral degree in Organizational Leadership from Pepperdine University.

Josué has worked for the University of California system, California Community Colleges system, Head Start Program and is currently working at Second Harvest Food Bank Santa Cruz County (SHFBSCC) as the Chief Programs Officer. In these various roles Josué is an expert in program evaluation, program creation, project management, grant writing, administration, leadership development, crisis management, food insecurity marketing, and fundraising.

Josué takes pride in serving and building his **community**. He has volunteered his time as a youth leader in the outdoor Sierra Club program. Served as a mentor for UCSC students on academic probation. Joined various community led initiatives and currently serves on the Board of Directors for the Court Appointed Special Advocates (CASA) of Santa Cruz County.

Josué strongly believes in Diversity, Equity, Inclusion, and Belonging (DEIB) work, he led the first DEIB board and staff group at SHFBSCC which resulted in the company auditing its practices and changing policies and producers to be more transparent and create spaces of **belonging**. Josué presented his DEIB work titled "Is Cabrillo College really a Hispanic Serving Institution" to other colleagues and administrators that led to college wide changes. Josué enjoys working with organizations and helping them start their DEIB journey.

Josué is an **innovative** thinker and likes to work with teams. In his roles, Josué seeks opportunities to play a vital coaching role in helping team members identify and pursue solutions to complex problems to create and evaluate new strategies. He pushes teams to think outside the box and helps to plan organization wide strategic plans with Key Performance Indicators (KPIs). Josué led county wide focus groups to truly understand the needs the community was facing with food insecurity. The data collected was later used in the UCSC Blum Center Report that highlighted the greater needs of food in the overall county.

Belonging

Community

Innovation



ANUSHA PRABHAKAR

Anusha Prabhakar has acquired over 14 years of employee and customer-focused management and technical experience in the aerospace industry. Projects require strong execution, leadership, organization, interpersonal communication and collaboration skills among team members, peers, leads, senior and executive management and airline field bases. Throughout her career, she has led numerous side passion projects that have revolved around recruitment in STEM fields, talent development, employee engagement, and retention activities. Anusha is proactive in focusing on quality, safety, schedule, streamlined processes, backlog reduction, team building, and increasing team efficiency.



Anusha is currently a senior manager responsible for Structural and Electrical Engineering teams at a large aircraft manufacturing company in southern California. Anusha has held various management roles in the last 4.5 years. Her career started in aircraft structural analysis and later transitioned to service engineering, field service and airline support. Anusha has had many opportunities to represent her company while visiting with commercial airline and USAF customers worldwide. Interacting directly with the customer has taught her invaluable lessons in customer service, communication, quality, safety, being on schedule and the business implications when a project is delayed.

Anusha graduated from a rigorous and competitive 'Leadership Development Excellence' program in 2016 offered by her company. Anusha has led many technical and lean initiatives. As an undergraduate, she interned at her present company and also participated in several NASA internships. She has experience in organizing, planning, and executing large technical events.

Anusha holds a Bachelors of Science degree in Aerospace Engineering from California State University Long Beach, and a Masters of Business Administration with a concentration in Leadership and Managing Organizational Change from Pepperdine University. She is currently pursuing a Doctorate of Education in Organizational Leadership also from Pepperdine University. She earned a certificate in Aerospace Project Management from California Institute of Technology.

Anusha, in 2021, received the "Woman of Color Technology Rising Star" award at her company. In 2016, she was nominated for the "Amelia Earhart Society's Woman of High-Potential" award. In 2009, she received a \$10,000 stipend to intern at NASA Ames Research Center, and also a Service Citation in recognition of "Outstanding Leadership & Dedication" from her undergraduate university.

Anusha's top 5 strengths as assessed by *StrengthsFinder 2.0* are: Empathetic, Communicative, Strategic, Activator, and Futuristic. Her *Teamwork Styles Assessment* are Supportive 28%, Adaptive 26%, Analytical 24%, and Directive 22%. She scored high on Relatedness and Fairness in the SCARF assessment, and is an Influencer as measured by *DiSC*.

Anusha enjoys collaborating with dynamic people that are driven and enthusiastic. In her spare time, when not in school, she enjoys hiking, traveling, crafting and meeting people. She hopes to one day own her own leadership consulting company, or a fun boutique to sell her handmade crafts.

EMPATHETIC

STRATEGIC

CREATIVE

Gaysha Smith



Gaysha Smith has been in education for 20 years and has experience in teaching pre-kindergarten to college-level students. She holds a bachelor's degree in both studio arts and Spanish from California State University, Bakersfield, a Master of Arts in art history, and a Master of Fine Art in studio art from the Academy of Art University in San Francisco, a community college teaching certificate from California State University Dominguez Hills in Carson and

is currently a doctoral student in the organizational leadership program at Pepperdine University and is a graduate of the Kern Community College District's Leadership Academy.

Gaysha is a tenure-track Community College professor who is developing an art history and studio art program in Central California, where she has worked with general student populations and incarcerated students. She has worked for colleges in rural and metropolitan communities in central and southern California. She is an award-winning online instructor, with her course content being used to train faculty in online teaching methods.

Through her experience as an educator, Gaysha has developed programs and training curricula for youth and adults. Her work has led her to participate in both the Kern Community College District Equal Employment Opportunity Committee and the Cerro Coso College Flex committee to ensure equitable hiring practices and meaningful training opportunities for employees.

Gaysha is a practitioner of her skillsets and finds meaning in helping others. As a trained studio artist, art historian, and former art gallery coordinator, she takes on the role of consultant to organizations, including the Boys and Girls Club of Kern County and Taft College's Transition to Independent Living program; services for these types of organizations are pro bono to support community efforts in which she strongly believes. She consults on projects such as art exhibitions, shows, and art auctions, trainings, and community activities.

CREATIVE COMPASSIONATE COLLABORATOR



Value Proposition: provides an ability to intersect human-centered design, operations excellence, and organizational behavior in order to develop sustainable, data-driven innovation.

Tony Tripp

BIOGRAPHICAL SKETCH

Throughout his journey, Tony Tripp has utilized empathy-building methodologies for idea development, immersed himself amongst a varying range of industries, and embraced unique overseas experiences.

His drive to foster engaging, innovative environments has taken shape in experiences collaborating on projects and programs for the U.S. Advanced Research Projects Agency for Health, the U.S. Department of Veterans Affairs, Booz Allen Hamilton, Johns Hopkins Medicine, the Pennsylvania State Police, the Islamic Center of Pittsburgh, and the University of Pittsburgh.

His desire to offer a comprehensive toolbox to these environments has resulted in the pursuit of multiple advanced degrees: a Master of Business Administration from Johns Hopkins University, a Master of Arts in Design Leadership from the Maryland Institute College of Art, and, currently underway, a Doctor of Education in Organizational Leadership from Pepperdine University.

His aspiration to challenge and reframe the lens he brings to these environments resulted in unstructured time spent adventuring abroad from the U.S. and experiencing a humbling life outside of his comfort zone. From struggling in an unfamiliar lifestyle to absorbing the metanarratives of other countries, he constructed a new perspective from which to empathize with others and approach problems.

Whether intersecting Lean Six Sigma with Design Thinking, crafting actionable-insight facilitation expertise, or resourcefully navigating ambiguity while living abroad, Tony Tripp's unconventional path has resulted in a grounded, unparalleled standpoint to bring to consulting.

HUMILITY

INTEGRITY

STRATEGY

764 A/B Consultancy: Team Agreement

Team Name	QB Consultancy
Team Captain: Tony Tripp Team Members: Anusha Prabhakar, Gaysha Smith, and Josue Barajas	

Deliverable	Activity ¹	Submission	Due Date
Team Agreement	Formation of teams and one-page statement of shared interests due	Team Captain on Sakai/Courses	Sunday, Jan. 15, 11 PM
Biographical Sketch	One-page biographical sketch. This sketch should be similar to what you might use to market yourself as a consultant.	Individual on Sakai/Courses	Sunday, Jan. 29, 11 PM
Project Prospectus	This assignment is defined further in the Definition of Terms section of this syllabus.	Team Captain on Sakai/Courses	Sunday, Feb. 19, 11 PM
Draft MOU	The MOU is defined further in the Definition of Terms section of this syllabus.	Team Captain on Sakai/Courses	Sunday, Mar. 26, 11 PM
Final MOU	Final MOU's signed by the team and the client	Team Captain on Sakai/Courses	Sunday, Apr. 16, 11 PM
Group Evaluation Form	This is a one-page evaluation form that will be completed by each team member in order to evaluate the contributions of other team members.	Individual on Sakai/Courses	Sunday, Apr. 16, 11 PM

Mutual Interest
Based on teamwide mutual interest, the QB Consultancy will pursue organizations that are committed to improving the environment on a local scale. Each team member identified several organizations of interest with this purpose and a point-of-contact. Upon approval from the faculty mentor, prospective outreach from QB Consultancy will commence.

Team Commitment to Success	
Meetings	Weekly, Saturdays at 9:00AM PT on Zoom. Facilitators to rotate weekly
File Management	Pepperdine Google Drive, Pepperdine OneDrive [Gantt chart]
Communication	Group text message
Decision making	Simple majority vote wins
Accountability	Clear communication on expectations, only contact the professor as a final step
Disagreements	Allow for team mediation, only contact the professor as a final step
Evaluation	Ongoing throughout the term, official snapshot at the end
Team Charter	Review Team Charter at the start of every meeting. Unless the need comes sooner, hold a meeting for any revisions at the start of the Summer 2023 term.

Team Meeting Facilitation Rotation Schedule	
Anusha	2/4, 3/4, 4/1, 4/29, 5/27, 6/24, 7/22
Gaysha	2/18, 3/18, 4/15, 5/13, 6/10, 7/8
Josue	1/28, 2/25, 3/25, 4/22, 5/20, 6/17, 7/15
Tony	1/7, 2/11, 3/11, 4/8, 5/6, 6/3, 7/1, 7/29

Planning



Planning Summary

Inspired by our team's service project during another course, we followed up with the organizations with which members volunteered. Met with enthusiasm from one located in the Northeastern United States, we began the planning process.

Guiding the QB Consultancy's initial steps in approaching our project, several course expectations were included in the Spring term. These included a Prospectus and Memorandum of Understanding (MOU). The Prospectus encouraged a review of the organization, a brief of the problem, and an approximation of Scope of Work and timeline. The MOU further refined information in the Prospectus, explored our methodology, and committed all parties to the engagement.

Supplementing the required expectations, the team also produced a meeting schedule and Gantt chart. The Meeting Schedule highlighted topic items for our weekly client meeting. The Gantt Chart ensured project management best practices were incorporated in our consulting effort.



Planning Artifacts

Prospectus, p. 12

Memorandum of
Understanding, p. 15

Meeting Schedule, p. 20

Gantt Chart, p. 21



Tidy Communities Prospectus

EDD 764A

Problem Statement

Facing a lack of Diversity, Equity, Inclusion & Belonging (DEIB) in the area of Talent Management

Project Liaison

Executive Director

QB
Consultancy

Tidy Communities



Tidy Communities is a grassroots nonprofit organization in the Northeastern United States. In its existence, the organizations and its members have collaborated with other community organizations to eliminate millions of pounds of rubbish to this day from vacant lots, wooded hillsides, alleyways, roadsides, streams, and riverbanks. Numerous volunteers regularly work with the organization improving the wellbeing and liveability of the community. Aside from just picking up debris, Tidy Communities has an expanding list of organizations to do the cleanup work and provide educational workshops.

Problem Statement. Tidy Communities is facing a lack of Diversity, Equity, Inclusion & Belonging (DEIB) in the area of Talent Management especially with the recruitment of board members, employees, and volunteers from the neighborhoods that they work in.

Project Identification. Tidy Communities identified JEDI (Justice, Equality, Diversity & Inclusion) issues in their talent pool as an area of opportunity and a strategic goal of the Board of Directors, which was collaboratively reframed as DEIB (Diversity, Equity, Inclusion & Belonging) with QB Consultancy.

