



# **Diversity, Equity, and Inclusion Strategies: Using Measurement to Support Your Black Employees**

**Sertrice Grice, Grayson Sturgis, Alexis Avery, Dr. Rajanique Modeste, and Ujjayini Brawley  
Blacks in I/O**

A White Paper prepared by the Visibility Committee of the Society for Industrial and Organizational Psychology  
440 E Poe Rd, Suite 101 Bowling Green, OH 43402

Copyright 2021 Society for Industrial and Organizational Psychology, Inc.

Table of Contents

---

Authors..... 1

Introduction..... 2

Background ..... 2

Implications for Practice..... 3

Next Steps ..... 5

References..... 7

## Authors



**Sertrice Grice, MS**, is cofounder & chief consulting officer of Mattingly Solutions. Sertrice has deep experience helping organizations with annual census surveys, 180 and 360 assessments, and more. Additionally, Sertrice writes and presents frequently on issues of diversity, equity, and inclusion (DEI); she created a broad DEI and Anti-Racist Organization survey and has helped clients create customized DEI surveys. Sertrice is passionate about helping organizations use their metrics to make data-backed DEI strategies. Sertrice received her BS in Psychology from Emporia State University and her MS in Industrial Organizational Psychology from Radford University.



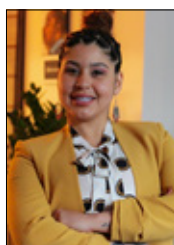
**Grayson Sturgis, BS**, is a second-year doctoral student in Bowling Green State University's I-O Psychology program. As a graduate of Eastern Michigan University's Honors College with a bachelor's degree in psychology and international affairs, many of Grayson's research interests tend toward the cross cultural (i.e., cultural invariance of scales, Gelfand's tightness-looseness as a moderating variable, and Hofstede's cultural dimensions). Throughout his first year of the program, Grayson sought out and engaged in applied consulting projects whenever available, and continues to do so. He is a member of SIOP and Blacks in I/O.



**Alexis Avery, MA**, has experience in employee engagement, organizational assessment, and data analytics. Alexis lead employee engagement, leadership development, and recruitment initiatives at the Centers for Disease Control and Prevention in Atlanta, GA. She earned her master's in Industrial-Organizational Psychology from the University of Georgia. Alexis most recently worked as a personnel research psychologist at U.S. Customs and Border Protection managing the Border Patrol promotions assessment program, agency wide exit survey, and other organizational transformative initiatives. Alexis is currently a PhD student in the Management and Human Resources program at the University of Wisconsin-Madison.



**Dr. Rajanique Modeste** is founder and CEO of Vestigia Organizational Strategies, an industrial and organizational (I-O) consulting firm. Dr. Modeste has over 15 years of human capital management experience working for government contractors. Her expertise includes leadership development, coaching, facilitating, organizational change management and DE&I. Dr. Modeste has a PhD in I-O Psychology and a Masters in Counseling. She is involved in the social justice movement, helping police agencies reduce the deaths of Black Americans and create inclusive environments. Dr. Modeste is an adjunct professor at the University of Maryland.



**Ujjayini Brawley** has an eclectic experience as an industrial-organizational science practitioner and small business owner. She earned her master's degree in I-O Psychology from the University of Maryland and currently serves as the principal consultant and director of Learning and Development at The Lindsay Group alongside Shakti Creates Consulting. Ujjayini is a passionate advocate for improving health and wellness in the workplace by incorporating holistic mindfulness strategies to facilitate organizational and individual empowerment, transformation, and success. She is also a DEI committee member of SCP APA Division 13 and Blacks in I/O.

## Introduction

A cataclysmic shift occurred in the United States that has strongly underscored the need for change within organizations in addition to society at large. The murder of George Floyd and subsequent reactions became a resounding call to action for organizations to re-examine their positions on diversity, equity, and inclusion (DEI), especially with regard to the Black community. The historical events that occurred in the year of 2020 served to embolden the rapidly growing social justice movement, thus, leading to a cultural landscape in which organizations were no longer permitted to ignore or dismiss their shortcomings with regard to workforce inclusivity. Boykin et al. (2020) echoed this sentiment, among others, calling for increased knowledge, awareness, and accountability from all parties to help fight racism. Many organizations decided to begin the process of transitioning their workplace “cultures of inclusivity” from those that were largely performative in nature to more actively diverse, equitable, and inclusive cultures. The “check-the-box” initiatives are now being challenged. In this paper we will identify and discuss the importance of implementing a well-structured DEI plan and how organizations can create a sustainable and truly inclusive culture as a result.

