PCMA

WORKING PAPER SERIES

RETRIEVAL CONFERENCE ON CHANGING
ORGANIZATIONAL RACISM AND SEXISM

Edith Lewis, Roderick Linzie
and Mark Chesler

**The Program on Conflict Management Alternatives
at The University of Michigan**

THE PROGRAM ON CONFLICT MANAGEMENT ALTERNATIVES

The Program on Conflict Management Alternatives was established in January, 1986 by a grant from the William and Flora Hewlett Foundation, and additional funds from the University of Michigan. These basic grants were renewed in July, 1988 and again in July, 1991. The Program supports an agenda of research, application, and theory development. PCMA also establishes links among other university research and teaching efforts relevant to conflict management alternatives, and maintains liaison and collaboration with similar efforts in other Universities and Practitioner agencies. The Program staffers own work focuses explicitly on the relationship between social justice and social conflict, specifically: (a) the use of innovative settlement procedures and roles for disputants and third parties; (b) the institutionalization of innovative mechanisms and the adoption of organizational and community structures that permanently alter the way conflicts are managed; and (c) the fundamental differences and inequalities between parties that often create conflict and threaten its stable resolution.

We examine these issues primarily in United States' settings, in conflicts arising within and between families, organizations and communities, and between different racial, gender, and economic constituencies. These specific efforts are supported by a variety of research and action grants/contracts with governmental agencies, foundations, and private and public organizations/agencies.

The Program in Conflict Management Alternatives is housed within the Center for Research on Social Organization, College of Literature, Science and the Arts, Room 4016 LS&A Building, Telephone: (313) 763-0472.

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RETRIEVAL CONFERENCE ON CHANGING
ORGANIZATIONAL RACISM AND SEXISM

This working paper presents a brief summary of PCMA's
Retrieval Conference on "Changing Organizational Racism and
Sexism," held at the University of Michigan, November 10-11,
1988. A fuller description of the Conference, and its results,
will be forthcoming in the Spring of 1989.

WHAT IS A RETRIEVAL CONFERENCE?

The idea of a retrieval conference is generally credited to
Ron Lippitt, former professor of Psychology and Sociology at the
University of Michigan. It involves bringing together
outstanding practitioners or scholars on a particular subject and
"retrieving" the information on that subject from their focused
discussion and interaction. Our (and Lippitt's) use of this
format differs from an ordinary intellectual seminar in that we
use it to help bridge the gap between the academic and
practitioner communities. When several "front-line" practitioner
experts come together in the company of several academic experts
retrieval flows in both directions. Practitioner experts have an
opportunity to share their practical wisdom and experience and
academic scholars have an opportunity to match these experiences
with their research endeavors or with the accumulated scientific
literature. As a result, both sets of experts are enriched, and
our practical knowledge of an area of human action is enlarged.

The PCMA staff used this model effectively in a prior event
which focused on how grassroots organizers work to change

organizations and communities and to solve community disputes.
Experiences with the wealth of information gleaned from this
event resulted in a consensus that it was indeed a valuable
format, both for increasing our knowledge and for establishing
contacts with outstanding practitioners.

The purpose of the retrieval conference on Changing
Organizational Racism and Sexism was to focus on internal
organizational change instituted or managed by professional
consultants. One of PCMA's underlying interests is the way in
which conflict is related to social justice issues, and concerns
about racism and sexism have been constant themes of conflict in
this inquiry. This specific topic grew out of the PCMA faculty's
individual and collective research and intervention, as well as
continued attention to issues of racism and sexism in light of
recent conflicts on the University of Michigan campus and in
other institutions of higher education. The individual and
collective interests of PCMA faculty also have put us in contact
with others on the campus who utilize concepts of social justice
as a primary perspective in their work. Two of these groups, the
Human Resource Development Office (HRD) and the Project for
Educational Equity (PEO) agreed to co-sponsor and co-plan the
retrieval event.

THE DESIGN

In the initial design stages for this conference, a list of
questions related to changing organizational racism and sexism
were developed by the planning committee (Edith Lewis, Mark

Chesler, Sally Johnson, Eleanor Linn, and Roderick Linzie). The
questions of interest are listed in Figure 1.