Background. In the past, Tidy Communities only entered communities when invited and there were existing connections. Currently, they go into communities because they have funding support from local governmental agencies and understand where the problematic illegal dumpsites are. However, this has not allowed them the chance to develop strong relationships with the newer communities they are expanding to. They feel that they have weak relationships with members in the BIPOC (Black, Indigenous, People of Color) communities.

Issue. Tidy Communities is expanding its service area to include outlying communities creating the necessity to find ways to be inclusive of all communities that they will be reaching. This task falls into the area of DEIB. To better serve the communities, diverse talent must be acquired and maintained to build organizational relationships, keeping their character as a people centered grassroots organization.

Our Approach



Scope of Work

The scope of work is limited to DEIB in the talent management space of recruiting, especially of board members, employees, and volunteers from the neighborhoods that TC is approaching.

Effective talent management considers the “recruitment, hiring, engagement, development, performance management, recognition, and succession planning” (What is a talent management framework?, ADP, 2020)

While other opportunities were brought forth by the organization, such as improving volunteer and community engagement, QB Consultancy determined that addressing DEIB issues could also tackle the root cause of the other topics presented.

Timeline



References and Resources

Redacted for anonymization

Prospectus

Memorandum of Understanding

EDD 764A

Purpose

To enhance the Diversity, Equity, Inclusion & Belonging (DEIB) of Tidy Communities (TC) membership by recruiting volunteers who represent their service area communities.

Project Liaison

Executive Director

QB

Consultancy

Design Thinking Approach



Step	Secondary & Primary Research Notice Session	Thematic Analysis	Brainstorm Session	Goals & Strategies	Equity Pause
Timeline	4/3 - 4/24 4/10 - 4/14	4/24 - 5/1	5/1 - 5/3	5/4 - 5/22	5/22
Deliverables	Stakeholder Map Equity Statement	Insights Report	Session Summary	DEIB Goals Evaluation Mechanism Recruitment Strategies	

Practices

Scope of Work

The scope of work is limited to DEIB in the talent management space of recruiting board members and volunteers from the neighborhoods that TC is approaching. To achieve this purpose, QB Consultancy will work with TC to define the organization's DEIB goals in measurable terms and support method(s) of implementation and produce an evaluation mechanism through which TC can measure success.

QB Consultancy's final deliverables will include:

1. DEIB Goals
2. Evaluation Mechanism
3. Volunteer Recruitment Strategies
 - a. General Volunteers
 - b. Board of Directors

Data Sharing

TC and QB Consultancy will maintain the confidentiality of all information by following applicable guidelines and regulations. Each agency will follow its internal process for releasing or exchanging information. QB Consultancy may ask TC for information regarding partners, volunteers, and board members in order to conduct work.

Communications

The Executive Director will continue to serve as the Project Liaison and primary point of contact for TC. Additional organizational stakeholders will be engaged in the dialogue as well. Meetings between QB Consultancy and TC will be held every Monday at 4pm EST, starting March 20th, unless determined otherwise. These meetings will extend until July 30th, 2023 or project completion (whichever comes first).

Agreement

Terms

This Memorandum of Understanding (MOU) will commence on April 3rd 2023 and be in effect until project completion or July 30th, 2023 (whichever comes first). QB Consultancy will not receive compensation for the work done. QB Consultancy retains the right to anonymize and share data, content, and deliverables from this effort for future portfolio work and obtaining future clients. QB Consultancy will ask Tidy Communities to participate in an evaluation process and allow their experience to be shared with our prospective clients.

This MOU is to complete the agreement between Tidy Communities and QB Consultancy and may only be amended by all three involved parties (QB Consultancy, Faculty Mentor, and Tidy Communities) signing a new written agreement.

Each party agrees to indemnify and hold harmless the other party and release each of them from and against all liability, losses and/or damages or expenses or costs of judgments of any kind against the indemnified party that may arise in connection with the indemnifying party's (1) failure to perform under the terms of this MOU, and/or (2) any intentional or criminal misconduct, negligence or gross negligence arising out of, or in connection with, indemnifying party's performance of this MOU.

Signatures

Tidy Communities

QB Consultancy

Faculty Mentor

Date

Date

Date



Thank you!

Contact

Josue Barajas

Anusha Prabhakar

Gaysha Smith

Anthony Tripp

References and Resources

Design Thinking Approach adapted from the Stanford d.school and National Equity Project

Layout was adapted from the "White Green Modern Minimalist Clean Eco Friendly Sponsorship Proposal" Canva template created by One Piece Design.

Photos and graphics were provided by Canva.

Meeting Schedule

TOPICS TO DISCUSS



4/3 **Session: Stakeholder Mapping**

4/10 **Session: Notice & Equity**

4/17 *Status Update*

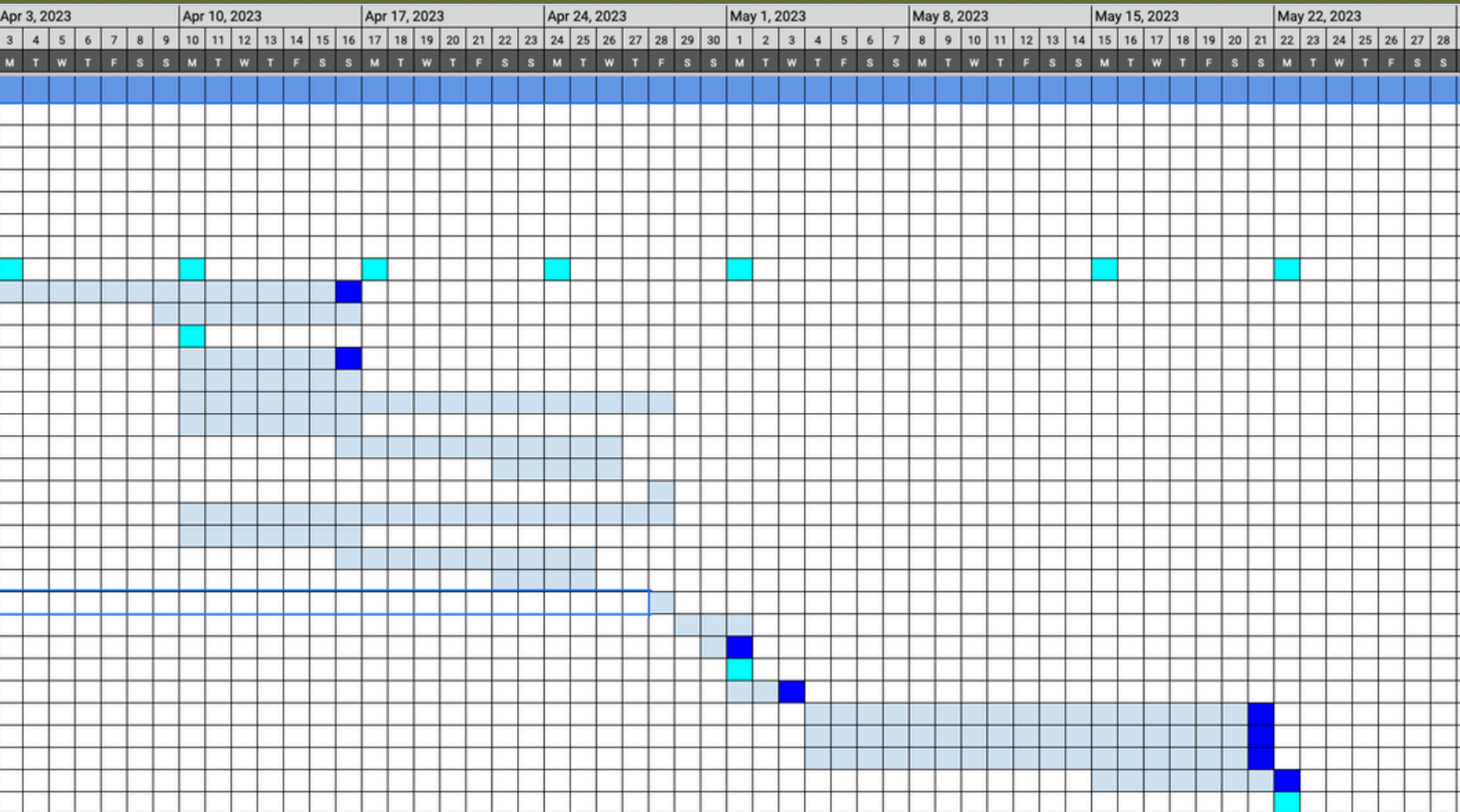
4/24 *Status Update*

5/1 **Review Insights Report**
Session: Brainstorming

5/15 *Status Update*

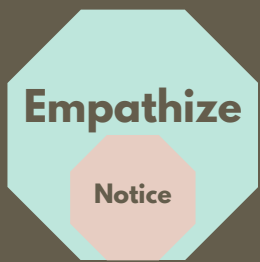
5/22 **Final Presentation**
Session: Reflect

NUMBER	TASK TITLE	TASK DETAILS	TASK OWNER	STATUS	START DATE	DUE DATE
2	Client work					
2.1	Client informal outreach (KAB)		Gaysha		1/19/23	1/25/23
2.2	Client informal outreach (FB) - Backup 1		Josue		1/25/23	1/27/23
2.3	Client informal outreach (KLAB) - Backup 2		Gaysha		1/27/23	1/31/23
2.4	Client formal outreach		Team		1/25/23	1/31/23
2.5	Client initial meeting		Team		2/15/23	2/16/23
2.6	Client check in		Team		3/6/23	3/6/23
2.6	MOU Final		Team		3/20/23	3/27/23
2.7	Meeting Cadence (weekly, starting 3/20)		Team	WIP	3/20/23	5/22/23
2.8	(Empathize) Stakeholder map		Tony	Done	4/3/23	4/16/23
2.9	(Empathize) Secondary research		Tony	Done	4/9/23	4/16/23
2.10	(Notice) Notice session		Gaysha & Josue	Done	4/10/23	4/10/23
2.11	(Notice) Equity statement		Gaysha	Done	4/10/23	4/16/23
2.12	Google calendar availability		Team	Done	4/10/23	4/16/23
2.13	(Empathize) Internal Overall		Gaysha	Done	4/10/23	4/28/23
2.13.1	questions		Team	Done	4/10/23	4/16/23
2.13.2	survey design		Anusha	Done	4/16/23	4/25/23
2.13.3	outreach		Gaysha	Done	4/22/23	4/25/23
2.13.4	data aggregation		Anusha	Done	4/28/23	4/28/23
2.14	(Empathize) External Overall		Josue	Done	4/10/23	4/28/23
2.14.1	questions		Team	Done	4/10/23	4/16/23
2.14.2	survey design		Anusha	Done	4/16/23	4/25/23
2.14.3	outreach		Josue	Done	4/22/23	4/25/23
2.14.4	data aggregation		Anusha	Done	4/28/23	4/28/23
2.13	(Define) Thematic analysis		Team	Done	4/28/23	5/1/23
2.14	(Define) Insights report		Tony	Done	4/29/23	5/1/23
2.15	(Ideation) Brainstorming session		Tony	Done	5/1/23	5/1/23
2.16	(Ideation) session summary		Tony	Done	5/1/23	5/3/23
2.17	(Prototype) DEIB Goals prototype		Anusha	Done	5/4/23	5/22/23
2.18	(Prototype) Evaluation mechanism prototype		Gaysha	Done	5/4/23	5/22/23
2.19	(Prototype) recruitment strategies prototype		Josue	Done	5/4/23	5/22/23
2.20	Final presentation		Team	Done	5/15/23	5/22/23
2.21	(Reflect) equity pause		Josue	Done	5/22/23	5/22/23



Methodology





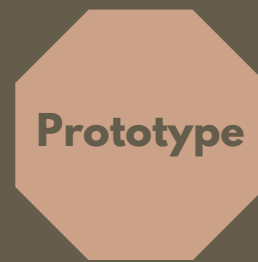
p. 24
p. 30



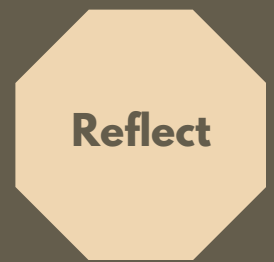
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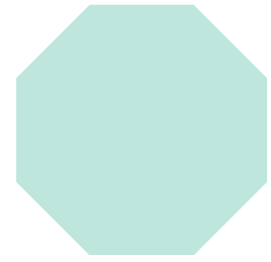
p. 49

Methodology Summary

Design Thinking served as the guiding methodology as QB Consultancy carried out our project. As a human-centered approach incorporating empathy and creativity to address problems, the process suited our efforts to enhance DEIB at an organization addressing illegal dumping. The model of Design Thinking draws primarily from Stanford's d.school's 5-step iterative process that includes Empathize, Define, Ideate, Prototype, and Test (2012).