## Aversive Racism

The modern culture of the United States emphasizes the idea of true meritocracy, which has contributed to the idea of a postracial or “colorblind” society (Dovidio & Gaertner, 2004). However, recent events and research alike have shown that negative racial prejudices and stereotypes continue to show themselves in many aspects of our society as well as within the minds of those who do not acknowledge their own prejudices, resulting in what has famously been termed “racism without racists” (Bonilla-Silva, 2006, p. 4). According to Dovidio and Gaertner (2004), the cognitive dissonance that people experience from holding learned prejudices while also wanting to distance themselves from the idea of being prejudiced leads to modern racism taking a more subtle form, which has been termed aversive racism.

The aspect of aversive racism that is most important to the workplace is that it is moderated or impacted by situational ambiguity. This is to say that aversive racist behaviors are more likely to manifest when a situation does not have a predefined “script” detailing how people should act and react. This effect has been observed in research on selection with White participants only displaying anti-Black bias when a simulated candidate’s fit for the position in question was unclear (Dovidio & Gaertner, 2000). Additionally, due to the overtly negative connotations it carries in our society, anti-outgroup bias is a much less frequently observed manifestation than pro-ingroup bias (Dovidio et al., 2014). In other words, people are more likely to openly help their own groups than to openly discriminate against other groups.

Considering aversive racism as a conceptual framework, it is logical to conclude that most, if not all, organizations currently have employees engaging in some form of aversive racist behaviors of which Black applicants and employees are currently experiencing the ill effects (Dovidio et al., 2014). Although it may be comforting to continue feeding the myth of a fully meritocratic organization operating under a truly colorblind paradigm, additional progress will continue to be impeded until these issues are faced openly. One should assume that one’s organization has diversity and inclusion issues to be solved, because research shows that this is likely the case.



## Implications for Practice

In order to move from performative to transformative action, our recommendation is to begin with a focus on measurement as well as on the evaluation of archival data. Every organization is unique, and the individual experiences of Black employees at each organization will be shaped by the environment in which they find themselves.

### Employee Surveys

Collecting and analyzing current data around the employee experience through theoretically grounded and psychometrically validated measures is paramount. Employee data that are of particular importance include perceived inclusion, which can be measured through surveys such as Mor-Barak's (2005) Inclusion–Exclusion Scale or Jansen and colleagues' (2014) Perceived Group Inclusion Scale. Collecting this specific type of data gives insight into employee perceptions that can help organizations know which facets of inclusion are lacking in the workplace broken down by demographic. This level of detail helps move organizations past looking at diversity numbers to focusing on the human aspect of inclusion. Although having a survey specifically dedicated to this topic is ideal to gain a robust view of how inclusive the environment is, that is not always feasible due to a variety of reasons such as cost limitations or survey overload. In those cases, adding a cluster of DEI-oriented items to pre-existing annual surveys or analyzing existing survey data by demographic group can be used as reasonable starting points.

**Every organization is unique, and the individual experiences of Black employees at each organization will be shaped by the environment in which they find themselves.**



### Employee Lifecycle

Data do not necessarily have to be sourced from current employees to be useful. Both job applicants and previous employees can hold a wealth of information. Review organizational statistics pertaining to recruitment practices (e.g., relative selection rates, the spaces in which openings are being advertised), and use these data points as a baseline to aim for more inclusive recruitment. Another way organizational leaders can gain additional insight into improving the level of inclusion in the work environment is through examining turnover rates and employee reasons for departure by demographic group. Evaluating these data points from various tools (i.e., exit survey, exit interviews, intent-to-stay interviews) will help guide organizations during recruitment and retention decisions.

### Equity Analysis

Reviewing quantitative organizational criteria such as pay equity and relative promotion rates between different employee groups can serve as an additional avenue to inspect, as they represent organizational jus-

**Should it prove logistically feasible, it is recommended that a position dedicated specifically to DEI efforts be created instead of folding these responsibilities into the large number of tasks already expected of HR.**



tice. Employee perceptions of organizational justice, which can be split into the subcategories of distributive justice (such as fairness in compensation) and procedural justice (such as fairness of policies), have been related to multiple positive workplace outcomes (McFarlin & Sweeney, 1992). As such, a lack of perceived inclusion can hamper job satisfaction. After equity analysis is complete, it is important to be transparent with employees regarding results. If issues of inequity are found, leaders should make a plan to address them in a timely manner and keep employees apprised of their efforts. If issues are not found, transparency regarding results will help employees gain trust in the organization. However, trust is not gained overnight. It is possible that even in the face of equitable practices, employees may not agree with or trust the results. Having listening sessions can help leaders dive deeper into possible reasons for this perceived lack of equity and create a space to address those concerns. We have found through our professional experience that sometimes a perceived lack of equity is actually a perceived lack of transparency.

