

CEC LESSON

This lesson is designed specifically for Client Experience Contributors (CECs).

PROCEDURES AND POLICIES AND PEOPLE, OH MY!

Shaping Workplace Cultures as Professionals Serving Black MSM

Ahyana King

This lesson highlights the impact of organizational culture as shaped by values, policies, and procures, on the support of Black men Who Have Sex With Men (BMSM) and their sexual health and wellness. Through guided discussion and reflective writing, participants are invited to question workplace and agency norms with an eye toward assessing and cultivating cultures, inviting the authentic participation of Black men. This lesson is appropriate for agency leadership, administrative staff, service providers who are part of the target population, and their colleagues.

FORMAT

Workshop

TIME

120 minutes





PREPARATION

The facilitator(s) should use this section to prepare for the lesson.

PREPARATION

WHY THIS LESSON IS IMPORTANT FOR BLACK MEN

Black same gender loving/queer/bi/gay men have an alarmingly disproportionate risk for HIV and show a disproportionate utilization of services for low-income people (Millett et al., 2012). Historically underrepresented populations in the United States are most likely to engage with services and client experience contributors that reflect them and are relevant to their lived realities (Ryerson et al., 2015). HIV prevention and treatment programs are often part of larger health care and social service agency structures which have standards for professional behavior based on white middle-class values, assumptions, and expectations.

Additionally, HIV service providers have the biggest impact when they engage and employ peer leaders indigenous to the target populations they serve (Genberg et al., 2016; Ryerson et al., 2015). For a program to be most effective in supporting Black men and Black MSM, it must effectively support Black MSM staff in addition to Black MSM clients. Policies and procedures are structural tools which define agency values and have the potential to shape a culture of equity, inclusiveness, and celebration of Black men and Black MSM lives. Program Managers, Directors, Peer Navigators, Educators, Outreach Workers, CTR Counselors, clinicians and other medical staff, and front-line support workers can all play a role in co-creating an environment that is equitable, inviting, and authentically supportive of Black men and MSM clients, staff, and volunteers.

GOAL

Enhanced support for the concerns of Black MSM colleagues and clients, with awareness of policies, procedures, and program design that support the authentic well-being of Black MSM and other Black men living with HIV.

OBJECTIVES

By the end of this lesson, participants will be able to:

- Increase awareness of their organization's culture and its impact on BMSM
- Identify organizational values, policies and practices that best support BMSM and which may need to be reassessed and amended

TIME

STEPS 1-5	Introductions and Opening Activity	20 min.
STEPS 6-9	Organizational Culture	35 min.
—	Break	10 min.
STEPS 10-12	Values, Policies, and Procedures	35 min.
STEPS 13-15	Closing Activity	20 min.

KEY TERMS

Organizational culture: the underlying beliefs, assumptions, values and ways of interacting that contribute to the unique social and psychological environment of an organization.

Policies and procedures: are designed to influence and determine all major decisions and actions, and all activities take place within the boundaries set by them. Procedures are the specific methods employed to express policies in action in day-to-day operations of the organization.

Professionalism: the combination of all the qualities that relate to trained and skilled people.

Values: beliefs about that which is deemed good, acceptable, useful, or important and what is not.

FACILITATION PREP

The facilitator(s) should complete the following tasks before the lesson starts:

- ❑ This lesson includes a slide presentation, “Policies and Procedures and People Oh My!” which can be found on the SWAG Toolkit website. Review the full presentation at least one day prior to the session to become familiar with its contents.
- ❑ Check your space 60 minutes in advance of the session to ensure that a computer, projector, and projector screen are available and in working order, and the presentation can be seen and navigated properly. If you do not have access to technology, print out the presentation as a handout for each participant.
- ❑ Arrange chairs in a circle, U-shape, or at several small tables. Be sure there are enough tables and chairs for participants and to complete necessary activities.
- ❑ Arrange sign-in sheets and handouts as convenient for participants.
- ❑ Set out small objects or fidget toys.

MATERIALS

The facilitator(s) should have the following materials for the lesson:

- ❑ Pens or pencils (*one for each participant*)
- ❑ Computer
- ❑ LCD projector, screen, and connector cables
- ❑ “Policies and Procedures and People Oh My!” slide presentation
- ❑ Small objects such as play dough, pipe cleaners, stress relief balls, and coloring pages and crayons to go on tables to assist in concentration for participants

HANDOUTS

Each participant should be provided with the following printed materials:

- ❑ H1, “Organizational Culture Chart”
- ❑ H2, “Values, Policies, Procedures Chart”
- ❑ End-of-Session Evaluation

REQUIRED BACKGROUND KNOWLEDGE FOR EDUCATORS

In order to effectively implement this lesson, the facilitator(s) should possess:

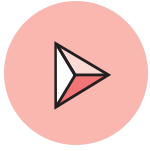
- A minimum of one year of working with LGBTQ+ populations
- A minimum of one year of working within an LGBTQ+ healthcare agency
- At least one year of experience providing adult education
- Effective group management skills
- Familiarity with US labor law, whether from a human resources or labor perspective (primarily to appropriately field questions)
- Master's level degree strongly encouraged as optimal for adequate expertise to lead a group through the layered complexity of developing policies and procedures for both staff and clients, and to acknowledge the delicacy needed to facilitate the session without causing harm to the Black men in the room.
- **If participants are all from a single organization, knowledge of that organization's employee policies will be critical.**

SPECIAL CONSIDERATIONS

This lesson is written to be delivered to groups of practicing client experience contributors ranging from 10–30 participants, with participants working in groups of five. If there are less than 10 participants there is no need to create small groups. The physical space needs to be able to accommodate 10–30 participants as one large group, accommodate small group break outs, and is inviting for individuals with various abilities and accessibility needs.

The lesson has been written for one facilitator, although it can be cofacilitated. Multiple facilitators can provide diverse perspectives. Be sure to assess the qualifications of each facilitator including discussing in advance about sharing the training floor appropriately.

Lastly, it's essential to be mindful at all times of the power dynamics in the room – regarding both broad social constructs such as gender, sexual orientation, and race, as well as the power disparities embedded in specific professional relationships. It may not always be possible to instruct workers in a space apart from their supervisors and senior management. If this is the case, give wide berth to attendees regarding their level of participation, and select carefully what, if anything, of their personal opinions and experiences attendees will be asked to share during the training.



PROCEDURE

The facilitator(s) should follow the steps in this section to facilitate the session, and use the margin for notes and prompts.



Introductions and Opening Activity

STEP 1

Welcome participants to your session and thank them for coming. Introduce yourself briefly, no more than two sentences. Highlight pertinent information about the space, including bathrooms (mention the closest all-gender restroom), snacks, water and coffee, sign-in sheets, etc. Inform participants that:

- A break is planned, but individuals are encouraged to take breaks as needed.
- Phones/devices are welcomed to take digital notes or pictures of slides.
- Questions are welcomed throughout the workshop.
- Evaluations and forms for CEUs (if offered) will be available at the end.

Share that you will allow for group introductions during the icebreaker in a few moments but first will review group agreements.

STEP 2

Share a short set of prescribed group agreements such as asking electronic devices being placed on silent. Invite participants to add additional agreements and confirm consensus about the agreements before moving forward. *(Use the Community Agreements lesson, if necessary.)*

STEP 3

Introduce the session topic by informing the group the lesson will explore the role and impact of organizational culture as shaped by policies and procedures on the sexual health and wellness of BMSM as colleagues and clients in medical, social service, and clinical settings.

STEP 4

Share that the next few minutes will be used to engage in an icebreaker.

For fewer than 15 learners:

Allow all to introduce themselves individually following this prompt:

- “Please let us know your name, what pronoun you use, and your internal weather report. Are you sunny, partly cloudy, clear and mild, hurricane warning? Who would like to go first?”

Keep this game light and fairly fast-paced, quickly reflecting back what each learner said and prompting the next person. If anyone mentions intensely turbulent weather, slow down to address it. Ask, “Is there anything this group can do right now to help you stay [warm in your blizzard?] [dry in your monsoon?] [safe in your tornado?]” Usually the speaker will decline, but it can be reassuring just to vent their distress and feel seen. It also signals to the group that all feelings are welcome and sets a tone of mutual care. Proceed to Step 5.

For more than 15 learners:

Instruct participants to share their names and pronouns. Next, take a poll by show of hands:

- “Before we jump in, I want to gauge the weather report for this group. How many folks are feeling sunny today? Cloudy? Stormy? Chilly? Windy? Foggy?”

Then ask 3-4 people to say a little more about their internal weather in this moment and facilitate as above.

STEP 5

Restate your name, pronouns, and add your weather report. Include details about your background, perspective, and how you came to lead this session. Remind everyone they will be here the full two hours, and direct them to take breaks as needed. Mention fiddle toys, included to help kinesthetic learners.



Organizational Culture

STEP 6

Open the slide presentation included with this lesson, Slides S1, “Procedures and Policies and People, Oh My!” Proceed through the slides as follows:



SLIDE 1 Title Slide

Introduce that participants will be learning about the impact and relationship of organizational culture, specifically policies and procedures, as it pertains to the sexual health and wellness of Black men who have sex with men (BMSM). Such information will add guidance for how they can assess and create policies and procedures in their organizations that best promote the sexual health and wellness of BMSM.

SLIDE 2 What Is Organizational Culture?