With the project's emphasis on DEIB, the team determined the process should ensure to embrace the same. The National Equity Project (2017) built upon Stanford's model to ensure such efforts are equity-centered as well. To accomplish this, the steps of Notice and Reflect were added as ongoing pieces of the process. QB Consultancy embraces these understandings as we sought to carry out both throughout. For the purposes of intentionality, the team placed Notice within the Empathy step and Reflect as a step to conclude the effort.

Empathize



The first step in the Design Thinking process is centered around identifying and empathizing with the stakeholders engaged with the problem.

Stakeholder Mapping, p. 25

In order to identify and prioritize stakeholders impacted by efforts to enhance DEIB at the nonprofit, QB Consultancy facilitated a series of exercises with TC staff members.

Secondary Research, p. 27

QB Consultancy conducted secondary research around the topic areas of illegal dumping, DEIB, and the Northeastern United States. Qualitative data was extracted from those sources and into a digital board.

Primary Research, p. 28

Guided by secondary research, the team discerned interview questions and utilized Qualtrics to gather data from TC's prioritized stakeholder groups.

Shared Definition

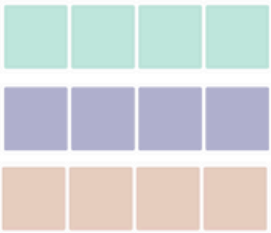
the people, groups, or organizations who are impacted or invested in the outcome of the project

Public Transit

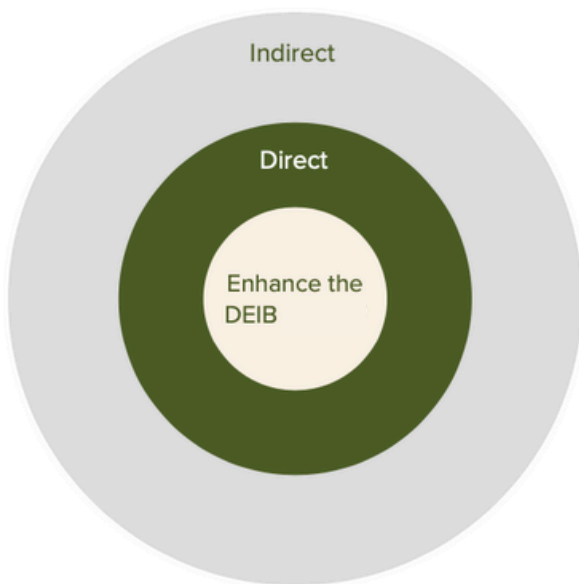


Our Stakeholders

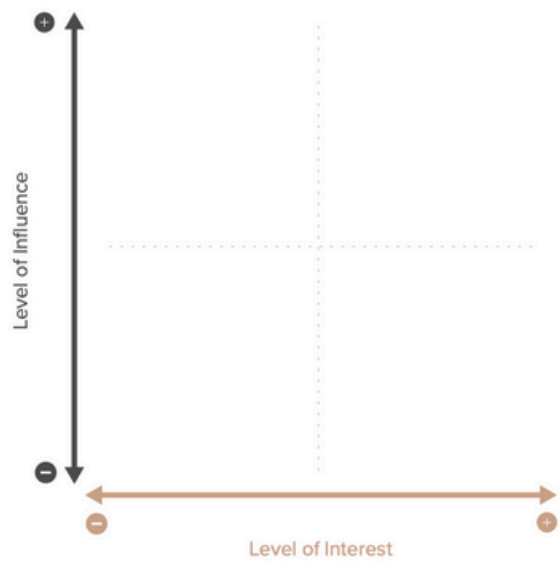
Our purpose: To enhance the DEIB



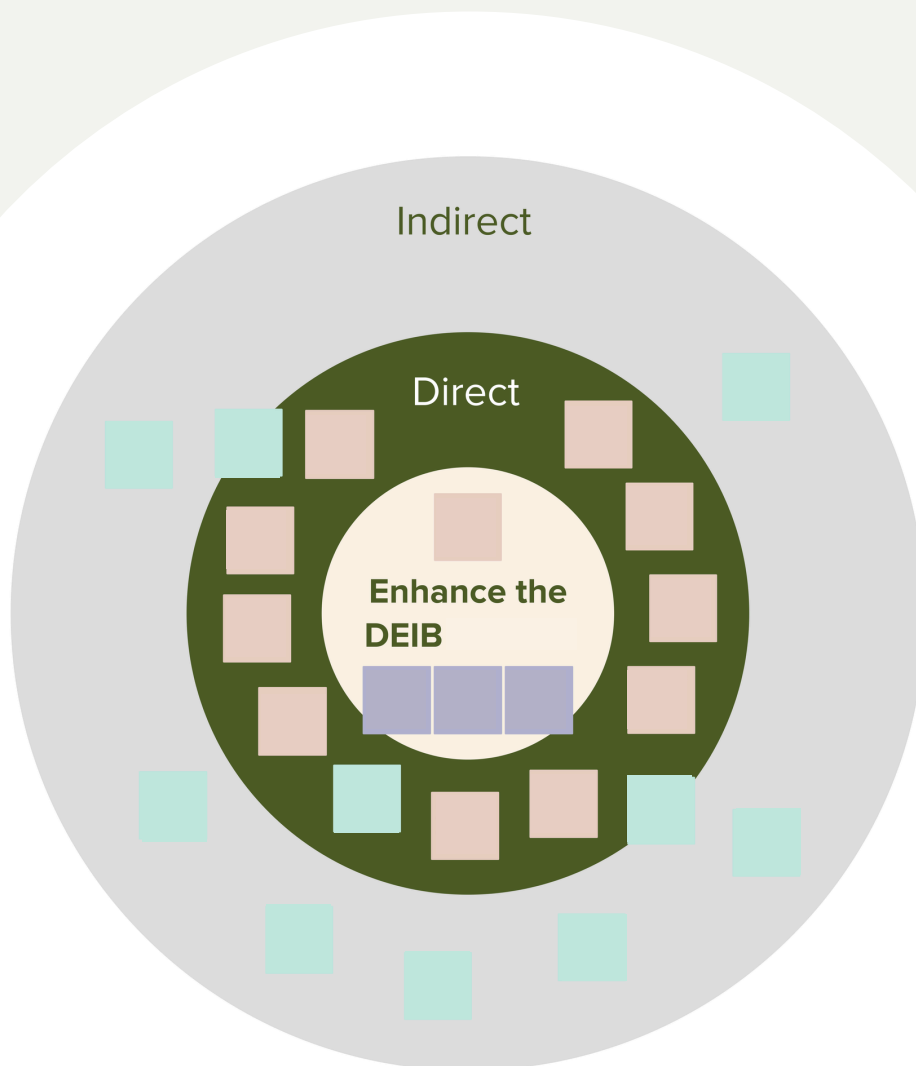
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Prioritization



TC Stakeholder Map



QB Consultancy and Tidy Communities (TC) identified approximately 23 stakeholder groups that see a direct or indirect impact with the project's initiative to "enhance the DEIB of TC".

Utilizing Mendelow's (1981) model for stakeholder analysis, these identified groups were then considered and prioritized across a matrix with a dimension for stakeholder influence and a dimension for stakeholder interest, in respect to the project initiative.

Based upon this analysis, four stakeholder groups were prioritized for engagement. The first stakeholders consist of potential partner nonprofit organizations that intersect DEIB with activism or an interest in the outdoors. The remaining stakeholder groups (staff, board, and volunteers) were re-categorized as TC, as they all exist within the organization.

References

Mendelow, A. L. (1981). Environmental scanning: The impact of the stakeholder concept. International Conference on Information Systems 1981 Proceedings. <http://aisel.aisnet.org/icis1981/20>

Key

- Secondary Sources
- Stakeholders
- Invested Nonprofits

DEB in

Secondary Sources

Stakeholders

Invested Nonprofits

Disparities across race and gender when it comes to...

Health	Poverty & Income	Employment	Education
Secondary Sources	Secondary Sources	Secondary Sources	Secondary Sources
Stakeholders	Stakeholders	Stakeholders	Stakeholders
Invested Nonprofits	Invested Nonprofits	Invested Nonprofits	Invested Nonprofits

White Men

Secondary Sources

Stakeholders

Invested Nonprofits

White Women

Secondary Sources

Stakeholders

Invested Nonprofits

Black Men

Secondary Sources

Stakeholders

Invested Nonprofits

Black Women

Secondary Sources

Stakeholders

Invested Nonprofits

AMLON Men

Secondary Sources

Stakeholders

Invested Nonprofits

AMLON Women

Secondary Sources

Stakeholders

Invested Nonprofits

Segregation

Secondary Sources

Stakeholders

Invested Nonprofits

DEB in engagement

Secondary Sources

Stakeholders

Invested Nonprofits

Meetings

Stakeholders

Invested Nonprofits

Engagement results and strategies to address

Secondary Sources

Stakeholders

Invested Nonprofits

Secondary Sources

Stakeholders

Invested Nonprofits

DEB and dumping

Secondary Sources

Stakeholders

Invested Nonprofits

DEB, dumping

Dumping

Secondary Sources

Stakeholders

Invested Nonprofits

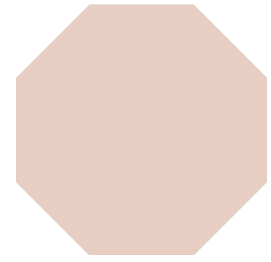
External Stakeholders Survey Questions

1. Have you heard of DEIB (diversity, equity, inclusion and belonging)?
2. Has your organization ever considered engaging with DEIB (diversity, equity, inclusion and belonging) efforts and activities?
3. How important, do you consider, is the issue of illegal dumping?
4. Do you agree or disagree with the following statement: "Inequities contribute to illegal dumping".
5. Do you agree or disagree with the following statement: "I can do something about illegal dumping in my neighborhood".
6. Do you agree or disagree with the following statement: "The affected neighborhood must support initiatives to eliminate illegal dumping".
7. How clean do you consider your neighborhood to be?
8. Do you pick up trash when you see it?
9. How likely are you to volunteer with an organization trying to eliminate illegal dumping in your neighborhood?
10. How likely are you to volunteer with an organization trying to eliminate illegal dumping in your county?
11. Have you heard of Tidy Communities (TC)?

Internal Stakeholders Survey Questions

1. Group you belong to at Tidy Communities (TC):
2. Have you heard of DEIB (diversity, equity, inclusion, belonging)?
3. What part of DEIB (diversity, equity, inclusion, belonging) does Tidy Communities (TC) excel in?
4. What part of DEIB (diversity, equity, inclusion, belonging) does Tidy Communities (TC) lack?
5. How important is DEIB (diversity, equity, inclusion, belonging) to you personally?
6. What made you apply to work for/with Tidy Communities (TC)? Why are you still connected to the organization?
7. How often do you interact with individuals who are from a different background from yourself (ethnically, socioeconomically, gender identity, etc.)?
8. From your observations, do people with different identities feel respected and valued at Tidy Communities (TC)?
9. What are some of your ideas for how Tidy Communities (TC) can improve its DEIB (diversity, equity, inclusion, belonging) efforts?
10. Are litter and illegal dumping considered an issue for the community you live in?
11. Do you agree or disagree with the following statement: "Inequities contribute to illegal dumping".
12. Do you agree or disagree with the following statement: "The affected neighborhood must support initiatives to eliminate illegal dumping".
13. Are there any other thoughts, questions, or concerns that you would like to share regarding the use of DEIB (diversity, equity, inclusion, belonging) or the work Tidy Communities (TC) does within its communities?

Notice



Integrating DEIB principles into the Design Thinking process, the Notice step enables teams to reflect on their understandings as they seek to Empathize with others.