### Senior Leadership Support

After collecting the data discussed above, it is vital to present the results to senior leadership to garner stakeholder support. Referencing quantitative and/or qualitative data helps highlight the importance of any DEI initiatives you are trying to initiate. Executive-level buy-in is necessary to ensure that proper organizational resources are allocated to this initiative. Having data to support this conversation will improve your chances of getting leadership buy-in.

### Ownership

Based on anecdotes from professionals in the field, we know that when this work is done “side of the desk” (i.e., as one’s secondary focus), it is more likely to be pushed aside for more “urgent” or “important” work. Should it prove logistically feasible, it is recommended that a position dedicated specifically to DEI efforts be created instead of folding these responsibilities into the large number of tasks already expected of HR. Often organizations will create a DEI council and/or a DEI office. In either case, we recommend one DEI officer to oversee these efforts, and they should be a part of the C-suite to ensure this work is made a priority. The presence of a dedicated DEI officer will help increase accountability of the organization’s leadership and general employees alike, applying consistent pressure for progressive initiatives and change. Although having a DEI officer is ideal, it is imperative for all senior leaders to champion this work. Displaying ethical behaviors is one valuable way to support DEI efforts. Ethical leaders are people focused and role model the ethical conduct they expect from their employees (Treviño et al., 2003). When senior leaders role model behaviors, it encourages other employees to participate in the same behaviors. Furthermore, it is recommended that organizations create standard practices of linking performance goals to leadership effectiveness. 360-degree feedback surveys can be administered to subordinates of people leaders. This survey tool can be helpful to identify which leaders are effectively modeling those ethical behaviors and conduct, and have been previously recommended as useful leader development tools (Alimo-Metcalfe, 1998; Hazucha et al., 1993).

## Employee Well-Being and Performance

We believe that it is critically important that the workplace is equipped to create an environment that not only incorporates inclusivity but promotes a healthy workplace culture as well. Throughout the global pandemic, we have witnessed collectively and experienced first hand the direct relationship between mental health and employee well-being, as well as that between mental health and workplace performance. In recent publications, it has been reported that employees who are being asked to return to the office due to COVID restrictions would prefer to quit their jobs due to the toxic environment in which they worked (Greedy, 2021). It has been documented that traumatic work experiences cause psychological harm that is usually unseen and untold (Williams et al., 2018). Often, Black employees refrain from showing up authentically in the workplace, typically out of racial battle fatigue, a fear of job loss, and/or judgment by peers and supervisors. This perceived need for identity restriction may manifest through code switching—modifying one’s speech patterns or content (Nilep, 2017) or other psychologically draining behaviors. This experience tends to prevent Black employees from being able to perform at their optimal levels. Lack of attention to employee mental health, especially in the case of Black employees, can cause a myriad of issues such as absenteeism, low performance, and missed opportunities for growth (Chien-Hung et al., 2017). Leveraging opportunities to check in with your employees and their mental health can consist of collecting qualitative data through focus groups and/or listening sessions. Senior leadership should closely examine key barriers to their well-being approaches. Resources and solutions offered from both the individual and organizational levels can contribute to building a restorative (rather than depleting) experience at work for all employees.

The large number of suggestions in this content-rich paper may seem overwhelming when considered collectively. However, we are not recommending that organizations transform overnight; rather, we expect leadership to pick one of the many avenues towards improving workplace inclusion listed above and begin there. Overcommitment and overextension of organizational resources are antithetical to the goals discussed herein. Naturally, each organization will be beginning from a different point in their respective DEI journey--as such, careful consideration of what progress has already been made in one’s organization is a key part of focusing future efforts.

### Next Steps

As our society enters into an era in which diversity, equity, and inclusion are no longer tools for image management or incentives for “nontraditional” workers but rather moral imperatives in their own rights, organizations must make the conscious decision to establish DEI as a central pillar of company culture and commit to the actions that must follow (Boykin et al., 2020). The so-called “business case” for diversity (Ely & Thomas, 2020), although valid, should no longer be the primary focus—the case for diversity is a moral one, and it is more than sufficient to call for tangible action.