At the same time, a preliminary list of consultants who had
done anti-racism/sexism training or social justice-oriented
organizational development programs in complex organizations was
generated. Specific attention was paid to representing men,
women, and people of color from diverse backgrounds, on the
consultant list. In most cases, the consultants were known to at
least one planning committee member, either personally or through
their written work. An attempt was made to choose persons who
were well versed in the theoretical and practical literature on
racism and sexism in organizations as well as who had experience
as a practicing consultant or change agent. The consultants who
participated in this retrieval event are listed in Figure 2.

As potential consultants were contacted about this idea in
the early summer of 1988, they were sent our original thinking
about the retrieval event and asked about their interest in
participating in such an activity. Most responded with great
interest and remarked that they did not often have an opportunity
to share their work with others engaged in similar efforts and
were looking forward to the occasion. These consultants were
contacted at several intervals during the summer and fall of 1988
and asked to respond to elements of the design for the
conference. It was proposed that participants would be involved
in all aspects of the planning for the event.

Joint work with PCMA core faculty and HRD and PEO staff
revealed an interest in developing a mechanism to watch

Figure 1: Inquiry Questions

PCMA PLANNING ABOUT RACE/GENDER CHANGE
RETRIEVAL CONFERENCE

Let us plan a retrieval event that focuses on changing racial and gender discrimination in organizations. Let's invite to it six external experts who do this sort of consultation and who can think and write about it. We might ask them to address the following major questions:

RACISM, SEXISM AND THEIR INTERACTION

1. What are the underlying assumptions or conceptions about racism, sexism in organizations or society which guide your work?

2. What strategies have you used which you think are more, less successful in your work on racism/sexism (e.g. teams versus single presentors, inclusion/exclusion or certain members, integration of short-term events and long-term relationships, insiders and outsiders)?

3. Do you perceive differences in the ways people handle racism versus sexism in this work? What are these? Why are they different?

4. Is the interaction of racism and sexism more powerful than the single issues alone or do they distract from one another? In what ways? How do you avoid these issues being played off one another...by others and yourself at times?

ALTERING RACISM/SEXISM IN ORGANZIATIONS

1. How do you move in your work from a focus on increasing individual awareness to changing organizational structures and cultures? What ideas guide you in this effort? What specifc tactics do you use?

2. How do you connect with local aggrieved/oppressed groups and/or local powerbrokers? How do you conduct (or help the organization conduct) a diagnosis or assessment?

3. Which strategies have been most effective in challenging/ changing racism, sexism, or their interaction in your work?

4. What are some organizational changes that realistically can make a difference in racism and sexism, and that actually can be leveraged by a consultant (or team) like yourself? What conditions have to be in place for changes to occur? What are the "traps" in trying?

5. How do you build in a process of onging change, so that outcomes do not end when your involvement ends?

Figure 2

Rudolfo Alvarez: Professor, Department of Sociology, UCLA.
    Discrimination in Organizations: Using Social Indicators to
    Manage Social Change; The Mexican American Experience: An
    Interdisciplinary Anthology. Chair, Section on Racial and
    Ethnic Minorities, 1989-1990 American Sociological Assoc.

Elsie Cross: President and Senior Consultant, Elsie Y. Cross
    Associates, Inc. (Philadelphia, PA) "Issues of Diversity,"
    in Sunrise Seminars, NTL-IABS. Consultant to: Women in
    Transition (Phila., PA); The International Institute for the
    Management of Technology (Milan, Italy); Antioch/
    Philadelphia University; U.S. Departments of HEW, Education,
    Labor, and Agriculture; Bell Telephone Labs; Exxon Corp.

Frances Kendall: Interim Executive Director, Bay Area
    Independent School Minority Affairs Coalition (Oakland, CA).
    "Children's Racial Attitudes and How to Deal with Them."
    Children's Advocates May/June '84; Diversity in the
    Classroom: A Multicultural Approach to the Education of
    Young Children. Consultant to: Marine Human Rights
    Education Project; U.C. Berkeley Residential Program;
    Stanford and University of Michigan Library Systems.

Richard Salem: Senior Consultant, Richard A. Salem Associates
    (Chicago, IL); "Mediation as an Alternative to Civil Rights
    Litigation," in Discretion, Justice, and Democracy;
    "Mediating Political and Social Conflicts: The Skokie-Nazi
    Dispute," Mediation Quarterly, Vol.5 1984. Consultant to:
    The Centre for Intergroup Studies (Cape Town, S.A.); U.S./
    South Africa Leadership Exchange Program (Johannesburg, and
    U.S. State Department); The Carter Center (Atlanta, GA);
    South Suburban Community Organizations of Chicago.