DEIB Session, p. 31

With the DEIB approach being new to the client, QB Consultancy guided a presentation and conversation as we worked towards shared definitions and level setting.

Equity Statement, p. 33

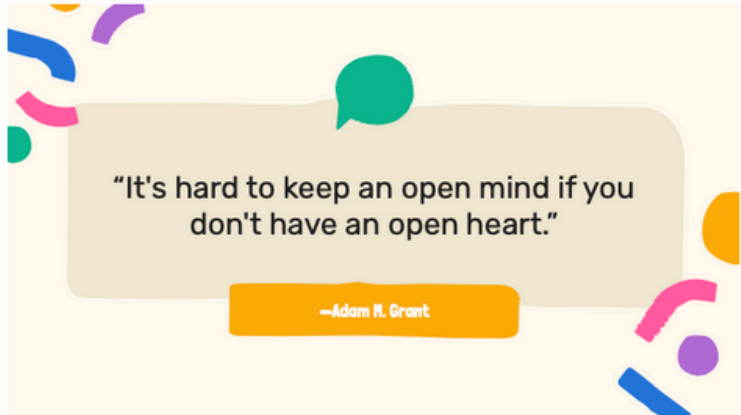
Working from those shared understandings, the team and client collaborated to develop a one pager that captures the organization's work and commitment to DEIB.





TABLE OF CONTENTS

01 What is DEIB	03 ASSIGNMENT
02 Implicit Bias	04 What can we do



Implicit Bias

- Our bias starts at an early age, and influenced by the four socialization agents (Family, Schools, Peers, and Mass Media)
- In my words it's a stereotype that we internalize that gets projected in our everyday lives that then get passed on to others
- We all have assumptions about things based on what we hear, and see

Implicit Bias is...
Attitudes, Stereotypes, & Beliefs that can affect how we treat others

based on categorizations such as...



Implicit bias runs contrary to our stated beliefs. We can say that we believe in equity (and truly believe it). But then unintentionally behave in ways that are biased and discriminatory.

Adapted from @DrRMarcotte




Key & Peele—Power Falcons

ASSIGNMENT

Designing the _____ DEIB stance, then creating DEIB conversation with communities/ stakeholder so that they understand ACW's commitment.

What can we do

 **Being recognized as an ally/partner by stakeholders**
We are all "others" to someone else, but can align through common goals and values.

 **Not sharing DEIB with stakeholders**
Having a dialogue and materials that speak to openness without specifically calling out groups.

THANK YOU!

DO YOU HAVE ANY QUESTIONS?

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Equity Statement



Where we have been

TC is committed to Diversity, Equity, Inclusion, and Belonging (DEIB), with its first iteration focused on Justice, Equity, Diversity, and Inclusion (JEDI). JEDI implementation started with multimedia training for board and staff members.

What inspires us

Diversity– the range of similarities and differences each individual brings to any space. This includes national origin, race, age, gender identity, sexual orientation, and mental and physical ability, among others.

Equity– fair treatment, access, and advancement for everyone

Inclusion– means people feel welcomed and valued by the people and environment around them for who they are.

Belonging– belonging takes the form of employees actively wanting to bring their true selves to work because they know it will be celebrated and admired.

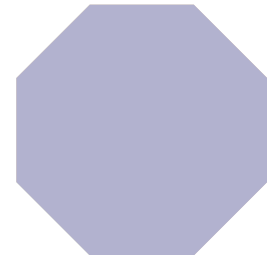
Where we are going

In an endeavor to further their commitment to communities, in 2023, TC has transitioned to DEIB work to create community partnerships that will allow TC and the communities that they work in to have long-term commitment to keeping their communities clean.

Our commitment

Redacted for anonymization

Define



The Define step of Design Thinking sees teams synthesize data to develop deeper insights about the problem, stakeholders, and context.

Thematic Analysis, p. 35

Utilizing affinity diagramming for this analysis, over 1,000 qualitative data points on the research Mural were reviewed as the team worked towards new understandings.

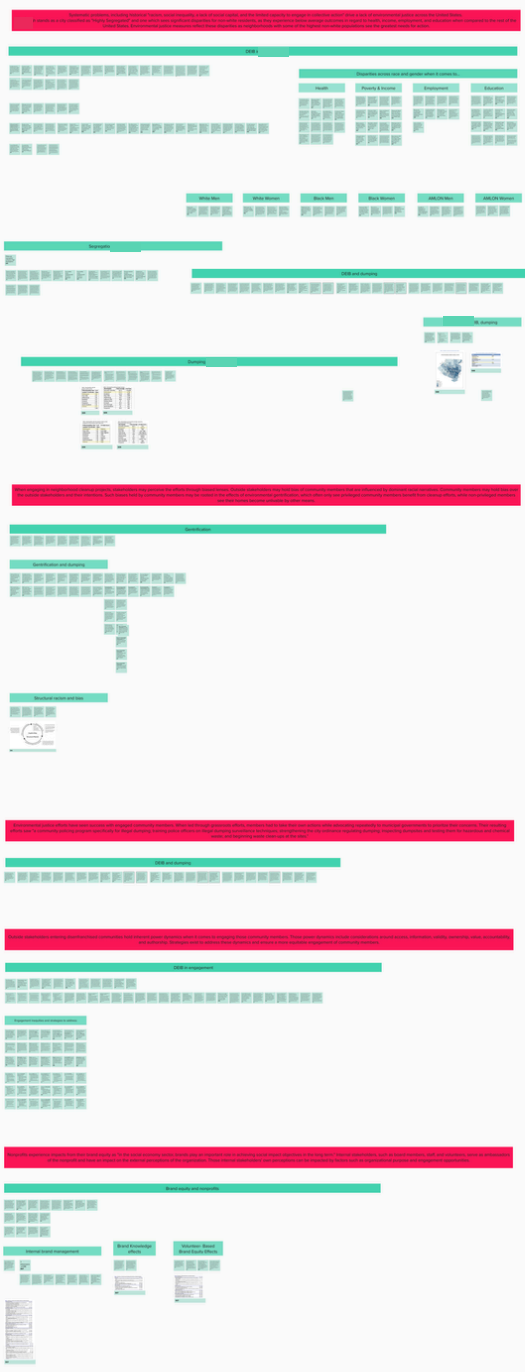
Insights Report, p. 36

After reviewing findings with the client, QB Consultancy developed a report to effectively capture our secondary and primary research.



Key

- Secondary Sources
- Shareholders
- Invested Nonprofits



Secondary Research Findings

Insight #1: Systematic problems, including historical "racism, social inequality, a lack of social capital, and the limited capacity to engage in collective action" drive a lack of environmental justice across the United States. The region of the Northeastern United States stands as being classified as "Highly Segregated" and one which sees significant disparities for non-white residents, as they experience below average outcomes in regard to health, income, employment, and education when compared to the rest of the United States. Environmental justice measures reflect these disparities as neighborhoods with some of the highest non-white populations see the greatest needs for action.

Insight #2: When engaging in neighborhood cleanup projects, stakeholders may perceive the efforts through biased lenses. Outside stakeholders may hold bias of community members that are influenced by dominant racial narratives. Community members may hold bias over the outside stakeholders and their intentions. Such biases held by community members may be rooted in effects of environmental gentrification, which often only see privileged community members benefit from cleanup efforts, while non-privileged members see their homes become unlivable by means such as unsustainable costs.

Insight #3: Environmental justice efforts have seen success with engaged community members. When led through grassroots efforts, members had to take their own actions while advocating repeatedly to municipal governments to prioritize their concerns. Their resulting efforts saw "a community policing program specifically for illegal dumping; training police officers on illegal dumping surveillance techniques; strengthening the city ordinance regulating dumping; inspecting dumpsites and testing them for hazardous and chemical waste; and beginning waste clean-ups at the sites."

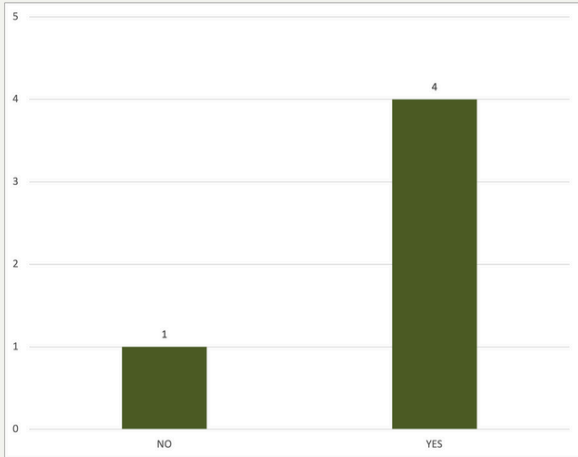
Insight #4: Outside stakeholders entering disenfranchised communities hold inherent power dynamics when it comes to engaging those community members. Those power dynamics include considerations around access, information, validity, ownership, value, accountability, and authorship. Strategies exist to address these dynamics and ensure a more equitable engagement of community members.

Insight #5: Nonprofits experience impacts from their brand equity as "in the social economy sector, brands play an important role in achieving social impact objectives in the long term." Internal stakeholders, such as board members, staff, and volunteers, serve as ambassadors of the nonprofit and have an effect on the external perceptions of the organization. Those internal stakeholders' own perceptions can be impacted by factors such as organizational purpose and engagement opportunities.

Secondary Research References

Sources redacted for anonymization

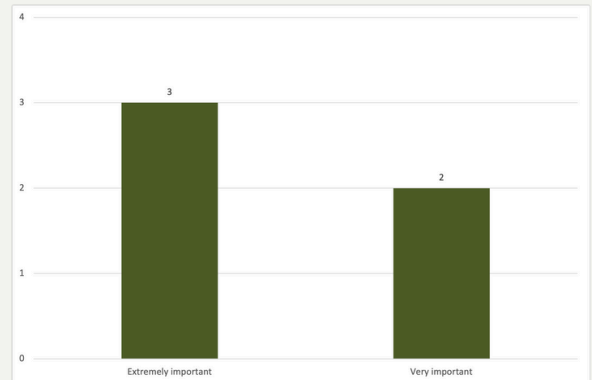
Primary Research External Stakeholders



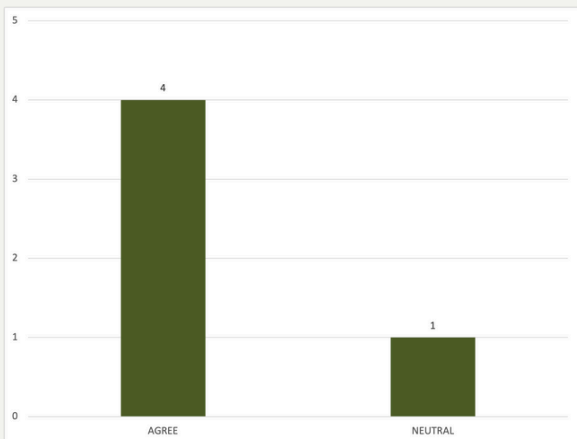
Has your organization ever considered engaging with DEIB efforts and activities?

"Yes, We have gone through anti-racism trainings, are working with a consultant to identify how to measure our work in regards to DEI, but I'd like to work more on the BELONGING part. This is work that needs to be considered at all levels across all platforms and programs."

External Stakeholder



How important, do you consider, is the issue of illegal dumping?



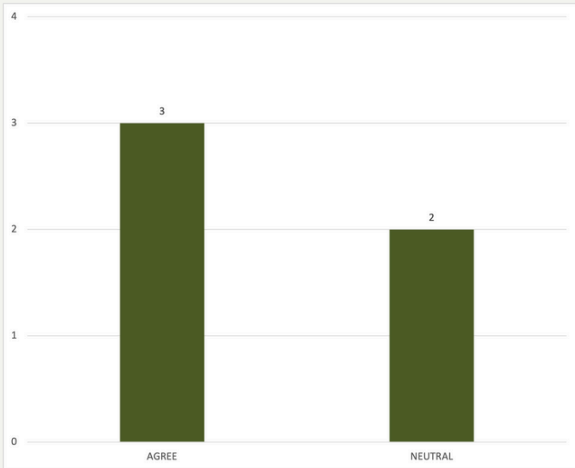
Do you agree or disagree:

"Inequities contribute to illegal dumping".