**Resources and solutions offered from both the individual and organizational levels can contribute to building a restorative (rather than depleting) experience at work for all employees.**



We have stated in this paper that measurement is the rightful starting point for any initiative, DEI-related or otherwise. That being said, should this measurement reveal unknown and/or unexpected biases within an organization's systems or practices, keep in mind that transparency is key—both in informing shareholders and the affected employees that these issues have been found and explaining fully what actions are being taken to rectify them. As a final takeaway, we would like to remind all individuals undertaking this work to frequently and thoroughly check for their own biases—from which none of us are free—to ensure that the work being done is as effectually as possible.

**As a final takeaway, we would like to remind all individuals undertaking this work to frequently and thoroughly check for their own biases—from which none of us are free—to ensure that the work being done is as effectually as possible.**



## References

- Alimo-Metcalfe, B. (1998). 360 degree feedback and leadership development. *International Journal of Selection and Assessment*, 6(1), 10.
- Bonilla-Silva, E. (2006). *Racism without racists: Color-blind racism and the persistence of racial inequality in the United States*. Rowman & Littlefield Publishers.
- Boykin, C. M., Brown, N. D., Carter, J. T., Dukes, K., Green, D. J., Harrison, T., Hebl, M., McCleary-Gaddy, A., Membere, A., McJunkins, C. A., Simmons, C., Singletary Walker, S., Smith, A. N., & Williams, A. D. (2020). Anti-racist actions and accountability: Not more empty promises. *Equality, Diversity and Inclusion: An International Journal*, 39(7), 775–786. <https://doi.org/10.1108/EDI-06-2020-0158>
- Chien-Hung, W., I-Shen, C., & Jia-Chernal, C. (2017). A study into the impact of employee wellness and job satisfaction on job performance. *International Journal of Organizational Innovation*, 10(2), 253–269.
- Dovidio, J. F., & Gaertner, S. L. (2000). Aversive racism and selection decisions: 1989 and 1999. *Psychological Science*, 11(4), 315–319. <https://doi.org/10.1111/1467-9280.00262>
- Dovidio, J. F., & Gaertner, S. L. (2004). *Aversive racism*. In *Advances in experimental social psychology* (Vol. 36, pp. 1–52). Academic Press. [https://doi.org/10.1016/S0065-2601\(04\)36001-6](https://doi.org/10.1016/S0065-2601(04)36001-6)
- Dovidio, J. F., Gaertner, S. L., & Bachman, B. A. (2014). Racial bias in organizations: The role of group processes in its causes and cures. In M. E. Turner (Ed.), *Groups at work* (pp. 429–458). Psychology Press.
- Ely, R., J., & Thomas, D. A. (2020). Getting serious about diversity: Enough already with the business case. *Harvard Business Review*, November-December 2020, 15. <https://hbr.org/2020/11/getting-serious-about-diversity-enough-already-with-the-business-case>
- Greedy, E. (2021, March 30). Employees quitting jobs in record numbers due to toxic workplaces. *HR Magazine*. <https://www.hrmagazine.co.uk/articles/employees-quitting-jobs-in-record-numbers-due-to-toxic-workplaces/>
- Hazucha, J. F., Hezlett, S. A., & Schneider, R. J. (1993). The impact of 360-degree feedback on management skills development. *Human Resource Management*, 32(2–3), 325–351. <https://doi.org/10.1002/hrm.3930320210>
- Jansen, W. S., Otten, S., van der Zee, K. I., & Jans, L. (2014). Inclusion: Conceptualization and measurement: Inclusion: conceptualization and measurement. *European Journal of Social Psychology*, 44(4), 370–385. <https://doi.org/10.1002/ejsp.2011>
- McFarlin, D. B., & Sweeney, P. D. (1992). Distributive and procedural justice as predictors of satisfaction with personal and organizational outcomes. *Academy of Management Journal*, 35(3), 626–637. <https://doi.org/10.2307/256489>
- Mor-Barak, M. E. (2005). *Managing diversity: Toward a globally inclusive workplace*. Sage Publications. <https://books.google.com/books?id=3grkbhHpGeIC>
- Nilep, C. (2017). “Code switching” in sociocultural linguistics [Preprint]. *SocArXiv*. <https://doi.org/10.31235/osf.io/jfecn>
- Treviño, L. K., Brown, M., & Hartman, L. P. (2003). A qualitative investigation of perceived executive ethical leadership: Perceptions from inside and outside the executive suite. *Human Relations*, 56(1), 5–37. <https://doi.org/10.1177/0018726703056001448>
- Williams, M. T., Metzger, I. W., Leins, C., & DeLapp, C. (2018). *Assessing racial trauma within a DSM–5 Framework: The UConn Racial/Ethnic Stress and Trauma Survey*. American Psychological Association, 3(4), 242–260.