Bennie Stovall: Executive Director, Children's Aid Society and
    Adjunct Professor, University of Michigan. Protective
    Service Intervention: Child Sexual Abuse; "Continuing
    Education for the Prevention of Family Break up." Child
    Sexual Abuse. Consultant to: Wisconsin Department of Social
    Services; Children's Aid Society (Ontario); Michigan
    Department of Social Services.

Leroy Wells, Jr.: Professor, School of Business, Howard
    University (Washington D.C.). "The Wells-Jennings Analysis:
    A New Diagnostic Window on Race Relations in American
    Organizations," in The Emerging Practice of Organizational
    Development; "The Group As-A-Whole: Its Power and Promise,"
    in Group Dynamics: Examining a Tradition of Experiential
    Learning (In Press). Consultant to: Marion Barry Youth
    Leadership Institute (Washington, D.C.); Howard University
    Office of Resident Life; Florida Rural Legal Services
    (Bartow); Joint Center for Community Studies (Los Angeles,
    CA); Telecom Ltd. (Melbourne, Australia).

consultants work, as well as to hear them talk about their work. Given the recent events on the U of M campus with respect to racism and sexism, the University seemed to be a natural laboratory. We generated a list of campus units which were potentially interested in the ways changing organizational racism and/or sexism would apply to their units. An iterative process was begun which involved conference planners, the invited consultants and campus units to match units and consultants for brief events. An effort was made to learn something different in each match. For example, a unit with an existing group already involved in altering the unit with respect to racism and sexism was matched with one consultant, while another consultant was matched with a unit in which had been charged to change but in which no work had yet begun. In one instance, one of the consultants had a strong history of conflict mediation work within public school systems and was paired with members of the office charged with this work in a local public school system.

The planning group relied on the information we had learned via our first experience with the grassroots organizing retrieval event to help with the design of the Changing Organizational Racism and Sexism Conference. Inviting consultants to present case examples encouraged them to focus on the questions which were considered crucial to our learning goals. Since each consultant had been involved in doing such work with different kinds of organizations, we asked them to come prepared to focus on one of their interventions as it related to the questions raised in the conference agenda. In addition, we asked all

consultants to forward their vites and a sample of their written work, so as to inform all consultants and invited participants about one another. These packets of information were later sent to the participating campus units to assist them in preparing for their interaction with the consultant.

The format for the conference allowed for the limited participation of PCMA core faculty and identified members of the University community. We were fortunate, in addition,to have two external visitors: a guest who had done extensive consulting on these issues with the police departments in England; and a colleague from the University of Minnesota's Conflict Resolution Consortium. All these additional participants were invited with the understanding that they would have the opportunity to learn from the invited consultants, to raise questions, but not to participate fully in the discussions. In addition to the invited consultants, the persons listed in Figure 3 also attended either one or both days of the event.

Understanding that we had a "full plate" of questions and participants with which to operate this conference, the planning committee organized the two days as described in Figure 4.

SOME PROCESS LESSONS FROM THIS CONFERENCE

While a final summary report from the retrieval event will not be available until the Spring of 1988, the following observations and brief summary statements were gathered from the final session of the conference and post-conference evaluations.

1.   Preparing invited consultants in advance (i.e., in an informal setting before the actual conference begins) allows the

Figure 3

Conference Participants (In Addition to Consultants)

<u>Attending Colleagues</u>

Irene Butter	Professor Public Health Policy & Administration
James Chaffers	Professor of Architecture
John Clark	Director, Conflict Resolution Center, University of Minnesota
Rhetaugh Dumas	Dean, School of Nursing
Luu Dat	Project Associate, School of Business
Catherine Lilly	Human Resource Development Office
Marvin Parnes	Assist. to Vice-President for Research
Harvey Reed	Professor, School of Social Work
John Shaw	Director, Seminars on Race Relations, Department of Extra Mural Studies, University of Manchester, England
Julie Steiner	Director, Sexual Assualt Awareness & Prevention Center
Mary Ann Swain	Assoc. Vice-President for Academic Affairs, Interim Director Affirmative Action
Ximena Zuniga	Director,Inter-Group Relations Program