"Agree, it takes time and money to often properly dispose of certain items. Also funding differs for waste management based on municipal tax bases. Rules around trash/recycling/etc. are often confusing and information is not easy to get for everyone."

External Stakeholder

Primary Research External Stakeholders



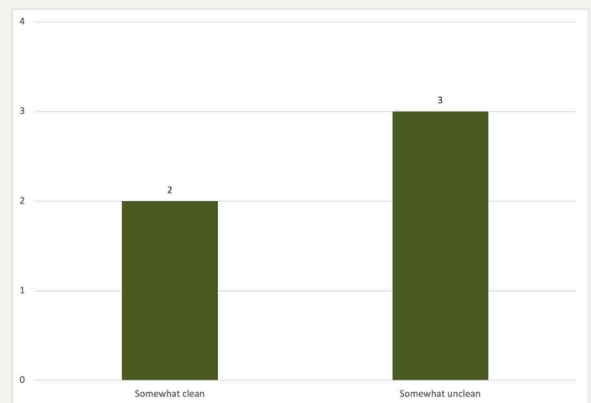
Do you agree or disagree:

"The affected neighborhood must support initiatives to eliminate illegal dumping"

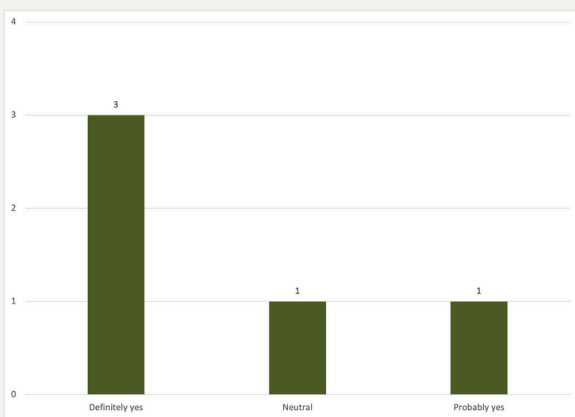
"Agree, we need to be made aware of initiatives and funding in advance and assistance with the application."

External Stakeholder

Note: A neutral participant stated, "Neutral, some neighborhoods do not have organized leadership and therefore need assistance."



How clean do you consider your neighborhood to be?

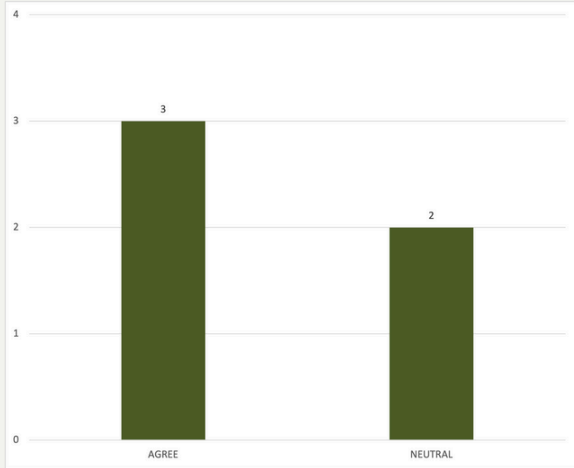


Do you pick up trash when you see it?

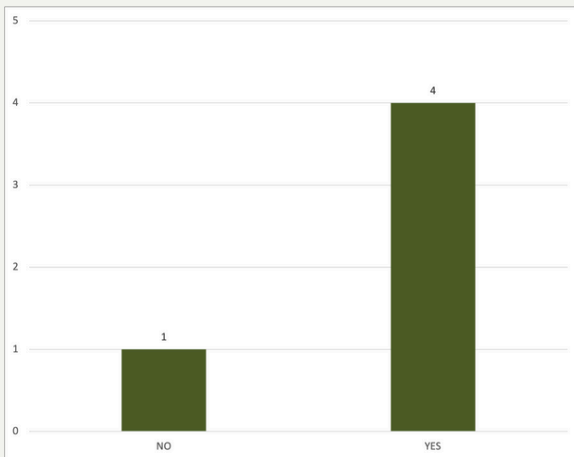


Primary Research

External Stakeholders



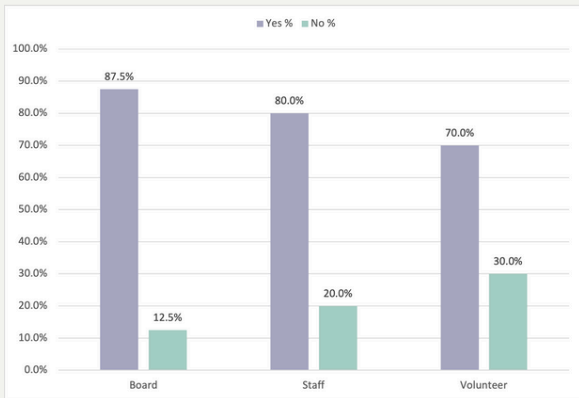
How likely are you to volunteer with an organization trying to eliminate illegal dumping in your neighborhood?



How likely are you to volunteer with an organization trying to eliminate illegal dumping in your county?



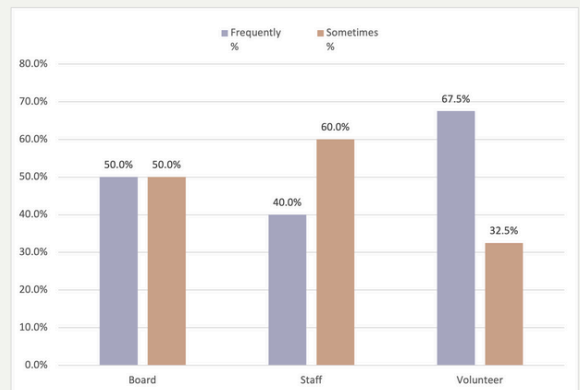
Primary Research Internal Stakeholders



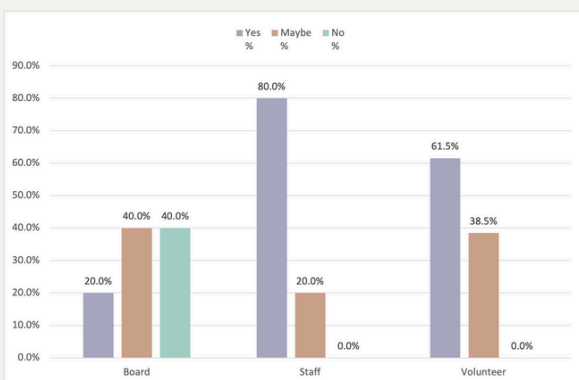
Have you heard of DEIB?

"YES, A workplace that's diverse in culture, provides equal opportunities of everyone, makes every feel as if they belong and feeling inclusive."
Internal Stakeholder, Staff

"YES, Organizations understanding that greater achievement results when people of diverse backgrounds are engaged in an inclusive and equitable way and feel they truly belong the organization"
Internal Stakeholder, Volunteer



How often do you interact with individuals who are from a different background from yourself?



From your observations, do people with different identities feel respected and valued at Tidy Communities

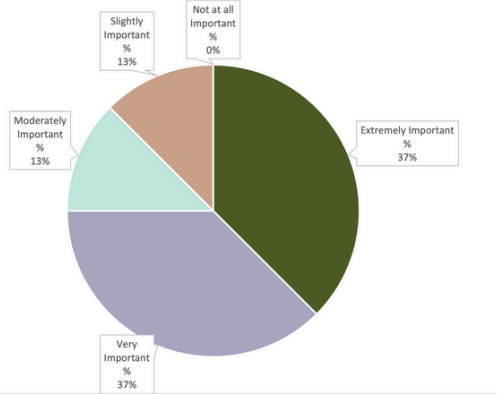
"YES, Though not diverse we're primarily female operated and lgbtq inclusive."
Internal Stakeholder, Staff

Note: Many observed that there is a lot of similarity in the self-identification within the groups that are presently represented with in the organization.

Primary Research

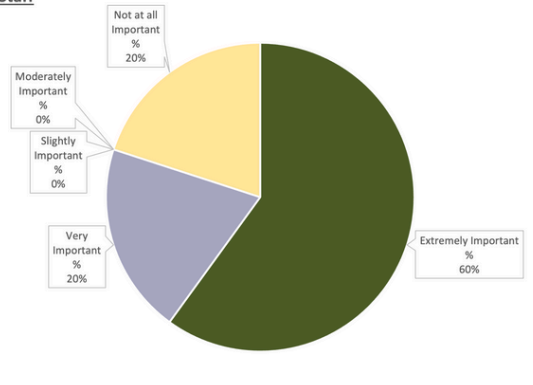
Internal Stakeholders

Board



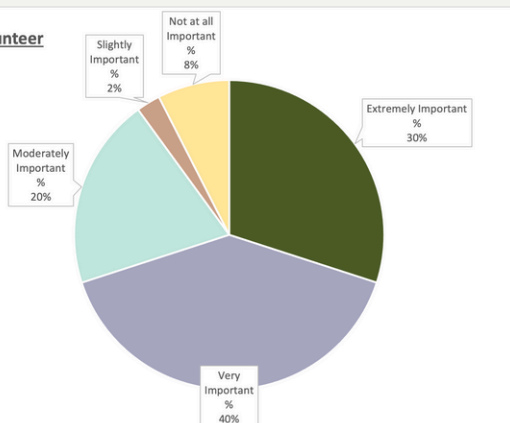
How important is DEIB to you personally?
Board

Staff



How important is DEIB to you personally?
Staff

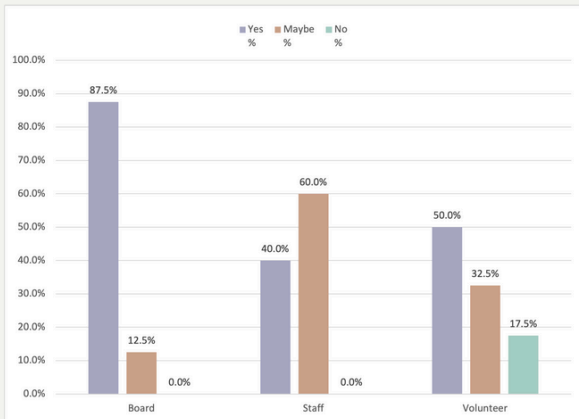
Volunteer



How important is DEIB to you personally?
Volunteers



Primary Research Internal Stakeholders



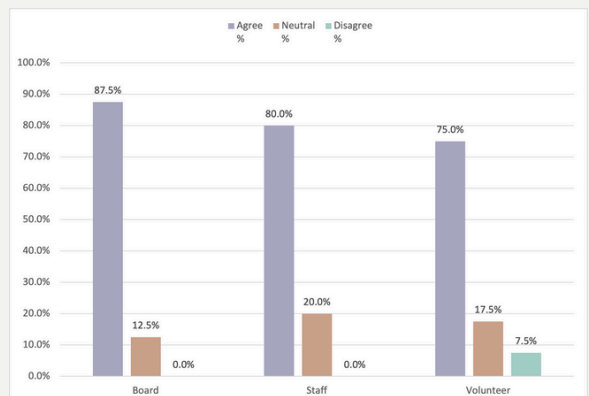
Are litter and illegal dumping considered an issue for the community you live in?

"Yes, I think that all areas experience illegal dumping. We have had to clean up dump sites just down the road from our house."

Internal Stakeholder, Board

"Maybe, litter is absolutely an issue, but not so much with illegal dumping."

Internal Stakeholder, Volunteer



Do you agree or disagree:

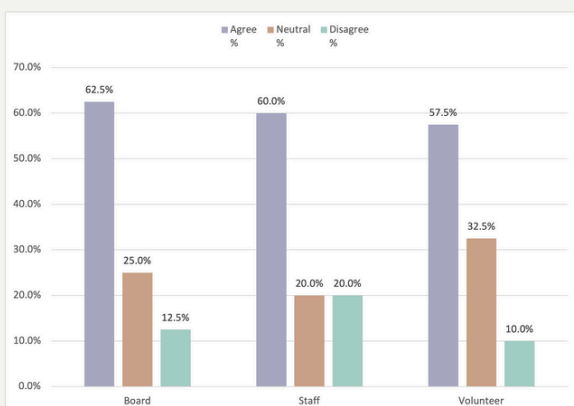
"Inequities contribute to illegal dumping".