Encourage participants to offer their own definitions of organizational culture.

SLIDE 3 Organizational Culture Defined

To encourage participant engagement, ask for a participant to read the definition of organizational culture aloud. If no one volunteers, read the definition aloud.

Before moving on, ask participants if there is anything they would change to the definition provided. As you allow additional thoughts, thank them for sharing and remind them that this is the definition that will inform the workshop.

SLIDE 4 Organizational Impact

Highlight that organizational culture impacts whether there is a “revolving door” at an organization, grants that may be awarded and then programs kept even when the grant is over, if satellite office are opened, referrals to the organization—especially word of mouth and from clients receiving services.

SLIDES 5-7 Types of Organizational Culture

Share there are nine types of organizational cultures. An organization is characterized by one culture, yet among various teams or satellite offices there may be an experience of a different type of culture.

Ask for volunteers to read the types of organizational culture aloud, one volunteer per type of organizational culture.

STEP 7

If you have not already done so, distribute a copy of Handout H1, “Organizational Culture Chart” to each participant. After ensuring that each participant has a copy, share that one side of the handout has a chart of the type of organizational cultures previously reviewed. The other side has a chart for them to fill in, starting with the column that says “Your Organizational Culture”. Share they will have a few minutes to fill in that column only with the type or types of organizational culture that best describes their organization according to their organization’s mission. Also instruct them to provide examples.

After you assess the room and it seems most or all people are finished, ask them to find a partner and share what they wrote. Highlight:

- Find a partner who does not work at your organization. If everyone is from the same organization, encourage partnership with someone from a different team.
- You do not have to share the name of your organization if that does not feel safe. Share what you can to give your partner an overview of your organization.

After participants have partnered and shared, review the types of organizational culture and ask participants to nod or raise their hands (whatever feels most comfortable) to affirm their organization has that type of culture.

STEP 8

Instruct participants to fill in the second column on the handout, which reads “*YOUr* Organizational Culture”. Share they will have a few minutes to fill in that column only with the type or types of organizational culture that best describes their organizational culture experience. Instruct them to provide examples. Share that sometimes there is incongruence between a stated culture by the leadership of an organization and the lived experience of its employees.

After you assess the room and it seems most or all people are finished, ask them to find a new partner and share what they wrote. Highlight:

- Find a partner who does not work at your organization. If everyone is from the same organization, encourage partnership with someone from a different team.
- You do not have to share the name of your organization if that does not feel safe. Share what you can to give your partner an overview of your organization.

After participants have partnered and shared, ask the following questions to facilitate large group discussion:

1. “How many people had different types of cultures listed between the first two columns?”
2. “For those who had differences, what do they believe allows for such difference?”
3. “For those whom there was no difference, do you desire a difference, and if so, why?”

STEP 9

Instruct participants to fill in the third column on the handout, which reads “You People Over There’s Organizational Culture”. **Share** they will have a few minutes to write down the type or types of organizational culture their BMSM clients would say their organization has. **Ask** them to include examples. **Highlight** that sometimes there is incongruence between the organization’s self-described culture, the experience of that culture as an employee, and the experience of that culture as a client.

After you assess the room and it seems most or all people are finished, **ask** them to find a new partner and share what they wrote. **Highlight:**

- Find a partner who does not work at your organization. If everyone is from the same organization, encourage partnership with someone from a different team.
- You do not have to share the name of your organization if that does not feel safe. Share what you can to give your partner an overview of your organization.

After participants have partnered and shared, **ask** the following questions to facilitate large group discussion:

1. “What type of culture would your BMSM clients say exists at your organization?”
2. “To what extent do you agree or disagree?”
3. “How do you believe the culture they experience helps or hinders their progress toward or sustainability of sexual health and wellness?”

**Break**

Announce there will be a 10 minute break. **Remind** participants where restrooms are, where to find snacks, and the time you expect resume the workshop.



Values, Policies, and Procedures

STEP 10

Welcome individuals back. Share you will now focus on policies and procedures and their impact on serving and supporting BMSM. Resume slide presentation.

SLIDE 8 What Are Policies and Procedures?

Read the question aloud. Solicit 2-3 volunteers to define policies and procedures.

SLIDE 9 Policies and Procedures Defined

To encourage participant engagement, ask for a participant to read the definition aloud. If no one volunteers, proceed to read the definition aloud.

SLIDE 10 Examples: Policy and Procedure

To encourage participant engagement, ask for participants to read the examples aloud. One participant per example.

To further engagement, ask participants to share some of their policies and procedures according to the categories listed. Allow 3-4 participants to share.

SLIDE 11 What Are Values?

Read the question aloud. Solicit 2-3 volunteers to define values.