<u>Conference Coordinators</u>

Edie Lewis	PCMA, Assistant Professor, School of Social Work
Mark Chesler	PCMA, Professor of Sociology
Sally Johnson	Manager, Human Resource Development
Eleanor Linn	Associate Director, Program in Educational Opportunity, School of Education
Roderick Linzie	Doctoral Candidate, Sociology

<u>PCMA Faculty</u>

Barry Checkoway	Associate Professor, School of Social Work
James Crowfoot	Dean, School of Natural Resources
Barbara Israel	Associate Professor, Health and Health Education
Elizabeth Douvan	Professor of Psychology & Women's Studies
David Schoem	Assistant Dean, College of LS&A

Figure 4

AGENDA
RETRIEVAL CONFERENCE ON CHANGING RACISM AND SEXISM IN ORGANIZATIONS

--Main Conference Held in Wolverine Rooms - Michigan Union--

Thursday, November 10, 1988

Racism, Sexism and Their Interactions

8:30am	Coffee	
9:00am	Welcoming & Introductions	Edith Lewis, PCMA
9:30am	Case Presentations:	Edith Lewis, PCMA

What are the underlying assumptions or conceptions about racism, sexism in organizations or society which guide your work?

What strategies have you used which you think are more, less successful in your work on racism/sexism (e.g. teams versus single presenters, inlcusion/exclusion of certain members, integration or short-term events and long-term relationships, insiders and outsiders)?

Do you perceive differences in the ways people handle racism versus sexism in this work? What are these? Why are they different?

Is the interaction of racism and sexism more powerful than the single issues alone or do they distract from one another? How do you avoid these issues being played off one another...by others and yourself at times?

10:30am	-Break-	
10:45am	Discussion of Cases	Mark Chesler, PCMA
12n-1pm	-Lunch-	Anderson Room
1pm - 4pm	Consultancy Session - Closed -	Various Sites

Friday, November 11, 1988

Altering Racism & Sexism in Organizations

8:30am	Coffee	
9:00am	Introductions	Edith Lewis

9:15am   Session 1:   Sally Johnson, HRD

                 How do you move in your work from a focus on increasing
                 individual awareness to changing organizational
                 structures and cultures? What ideas guide you in this
                 effort? What specific tactics do you use?

                 How do you connect with local aggrieved/oppressed groups,
                 and/or local powerbrokers? How do you conduct (or help
                 the organization conduct) a diagnosis or assessment?

10:30am   -Break-

10:45am   Session 2:   Barry Checkoway, PCMA

                 Which strategies have been most effective in challenging/
                 changing racism, sexism, or their interaction in your
                 work? How do you assess the relative importance or
                 alterations in the power structure, as contrasted with
                 improving communication and building trust, as key
                 strategies?

12n-1pm   -Lunch-   Anderson Room

1:00pm   Session 3:   Barbara Israel, PCMA

                 What are some organizational changes that realistically
                 can make a difference in racism and sexism, and that
                 actually can be leveraged by a consultant (or team) like
                 yourself? What conditions have to be in place for
                 changes to occur? What are the traps in trying?

                 How do you build in a process of ongoing change, so that
                 outcomes do not end when your involvement ends?

2:30pm   -Break-

3:00pm   Session 4: Synthesis   Edith Lewis, PCMA
                        & Wrap-up   & Mark Chesler, PCMA

issues of trust, purpose of the conference and the level of concern about the event to surface for discussion.

2.   In many ways, the retrieval format may be viewed as an intervention, in that its existence has the potential to change the organization in which it is housed. For our purposes, those invited guests who were not part of the "inner circle" found that their learning had been increased in a manner which gave them new insights about their jobs on the campus. Some planned on contacting the invited consultants for assistance in related campus change efforts. Several of the invited participants also suggested that the brief consultation portion of the conference might be extended and used to examine plans and opportunities for change in several units on other college campuses.

3.   We used the model of pairing consultants with existing units so as to have the dual opportunities to watch the consultants work as well as provide some useful information to the units. For most of the participants, and for those who were paired with them, this was an exciting mechanism for learning. It was more difficult, however, to "create" groups of individuals across units who had similar problems than to work with existing groups within campus units.

CONTENT LEARNING: PRINCIPLES

The following list of "principles" of changing organizational racism and sexism represents a summary of the retrieval conference learnings, as developed by the participants in a final brainstorming session.