"Agree, dumping isn't happening in rich white neighborhoods. And if it is, it gets cleaned up fast or law enforcement gets involved. That's not how it happens in other neighborhoods."

Internal Stakeholder, Board

"Neutral, I think that people litter on all socio economic levels."

Internal Stakeholder, Volunteer

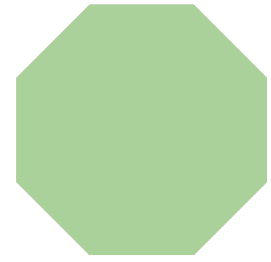


Do you agree or disagree: "The affected neighborhood must support initiatives to eliminate illegal dumping".

"Agree, Nobody is ever going to care about a community more than the people in it. Nobody will ever care about a home more than the family in it. People should always look to take the lead where they want to see their communities improve."

Internal Stakeholder, Volunteer

Ideate



Leveraging the insights learned from the previous steps, Ideation sees the use of creativity-provoking exercises foster new ways of thinking about solutions.

Brainstorming Session, p. 45

QB Consultancy guided a session with the client where we revisited DEIB definitions. Staff were asked to conceptualize solving the problem under different circumstances.

Session Summary, p 47

Capturing important sentiments and ideas from the session, QB Consultancy developed a summary document to ensure the team and client were in agreement.



Brainstorming



Ground Rules

- #1 There are no bad ideas
- #2 No critiquing ideas
- #3 There are no "right" or "wrong" answers
- #4 If it's left unsaid, we'll never get to consider it

Diversity, Equity, Inclusion, and Belonging Goals



Revisiting Definitions

Diversity: range of similarities and differences each individual brings to any space.



Equity: fair treatment, access, and advancement for everyone



Inclusion: means people feel welcomed and valued by the people and environment around them for who they are.



Belonging: belonging takes the form of stakeholders actively wanting to bring their true selves to a cause because they know it will be celebrated and admired.





Diversity, Equity, Inclusion, and Belonging Recruitment Strategies

Bringing together what we've learned and defined to bring intentionality into recruitment

If we had unlimited money, we would...

- Hire every person who volunteers with us because we get paid to do the work, why should the average person be paid more? Only small cases have been this.
- Do education in every year in school around local environment education. Every student every year.
- Something around for housing? Start a lobbying company (buy some politicians).

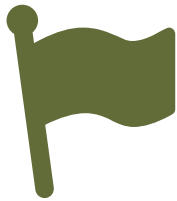
If we had unlimited time, we would...

- [Blank green box]
- [Blank green box]
- [Blank green box]
- [Blank green box]
- [Blank green box]

If we were connected to everyone in  County, we would...

- How do we start breaking down that highly segregated board? If we're all segregated into our board?
- ... [unclear] ... and local laws would not prevent us from not all doing this that we could be doing it otherwise being to get people in our [unclear] board?
- Breaking down those walls. There is [unclear] of race or socio-economic class, generational class, non-white residents don't have that.
- Don't know what the makeup of our volunteers look like, but they are probably white and have generational class.
- want to bring in representatives from all people.

Brainstorming Session Summary



DEIB Goals

Diversity & Inclusion

Something potentially troubling around the internal sentiments of diversity and inclusion. As a primarily female operated and LGBTQ+ inclusive organization, many are content in a way that may work against diversity. Some internal stakeholders feel that the lack of presence and retention of BIPOC individuals on the board is evidence of a problem.

Equity

Advancement for one group of people is not always advancement for others. Dirty neighborhoods shouldn't be the only ones affordable to disenfranchised groups of people. If cleaning up neighborhoods drives up prices and taxes, that's a systematic problem. Most of the advocacy from TC has been around single-use plastics. Perhaps there is an opportunity in affordable housing.



DEIB Recruitment

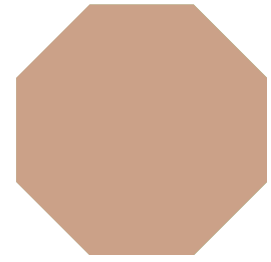
If we had unlimited resources...

- We would pay every person who volunteers with us. We get paid to do the work, why shouldn't they?
 - We would do education every year in school about the local environment. We could reach every student every year.
 - We could reincorporate as an organization to lobby for fair housing measures.
-

If we were connected to everyone in [redacted] County...

- We would break down the walls of segregation. Our volunteer, staff, and board would look different. The internal stakeholders would see inclusion of representatives from all peoples in [redacted] County.

Prototype



Design Thinking encourages the use of prototyped solutions so that the team may incorporate the learnings from previous steps into iterative solutions.

DEIB Goals

Our efforts better informed why TC previously utilized Justice, Equity, Diversity, and Inclusion (JEDI) in the context of their illegal dumping work.

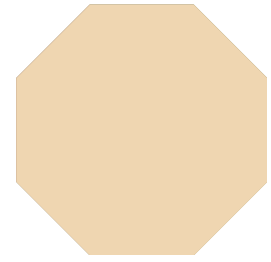
DEIB Recruitment

Conversations and research uncovered the importance of relationship building to build a talent pipeline. Further, we advanced a notion of volunteers becoming board members

Evaluation Mechanism

QB Consultancy acknowledged these coming efforts for what they are – organizational change. Framing the deliverable as such, established frameworks provided direction.

Reflect



Concluding the Design Thinking effort with a DEIB lens comes a moment to step back from the context of solutions and think about how the effort was approached.

Equity Pause

QB Consultancy took a moment after our presentation with TC staff members to acknowledge the work that has been done and how DEIB matters remain ongoing.

Feedback

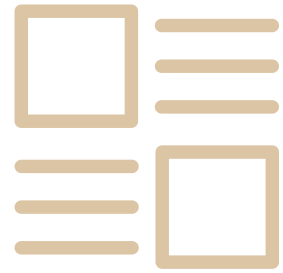
TC staff members noted the challenge that can come with discussing DEIB and the admirable ability of our team to navigate those difficulties with them.



Deliverables



Deliverables Overview



Goals, p. 52

Establishing BeAJEDI as a new framework for understanding these efforts.

Recruitment, p. 56

Reframing and guiding recruitment efforts for Volunteers and the Board of Directors.

Evaluation, p. 63

Holistic blueprint for the implementation and evaluation of change at TC.

Tidy Communities BeAJEDI Goals

EDD 764A/B

Purpose

To formulate goals for Tidy Communities (TC) through the development of the BeAJEDI model.

May 2023

Project Liaison

Executive Director

QB

Consultancy

TC strongly believes in, “What we do is for everyone”. To assist TC manage that more easily, QB Consultancy has developed the “BeAJEDI” model. BeAJEDI (belonging, accessibility, justice, equity, diversity and inclusion) was developed by working with the JEDI (justice, equity, diversity, and inclusion) model that TC is already familiar with, combining it with DEIB (diversity, equity, inclusion and belonging), and bringing in the accessibility term.

The following framework establishes the terms and definitions used to guide the goals:



The following BeAJEDI goals leveraged and enhanced the work done by TC. QB Consultancy also formulated additional goals to meet the new categories. Though many of these goals can fall in several categories, for simplicity, we assigned them to one category.

Belonging:

1. Ensure staff, Board and volunteers feel that they fit in, can bring their authentic self, are valued, and share a common purpose and connection with who they work

Accessibility:

2. Becoming better informed about how accessibility affects engagement with TC

Justice:

3. Advocating for and educating ourselves about relevant state/local legislation related to environmental justice

4. Educating staff, board, and volunteers about how our work relates to environmental justice

5. Making decisions through an anti-racism/social justice lens

6. We are committed to putting in the work needed to help dismantle these systems

Equity:

7. Providing a living wage to all employees
8. Our staff and board remain committed to cleaning up litter and illegal dumpsites
9. The pattern of illegal dumping is evidence of an intentional system of oppression that can be traced to redlining and other policies that are decades old
10. Providing affordable housing by providing living wages

Diversity:

11. Providing anti-racism training for our staff and Board of Directors
12. Working towards a staff and Board of Directors that reflects the diversity of our community
13. We understand that the location of these sites is another symptom of racism in our county

Inclusion:

14. Becoming better informed about matters of race, justice, and equity



Recruitment & Engagement Strategies

EDD 764

Purpose

To holistically guide recruitment efforts for Volunteers and the Board of Directors

Project Liaison

Executive Director

QB

Consultancy

Recruitment Goals

Volunteers

Evaluate your current volunteer opportunities

- Ask yourself do the current time, locations, and dates work for certain groups of people.
- You can find out by surveying and hosting town halls to get a better understanding.
- Develop and grow long-standing volunteers as Community Ambassadors.

Highlight existing volunteers

- Do a monthly volunteer raffle and display the winner(s) on social media, TC website.
- Host an annual volunteer appreciation event.
- Recognize longstanding volunteers, milestone awards, pins, and certificates.

Collaborate with other organizations

- Invite organizations to sign up for a day of service at TC, and vice versa.
- Share/repost other organizations' social media posts (awareness of TC to different audiences not captured by TC outreach alone).
- Host quarterly open house of TC and invite the community to come and learn.

Establish Community Ambassadors

- Ask yourself where you are lacking representation and be present at community events.
- Be intentional and be engaged in the communities you represent and want to represent.

Recruitment Goals

Board of Directors

Review and evaluate board bylaws with a BeAJEDI lens

- Look at existing policies that could be potential barriers or obstacles for potential people to join the board.

Reach out to long-standing volunteers

- Talk to long-standing volunteers and engage them about potential board service.

Attend community events

- Show a presence at community events where you are lacking representation. Use the opportunity to recruit for board service.

Allow for community members to join TC events

- Allow outside organizations to be guests/ join board committees and board meetings. Peak interest in TC board service.

Create quarterly gatherings at TC

- Host info nights to invite potential board members to learn about TC
- Create mingling and network events outside of TC to bring awareness to TC

Community Ambassador Session Example

When Tidy Communities (TC) engages communities, inequities may shape the conversation and risk the creation of meaningful relationships and impact (Chicago Beyond, 2019). Those dynamics take shape in which Community Members are included in the session, unequal information regarding the issues, unequal ownership of solutions, and who narrates the story of the community.

To acknowledge and dispel these power dynamics, this engagement session guide determined several principles for the Community Ambassador to embrace throughout the activities.

Principles



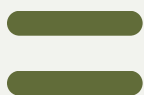
Relationships

- Trust, intention, and follow through create groundwork for meaningful interactions
- Engaging community members is an ongoing commitment



Co-ownership

- The mission of TC creates expectations for the work that happens
- How that work happens can be collaboratively shaped with community members



Equality

- Every voice in the session holds value and a unique lived experience
- Information should be readily shared with all stakeholders



Co-authorship

- Each community holds their own story to tell and a right to tell it in their way
- TC brings together what is known from data and what is shared from the community

Introductions and Ground Rules

Kicking off the session will be introductions from the Community Members and Community Ambassador. Participants should be given an opportunity to introduce and share something about themselves with the group. This can be aided with a prompt such as "how long they have been in the neighborhood" or a "fun fact".

The Community Ambassador should go last in introductions, as what they present will shape the conversation. The mission and any funding-driven requirements of TC should be shared. Specific details, such as the level of illegal dumping in this community, should not be given during this part of the session.

Setting the stage for how the group will engage with one another, the Community Ambassador will help in the creation of Ground Rules. These are agreed upon values and expectations the group will follow for all of their sessions together. These should be displayed as the group is deciding, such as with a dry-erase board. Once established, the Ground Rules should be displayed at each session. Opportunities should be given to revisit and revise Ground Rules when necessary, but especially when a new member joins.



Sample Ground Rules

Every voice has value

No interruptions

Active listening

Respectful disagreement

Facilitated Conversations

The Community Ambassador should begin topic-driven conversations among Community Members. The purpose of these conversations is to act as an exchange of information and work towards action-oriented steps.