SLIDE 12 Values Defined

To encourage participant engagement, ask for a participant to read the definition of values aloud. If no one volunteers, proceed to read the definition aloud.

SLIDE 13 Examples: Values

To encourage participant engagement, ask for participants to read the examples aloud. One participant per example.

To further engagement, ask participants to share some of their values according to the categories listed. Allow 3-4 participants to share.

STEP 11

If you have not already done so, distribute a copy of Handout H2, “Values, Policies, Procedures Chart” to each participant. After ensuring that each participant has a copy of the handout, share they will spend the next few minutes completing the chart. Using common organizational values listed on the left, they should fill in the following two columns with the policy and procedure that reflects that value in their organization.

After you assess the room and it seems most or all people are finished, ask them to find a new partner and share what they wrote. Highlight:

- Find a partner who does not work at your organization. If everyone is from the same organization, encourage partnership with someone from a different team.
- You do not have to share the name of your organization if that does not feel safe. Share what you can to give your partner an overview of your organization.

After participants have partnered and shared, ask the following questions to facilitate large group discussion:

1. “What are some of the policies and procedures that reflect your organization’s value of...
 - ...diversity and cultural competency?”
 - ...quality care?”
 - ...ethical practice?”
2. “What values, if any, were difficult for you to connect to a policy or a procedure at your organization?”

STEP 12

Instruct participants to get into small groups of no more than five people, and then resume slide presentation.

SLIDE 14 Values, Policies, Procedures

Share that the small groups will now answer the question on this slide. After assessing groups have discussed this question, read the question aloud and ask groups to share with the larger group a summary of what they shared as a small group.

SLIDE 15 Reimagined: Values, Policies, Procedures

Instruct participants to get back into small groups of no more than five people and answer the question on this slide. After assessing groups have discussed this question, read the question aloud and ask groups to share with the larger group a summary of what they shared as a small group.

SLIDE 16 Proposing Values, Policies, and Procedures

Share with participants that you acknowledge not everyone in the room as the agency or bandwidth in their organizations to effect change through policies and procedures. However, it is possible to work through the proper channels to begin a conversation about the best ways to amend or effect new policies and procedures to best serve your clients. This slide provides recommendations only.

To encourage participant engagement, ask for participants to read the recommendation aloud. One participant per recommendation.

SLIDE 17 Practicing Values, Policies, and Procedures

To encourage participant engagement, ask for participants to read the recommendation aloud. One participant per recommendation.

Remind participants that these are only recommendations and it is always best to consult with a direct supervisor and/or human resources staff members.

SLIDE 18 Final Thoughts and Questions

Ask if anyone has any outstanding questions about the lesson or session.
Respond to these as necessary.



Closing Activity

STEP 13

Distribute a copy of the End-of-Session Evaluation to each participant. Allow participants 5–7 minutes to complete the evaluation, and collect them as they are completed. After five minutes, invite any participants who have not completed the evaluation to do so after the next activity.

STEP 14

Conclude by asking each participant to reflect upon their experience in this lesson. Instruct each participant to answer the following question:

- “Of the values listed today, which one do you feel you would like to help your organization better exhibit through its policies, procedures, and engagement of Black MSM? “

Encourage all participants to answer.

STEP 15

Once everyone has shared, thank the participants again for participating and then adjourn the session. Be sure to collect all evaluations to review and implement in future workshops as appropriate.



HANDOUT

ORGANIZATIONAL CULTURE CHART

HANDOUT

TYPE	DEFINITION
PERSON CULTURE	Less of a hierarchal nature. Individuals may not be equals by title or responsibility but treat each other as equals. Individuals are seen as more valuable than the organization itself.
MARKET CULTURE	Results oriented, focused on the competition and achievement. The tasks often surpass the person.
ADAPTIVE CULTURE	Values change and are action-oriented, increasing the likelihood of survival through time.
ADHOCRACY CULTURE	Dynamic and entrepreneurial, with a focus on risk-taking, innovation, and doing things first.
CLAN CULTURE	Family-like, with a focus on mentoring, nurturing, and doing things together.
POWER CULTURE	One leader who makes rapid decisions and controls the strategy. This type of culture requires a strong deference to the leader in charge.
ROLE CULTURE	Functional structures are created, individuals understand their roles and work, report to their superiors, and value efficiency and accuracy above all else.
HIERARCHY CULTURE	Highly structured with a focus on efficiency, stability, and doing things correctly.
TASK CULTURE	Teams are formed with expert members to solve particular problems.



HANDOUT

VALUES, POLICIES, PROCEDURES CHART

HANDOUT

VALUE	POLICY	PROCEDURE
Diversity/Cultural Competency		
Respect		
Quality Care		
Health & Wellness		
Knowledge		
Compassion		
Reliability		
Teamwork		
Ethical Practice		
Communication		