I. Principles of Changing Organizational Racism & Sexism

Planning and Checking Assumptions

1. Organizational change is a complex, long-term, multi-year process. A strategic plan for organizational change needs to be developed, and each substantial organizational unit needs such a plan as well.

2. A theory of change must be articulated, and it must guide strategy. This theory may or may not be the same as a theory of organizatonal functioning.

3. Definitions of racism and sexism, like racism and sexism themselves, are matters of debate and conflict. Most people need help in understanding the difference between institutional racism/sexism and individual prejudice, and between "conscious" intentions and "unintended" consequences of behavior.

4. Assessment of the current situation is a high priority task, and cannot be substituted for by one party's (often management's or one protesting group's) own articulation of the issues or situation. Assessment also can be used to develop new modes of awareness or participation throughout the organization.

5. Individuals responsible for making change will need help in designing such efforts, in developing relevant skills, and coaching in utilizing these designs and skills in appropriate situations. Leading the way in changing organizational racism and sexism is not a managerial job for which anyone has been trained and prepared.

6. Organizational hisotry with regard to racism and sexism, their existence and prior efforts to deal with them positively and negatively, should be reviewed publicly.

7. Short-term crises (symptoms which often spur the call for assistance) should be connected to long-term problems and an agenda for change. The generation of such crisis (by external or internal constiuencies) often is a necessary first step in the change process.

8. The long-term restructuring involved in efforts at organizational development and change (OD) should be distinguished from affirmative action and equal opportunity programs.

9. The process of change requires population/constituency differentiation and later integration, not assimilation of disadvantaged or oppressed groups into the mainstream culture and structure.

10. Working to end racism and sexism should be seen as a means
     to the end of organizational justice, not as an end in
     itself.

11. Force field analysis is a useful procedure in planning and
     checking assumptions; it can help conduct a diagnosis/
     assessment, clarify visions and goals, identify barriers and
     resources, and specify the change process.

Strategies for Change

1. Change must occur at all levels: individual, group, unit and
    total organization. Personal growth/learning and
    institutional change must occur simoultaneously.

2. Top management must be publicly committed to change...and
    model it. One can "test" this commitment in public behavior
    as well as in speech, and in time, energy, money and support
    provided.

3. Management's understanding of the organization's problems
    with regard to racism and sexism usually has to be
    broadened. Even well-intentioned and enlightened managers
    seldom understand the subtle/covert breadth and depth of
    organizational and personal racism and sexism...and the
    changes that are required to move toward a just environment.

4. Mere replacement of white male power holders with more
    enlightened while males, or with women and people of color,
    may be an important step, but will not have lasting impact
    unless the organizational structure and culture is altered.
    These organizational elements are more powerful than
    individuals, and mold them and their responses over time.

5. A critical organizational mass must be involved in the
    change effort. Thus, people in the organization need to
    learn how they can participate in the change process, and
    how they can be empowered as a result. This often involves
    overcoming natural or self-created ignorance or myths about
    organizatonal realities and functioning.

6. Since the organizational culture must be altered to achieve
    long-term change, it often is necessary to fracture
    illusions of consensus or homogeneity around key
    organizational values (e.g. definitions of "excellence" or
    "competence" or "merit" or "talent").

7. All actors must anticipate and recognize natural resistance
    to change and those organizations or personal self-interests
    that are arrayed against change. To the extent that illusory
    threats can be reduced they should be, but no one should
    back off because of the potential of "backlash."

8. There must be clear benefits to individuals and units leading the change efforts. If incentives and positive rewards are built in (and negative sanctions also available) the reward and incentive structure, and therefore self-interest alignments can be altered.

9. The organization, and people within it, must "own" the goals and process of change. it cannot be external consultant's agenda.

10. Understanding of the external societal context of racism and sexism, and of its impact on the organization's external constituencies and internal operations is crucial. All parties must be alert to ways in which unconscious aspects of racism and sexism exist in the general society, culture and probably in organizational norms and assumptions as well.

11. The mobilization of external constituencies and resources that can aide the change process is crucial. Most organizations are at least somewhat dependent on external forces and vulnerable to pressure from them.

12. Internal advocates for change include organizational members who are able to provide information, take the lead in local change efforts or connect the consultant to others committed to change. Over the long haul, only a strong group of internal advocates can generate the sustained skill and will for change.