While the Community Ambassador will set the direction of the discussion topic, they should not dictate the discussion. They should work to synthesize what is shared during the session. Prompting questions can be given to aid in the conversation, such as "what are your thoughts on [topic]?" or "have you considered getting involved in [topic]?" When sentiments are shared and discussion among participants, the Community Ambassador should then share any untouched-upon, relevant information. An example of such information could be "we found this community has the most illegal dumpsites." When appropriate, space should be given to discuss.

Tools can be used to ensure every voice is heard during the session. One example is using sticky notes and markers. Once the topic and prompt are given, have participants take a moment of silence to write out their thoughts. Then place them on the wall for display and discussion.



Suggested Discussion Topics

Illegal Dumping

Gentrification Risk

Community Activism

Community Story

Bringing it all together



The Community Ambassador should synthesize insights across conversation topics to work towards understanding of how everything comes together for next steps with this community. Several conclusion points may assist in that development.

Work of TC

Knowing where these issues are most prolific in [redacted] County. Working to reduce the amount of waste in those communities and account for the affordability impacts these actions may have.

Community Ambassador

Designating a member of TC to serve as the point of contact for this community. This should be the person facilitating their sessions and someone they see when TC comes into the community.

Community Partnership

Establishing that TC seeks an ongoing relationship with Community Members and their engagement in the Work of TC. How this takes shape may vary by community.



Tidy Communities Implementation and Evaluation Mechanism

EDD 764A/B

Purpose

To define Tidy Communities (TC) Implementation and Evaluation Mechanism Plan through the use of a modified Hendry Whole Change through Learning Theory Model.

May 2023

Project Liaison

Executive Director

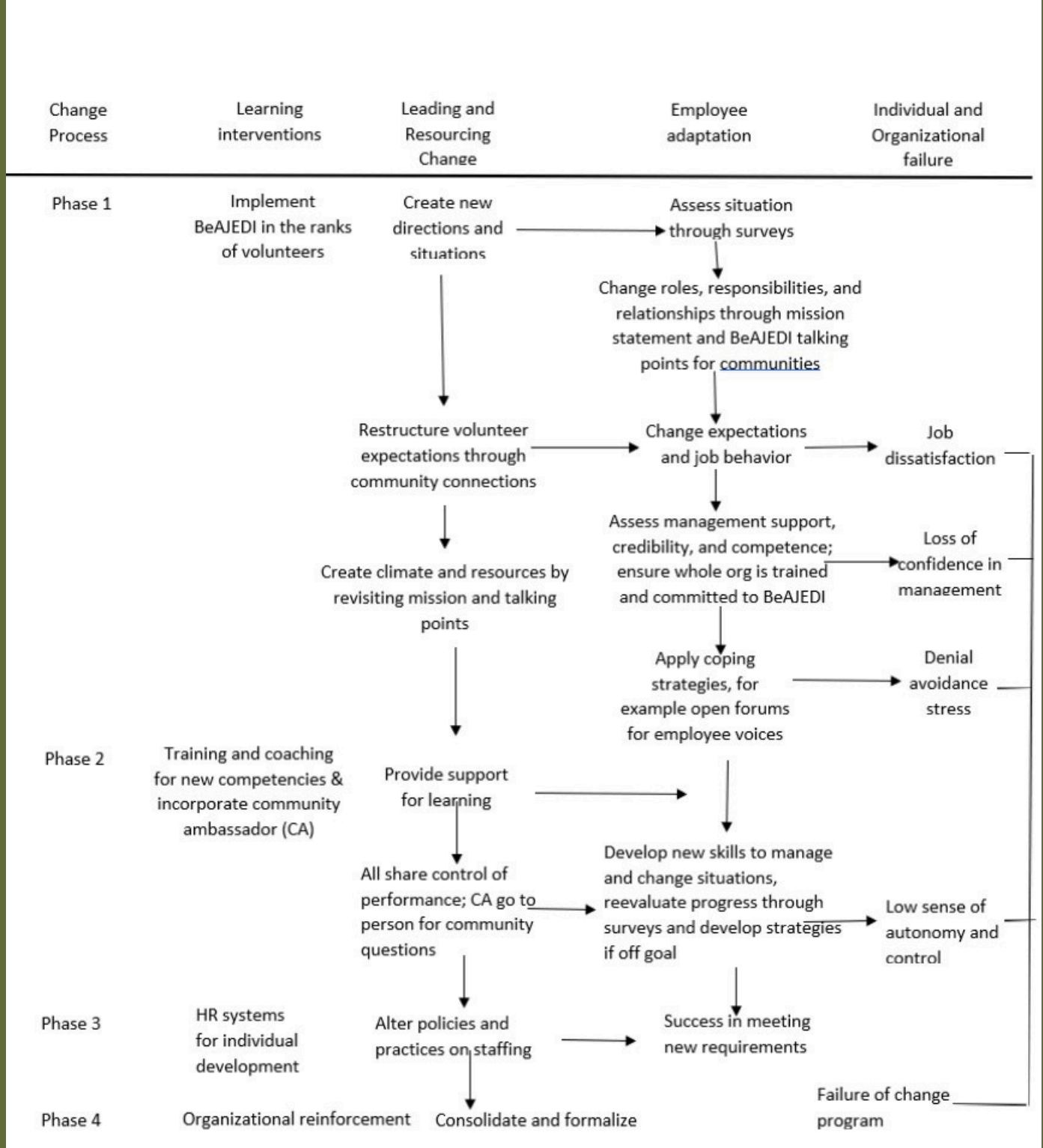
QB

Consultancy

A *change model* is an outlined framework designed to guide an organization through a sustainable transition in procedure(s) to achieve a desired outcome.

The following Hendry Whole Change through Learning Theory Model has been specifically tailored for Tidy Communities (TC) to provide a prescriptive means of utilizing each deliverable that was created for TC by QB Consultancy.

Hendry's Whole Change Through Learning Theory Model



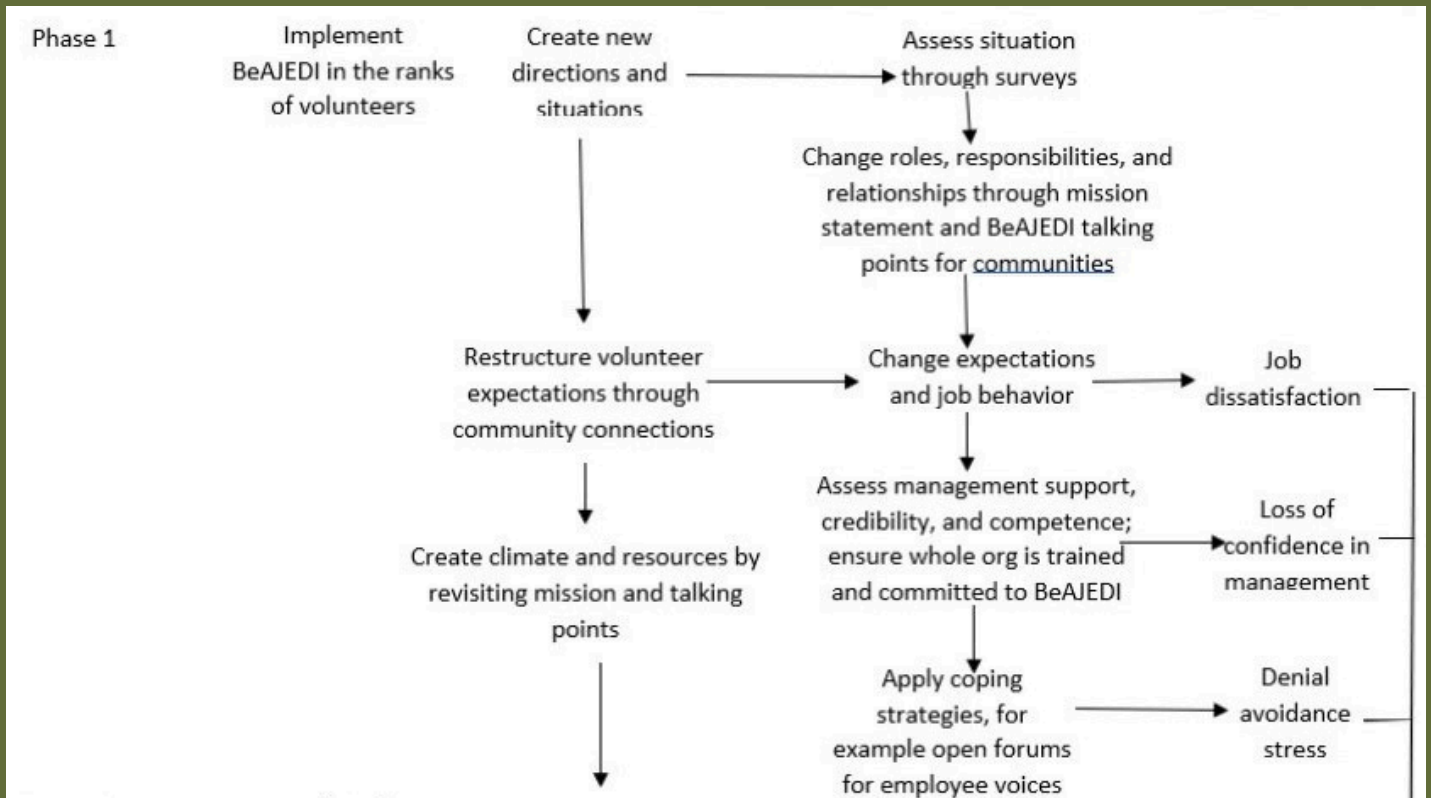
Defining Areas of the Model

Hendry's Whole Change Through Learning Theory Model is a model that Tidy Communities can utilize to implement and maintain an ongoing culture of change. The model contains five areas that allow for a methodical movement from implementation to completion. The **Change Process** contains four phases. The **Learning Interventions** define the phases' purposes. The **Leading and Resourcing Change** area describes the actions of the phase. **Employee Adaptation** is a space for assessing the instituted change's progress. The **Individual and Organizational Failure** area helps to identify what failure looks like on the route to instituting change and allows the organization to avoid failure. If areas of Employee Adaptation show that some integral aspect of Leading and Resourcing Change is not taking hold, it should be revisited and revised to meet employee and organizational needs to avoid the failure outcome. Taking a step back and fixing the previous step(s) before moving forward is the only way to avoid failure of implementation, ensuring that TC stays on the path to creating change.

Change Process	Learning interventions	Leading and Resourcing Change	Employee adaptation	Individual and Organizational failure
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Change Process: Phase 1



Learning Intervention

Implement BeAJEDI in the ranks of volunteers and other members. Volunteers are the face of TC; as they go into communities, they become some of the first points of contact and can provide an understanding of TC, its dedication to belonging, accessibility, justice, equity, diversity, and inclusion (BeAJEDI). This is also a good time to introduce BeAJEDI to other established stakeholders such as employees and board members.