13. One must be prepared to escalate internal conflicts in order to surface issues of racism and sexism clearly. The search for potential coalitions among aggrieved groups and/or with disaffected or highly committed members of powerful groups, can hasten the process of re-integration.

14. Care should be taken to understand the ways in which current power imbalances make people of color and women very vulnerable in the organization, and make their participation in the change effort especially risky. A focus of analysis and change work should be on the ways in which the hierarchial organizational structure supports racism and sexism, and the degree to which this power structure, itself, can be a target for change.

15. Multiple strategies of organizational change, internal and external, power-oriented and communication-oriented, top-down and bottom-up, pain/conflict escalation and good will mobilization, will be required.

16. Multiple layers of racism and sexism exist in organizations, so that work is never completely done.

Consultant Styles and Considerations

1. Multicultural and well-integrated consultant teams are
    needed.

2. Consultants must be up-front about their personal values,
    both as a matter of ethics and as a model for change.

3. Consultants must create patterns of accountability and
    monitoring responsibility with people of color and women who
    are part of the organization and/or part of key external
    constituencies.

4. Consultants must be prepared to say "no" to certain
    invitations, to ones that hold little promise for open and
    effective work, to one-shot speeches and visits that do more
    to "cool-out" grievances than institute change, and to
    requests that are beyond their skills and capacities.

5. Post-consultant transfer of learning and of energy/wisdom
    for change is crucial, and people within the organization
    must be taught how to be advocates for ongoing change.

6. Consultants must be mindful of the power role of the party
    who invites them in to the organization, and of the
    implications of invitation formats for future work.

II. THINGS WE NEED TO EXPLORE AND TALK ABOUT MORE

1. What is the impact on the organization of employing multiple
    change strategies simultaneously? What is the relative
    impact of coordinated vs. uncoordinated strategies?

2. How does one work on racism and sexism simultaneously?
    Consecutively? They are more confusing and explosive when
    dealt with together, but dealt with separately they provide
    too much room for avoidance, or being "played off" against
    one another.

3. How do general change strategies differ for different kinds
    of organizations (e.g. universities vs. public schools vs.
    community groups vs. industrial firms)? How do they differ
    in organizations with differential public commitments to
    altering racism and sexism?

4. How can consultants make better use of one another for
    continued learning? How do consultants "take care" of
    themselves (and one another) in this high stress work? How
    do consultants make best use of their own race and gender
    characteristics in this work? When does a consultant say
    "no" to a potential contract?

5. What is the role or organizational authorities in
    maintaining covert racism and sexism (even when they

publicly state their commitment to undoing these processes)?
Can one speak openly of racism and sexism as forms of
oppression without alienating important actors? What level
of confrontation (threat) is necessary for personal or
organizational change to occur? How does one find and
escalate those internal or external sources of conflict that
might drive the change process? How does one not get caught
doing so?

6. What are the limits on the consultant's role in the change
process? What are the philosophical and practical merits of
the debate between "neutral mediation" and "partisan
consultation" and "process facilitation" as change-agent
tactics? What skills or requirements should consultants
have for this work?

7. What are the special principles for affecting change on
racism and sexism in "loosely coupled" organizations such as
universities? How can one alter the faculty of a university?
In what ways can the commitment to "academic freedom" be a
conscious or unconscious mask for maintaining organizational
racism and sexism? How can "academic freedom" be a
liberating and positive force for change?

8. How do consultants and change-agents sometimes contribute to
the maintenance or escalation of racism and sexism? How can
we ensure that change strategies are not counter-productive,
especially to low power organizational members? How can we
ensure that change work does not simply educate managers
regarding how to "cool out" or recontrol internal advocates
of change? Are there preconditions for accepting requests
to work on racism and sexism – conditions without which the
consultant should not enter?

9. How can one address issues of relevance to Hispanics/
Latinos, Asians and Native Americans as well as to African
Americans?

10. What are the specific skills and strategies involved in
helping an organization develop a tight and coherent plan
for change? How does one maintain simultaneous access and
planning activities with top managers and leaders of
subordinate yet semi-autonomous sub-units? With members of
elite groups and protesting groups?

11. How can we work best with unions in the change process, both
as they advocate for change and as they carry racism and
sexism themselves? How can we capitilize on inter-
organizational linkages and external sources of support for
changing organizational racism and sexism?

12. What are the personal and organizational sources of self-
interest for change in racism and sexism that can be
"tapped," tied into or stimulated?