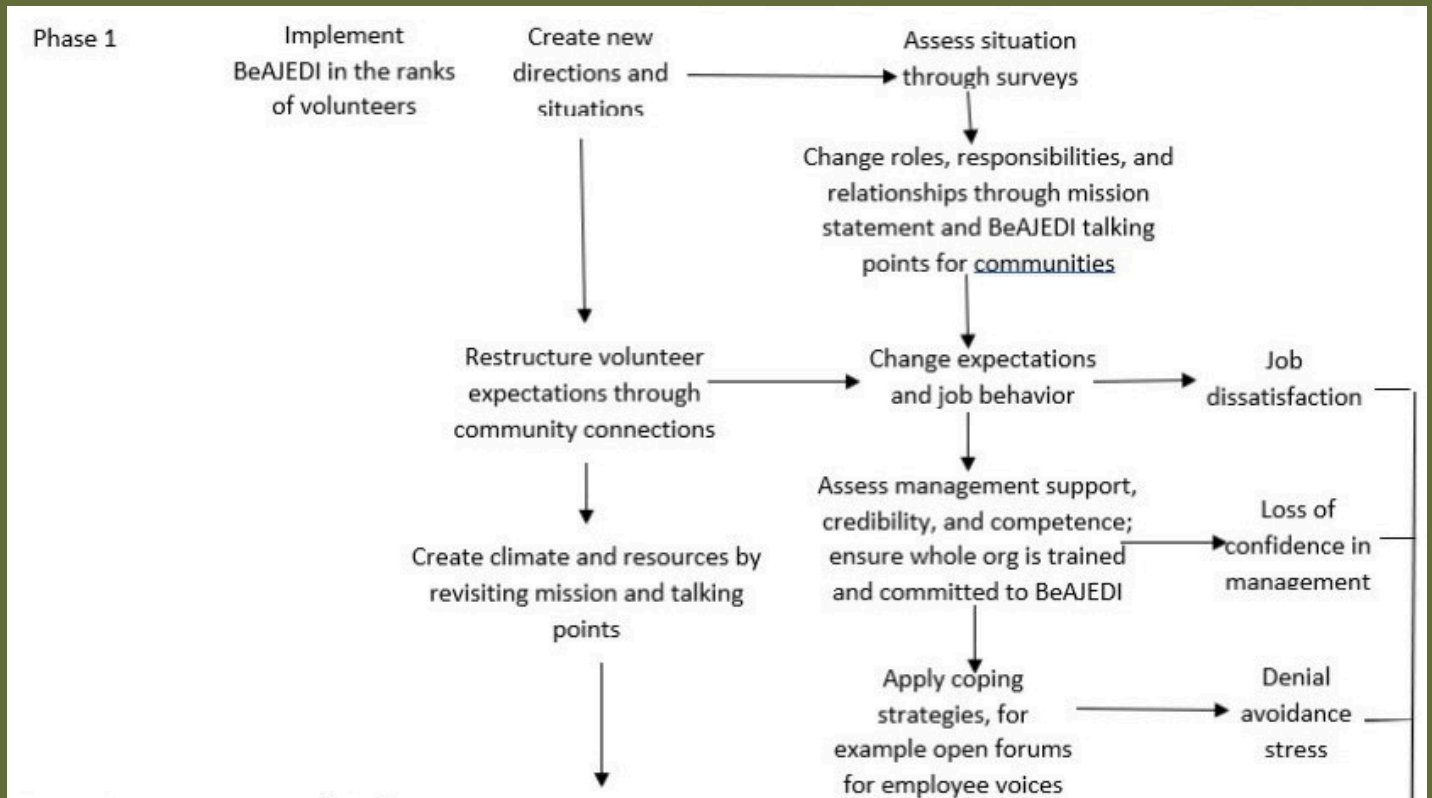
Leading and Resourcing Change

Create new directions and situations which includes the use of BeAJEDI in the field. This becomes a means of building trust in service area communities. This leads to a **restructuring of volunteer expectations through community connections**. This is followed by further internal organizational change by **creating a new social/behavioral climate and educational resources by revisiting the TC mission and talking points**.

Employee Adaptation

Assessment of the situation can be achieved through **surveys** to gauge if volunteers or other employees are feeling successful in their work while interacting with each other and communities since they have been introduced to BeAJEDI content. The **Change roles responsibilities, and relationships through the mission statement and BeAJEDI talking points for communities** leads to the **change in expectations and job behavior**. Trained individuals will be putting what they have learned into practice with the goal of heightened empathy for others.

Change Process: Phase 1 (continued)



Employee Adaptation

Once expectations and job behavior has been established, there must be an **assessment of management support, credibility, and competence**. This will help TC to get a feel for internal stakeholders' perceptions, and it is also a point to **ensure the whole organization is trained and committed to BeAJEDI**.

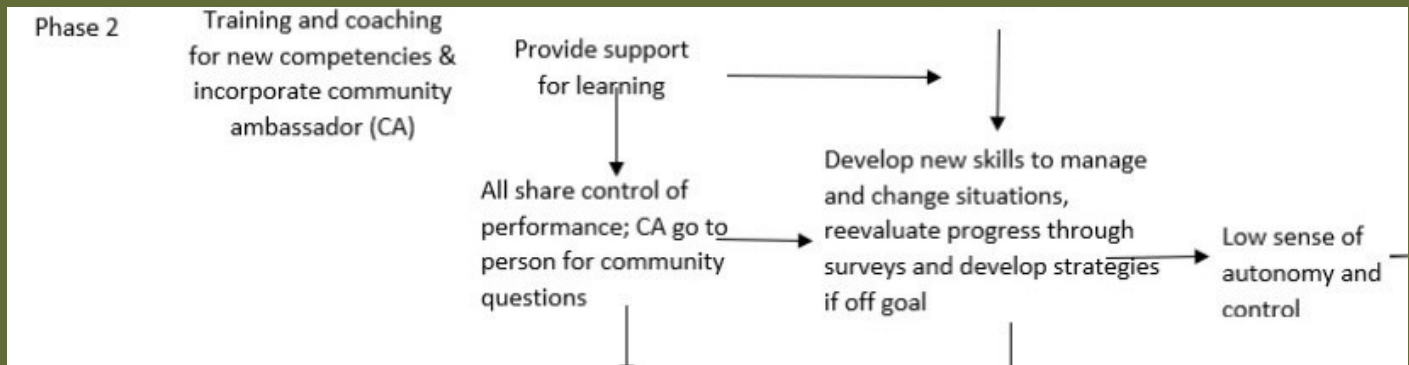
Individual and Organizational Failure

Job dissatisfaction will be observed if employees are having difficulty adjusting to changes in expectations and job behaviors. If this occurs, feedback is needed to find a means of supporting the individual. Many times, dissatisfaction is rooted in a lack of knowledge or miscommunication. This is easily rectified if two-way communication is established. This can also be a time to step back and address the points where the communication breakdown occurred.

Loss of confidence in management will be recognized through surveys or other forms of communication. It can be part of the issues that caused job dissatisfaction, if any occurred, and might be addressed in the same manner by becoming aware and adjusting whatever area the breakdown in confidence occurred.

Denial, avoidance, and stress are all symptoms of lack of coping on the part of individuals. The best means of dealing with this is to revisit the coping strategies with avenues for people to express their concerns. This can take the form of open forums, so volunteers, employees, and/or board members can have their voices heard. Their dialogue can create solutions in various ways. If they are the only ones having the issue, it might be a time for self-reflection and making individual choices with this knowledge. If the issue affects others, allowing voiced concerns with an openness to what they feel could be done to fix it allows for tighter organizational bonds as individuals are helping to move this change forward.

Change Process: Phase 2



Phase 2 leans heavily on what was established in Phase 1.

Learning Intervention

Training and coaching for new competencies & incorporate community ambassador (CA). During this phase, a community ambassador can be added to the organization. Ideally, this will be someone that already has ties to TC. They will be aware of the shift to the BeAJEDI model and will have an understanding of what the organization's goals are. This individual will act as a liaison between the internal and external stakeholders. For example, if someone volunteers in a community and is asked why TC is cleaning their area, they will be trained in an answer that supports the TC mission and will respond with empathy to those they encounter. At the same time, they might be asked questions that are beyond their knowledge base; this would be where they can provide information that leads to communication with the community ambassador. Not only will that allow the community member to get an answer, but it is also another way to show that TC cares for its communities by being willing to connect and communicate. This type of interaction can also be a recruitment strategy because people want to be involved in spaces where they feel respected.

Leading and Resourcing Change

Providing support for learning is a continuation of this phase's learning intervention. It **leads to all sharing control of performance** as organizational behavior becomes established. Each trained individual represents TC and will have a cohesive understanding of what TC is and what it means to be a part of it. These internal stakeholders will be the friendly faces who hand off external stakeholders to the **community ambassador**, who is the **go-to person for community questions**.

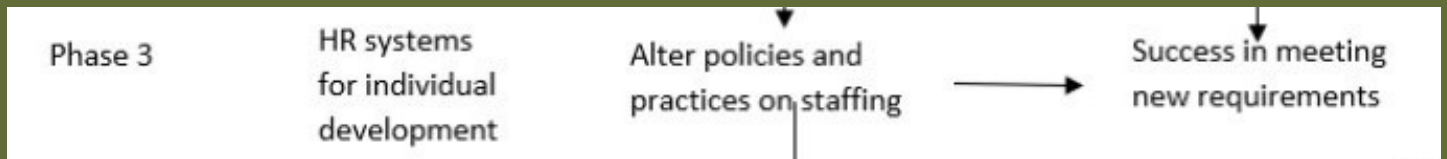
Employee Adaptation

Develop new skills to manage and change situations, reevaluate progress through surveys, and develop strategies if off goal. This is a good point to find out how the change to BeAJEDI is going. This will inform management and the community ambassador and can help to keep content current. These multi-phase check-ins develop buy-in from those who might feel unheard otherwise. This phase can be broadened to include the "Conversations that Build Community" guided host events that TC has done in the past along with any other inclusive activities.

Individual and Organizational Failure

Lastly, potential failures should be looked for in the form of a **Low sense of autonomy and control**. There should be an understanding that there is no loss of individuality while implementing change, and the reevaluation of progress might help TC to find a solution to this failure.

Change Process: Phase 3



Learning Intervention

HR systems for individual development is an opportunity to institute BeAJEDI as part of the onboarding process for new TC members, including volunteers, employees, and board members.

Leading and Resourcing Change

Alter policies and practices on staffing is an extension of the new member onboarding interventions. TC is an organization where many people learn on the job, and having more senior members trained in BeAJEDI content will allow for another level of content integration. For established TC members, having training sprinkled throughout meetings and other sessions will allow them to learn content at a pace that feels reasonable. The timeline for this is based on how much content will be taught at a time and how often these sessions will occur. A slow-paced transition can be acceptable because the efforts toward change are taking place.

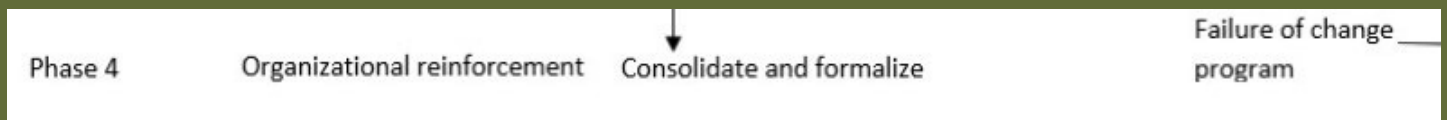
Employee Adaptation

Success in meeting new requirements takes the form of action. Any training will be beneficial and will help people to adhere to the change in organizational behavior(s). This process can take six months to a year and can be built upon through review or as a means of providing additional content as new initiatives related to the areas of BeAJEDI arise.

Individual and Organizational Failure

There are no potential failures at this stage because the only failure would be inaction and neglect to implement onboarding.

Change Process: Phase 4



Learning Intervention

Organizational reinforcement is the continued use of Phase 1-3 content sticking to any modifications and updated aspects.

Leading and Resourcing Change

Consolidate and formalize is an opportunity to review what has worked and what has not. Are there any BeAJEDI pieces that were missed or need to be improved? This phase establishes what the ongoing application of BeAJEDI will look like. There will be aspects of trainings that work and possibly some that do not work as well. It is important to understand what works best for TC through member and community feedback. These formalized processes may be revisited and modified because an organization's behaviors and needs are not static. It is acceptable to have continued efforts to reevaluate and address changes in the areas of BeAJEDI as they pertain to local communities and the organization's demographics.

Employee Adaptation

Employee Adaptation does not exist in this phase because this is the area of finalization, adaptation, and feedback should have been addressed before entering this phase.

Individual and Organizational Failure

Failure of change program should not be the outcome of the incorporation of BeAJEDI program. The earlier moments of assessment and action should have nullified this as an outcome of Phase 4. If for any reason, TC finds itself here, this model allows for modification of outcomes. Take a step back and review Phase 3. Did the failure begin in this phase? If so, it can be corrected. If the realization that errors in Phase 2 were the failure culprit revisit that phase and work on what is impacting the forward progression and the move back through Phase 3 and back to Phase 4. If the problems occurred in Phase 1, make modifications in problem areas. What did not work and why? Address these issues then move back through Phases 2, 3, and 4.

Conclusion

This model is very forgiving and allows for human and organizational error, but can be a guide to rectify issues to ensure TC member satisfaction and greater connectivity to the communities it serves.

Please note, BeAJEDI is an organizational training guideline, that will be trademarked by QB Consultancy, May 2023.





Thank you!

**Hope you enjoyed
learning about
our journey**