Understanding organizational culture to inform the design of a performance framework rooted in liberation and anti-racist pedagogy

Vanderbilt University

Peabody College

Nashville, Tennessee

Shamira O'Neal

December, 2023

Table of Content:

Dedications, Gratitude and Acknowledgement

I would like to dedicate this capstone project to service workers, across all sectors, all around the world. I would like to express gratitude to all who have encouraged me, cheered me on, and given me grace as I made space for this project in my life. I would also like to acknowledge FoodCorps for the physical, social, emotional and academic work they're doing to implore transformative change and justice for all through community food programming.

Executive Summary:

FoodCorps is a national non-profit organization that works within schools and communities to provide kids with nourishing meals, food education, and culturally affirming experiences with food that celebrates and nurtures the whole child. FoodCorps' goal is for every child to have access to food education and nourishing food in school by 2030. To do so, they provide hands-on food education, access to nourishing school meals, and actively use policy and advocacy as a means to justice. Over the course of several conversations over several months, The Vice President of People & Equity and the Vice President of Organizational Health acknowledged challenges that directly conflict with the mission of the organization. Their goal, over the next several years, is to find a way to hold folks accountable to change. **FoodCorps utilizes an outdated performance measurement process that is not aligned to new organizational core competencies which are rooted in liberation and anti-racist pedagogy.** The purpose of this project was to gain insight to employee perspectives on change culture within FoodCorps in order to provide recommendations to FoodCorps on how to use their core competencies to become a liberated and anti-racist organization.

To support FoodCorps performance expectations with the new mission and vision, I conducted a literature review to define the term competency and the relationship to performance frameworks. Best practices for implementation of those performance frameworks, in addition to research on staff buy-in and change management,were essential for FoodCorps success. I used that information to answer the following questions:

1. Comprehension: What are FoodCorps employees' understandings of FoodCorps initiatives in alignment to their mission and vision?

2. Inclusivity: What perceptions do FoodCorps employees have about what is needed to embrace a culture of anti-racism and liberation?

3. Experiences: What are the experiences of FoodCorps employees in relation to their work and the roles they serve?

4. Receptive: How receptive are FoodCorps employees to change as new interpretations of their mission and vision are enacted?

The project design included a mixed methods approach using quantitative and qualitative data through surveys and monthly meetings over the course of a year with FoodCorps national team members. The bulk of the data comes from the FoodCorps team member "pulse" survey, created in conjunction with the Recruitment Team and DEI Department.

The data found:

1. FoodCorps staff have an understanding of the mission and vision of the company but do not yet have a comprehensive understanding of the new direction of the company or how the new core competencies impact that change on a large scale and at the individual level

2. FoodCorps staff are on board for change toward a more justice oriented organization. However, FoodCorps staff cannot articulate how the competencies are facilitators of the change. They also need concrete examples about how the competencies and performance framework will be connected to their individual roles and how they will be objectively assessed.

3. FoodCorps staff enjoy working at the company and feel successful about their roles on their teams. Foodcorps staff are having a hard time making space for new initiatives that impact their individual work and performance. FoodCorps staff are

on their way to believing that FoodCorps will provide the tools they need to make space for the initiatives.

4. There is not yet enough information to determine if FoodCorps employees are receptive to performance reviews based on the core competencies because the employees are still learning foundational basics about the implementation of the competencies.

My recommendations are as follows:

1. Establish the core competencies as a part of the lived culture of FoodCorps.

2. Due to the limited understanding of the core competencies at present, the second recommendation is to use a phased approach to designing and implementing a performance framework.

    a. Introduce a beta version of the performance framework on a volunteer basis, for a select number of staff, across all roles, to be assessed.

    b. Conduct a focus group using beta testers to improve the performance framework format.

    c. Assess beta testers using the newest format of the performance framework.

3. Use the beta testers as pioneers to reintroduce the idea of a performance framework based on the competencies.

Introduction

FoodCorps is a national non-profit organization that works within schools and communities to provide kids with nourishing meals, food education, and culturally affirming experiences with food that celebrates and nurtures the whole child. As an AmeriCorps program, FoodCorps relies on service members who work in tandem with educators and school nutrition leaders. FoodCorps works steadfastly to develop leaders, grow networks, and advocate for policy change in service of every kid's health and wellbeing at the local and national levels. As of 2023, FoodCorps services 250 schools across 13 states and the District of Columbia.

Food Corps is looking for support in building a strategic priority that has a clear vision for what anti-racism work looks like organization wide. In recent years, FoodCorps has taken several steps towards becoming an anti-racist organization, including revising its mission and vision, developing a resource to guide this initiative (called the S.H.I.F.T.I.N.G. resource) and developed core competencies for employees related to diversity, equity, and inclusion. One of the indicators of success for their organizational changes is a tangible plan for creating a performance framework & strategy more aligned to their organizational core competencies, which are rooted in liberation and anti-racist pedagogy. The end goal is for the performance framework to be tied to employee compensation in addition to diverse promotions and hiring within the leadership team, including equitable recruitment efforts and diverse modes of outreach and partnership with team members across all sectors.

This project investigated the current culture of the FoodCorps team and their understanding of new core competencies. This context will be used to inform next steps for designing an antiracist performance framework, situated specifically around the mission and vision of FoodCorps, their S.H.I.F.T.I.N.G. resource and their newly created core

competencies.In this paper, I describe some important context about changes within the FoodCorps community, then give a detailed overview of the problem of practice that I explored which is an outdated performance measuring process. Next is a synthesis of peer reviewed research of performance frameworks and anti-racist efforts across organizations. I then present a conceptual framework, project questions and project design. The paper ends with my findings and recommendations for FoodCorps.

Organizational Context

In September of 2022, FoodCorps announced the Nourishing Futures initiative which aims to bring nutritional food to all 50 million kids across the nation through funding from foundations, corporations, government agencies, and individual donations. The initiative aims to 1. Expand FoodCorps programming to reach 500,000 students a year by 2030, 2. Prepare 1000 emerging Black, Indigenous, Multiracial, People of Color (BIMPOC) for careers in the fields of food education and school nutrition, and 3. Influence policies that expand free school meals; fund food educators; update garden, kitchen, and cafeteria infrastructure; strengthen local supply chains; and support the food education and school nutrition workforce (FoodCorps, 2022).

FoodCorps leaders have acknowledged that they have not been exempt from issues rooted in race and equity (FoodCorps, 2023). For the past three years they have started to unpack and dismantle systems and norms of white supremacy that work within and throughout their practices. The organization is in the process of a rebranding under the leadership of new president, Dr. Robert Harvey, who joined the team in 2022. So far, FoodCorps has worked on updating the mission and vision for their next strategic growth and planning initiative, FoodCorps Next. The goal of the rebrand is to establish the non-profit as an education first organization through direct service, broad outreach and policy & advocacy. The outcome of those strategies will yield hands-on food education, the advancement of equity through food and nourishing school meals for all students.

Although the strategic initiatives are promising, there is work to be done in order to see the process through from manifestation to implementation. The foundation of FoodCorps Next is equity. The Diversity Equity and Inclusion (DEI) team is working as the strategic change agents

for the re-branding. Their goal, over the next several years, is to find a way to hold folks accountable to change.

I worked directly with three team members over the course of a year, whose three unique positions aided my understanding of their goals. The Vice President of People & Equity and the Vice President of Organizational Health are the key leaders of diversity, equity and inclusion related change at FoodCorps. Their programs and initiatives are guiding the organization's quest to become an anti-racist and liberated organization. I also worked directly with the Operations and the Senior Manager of Recruitment to create questions for a staff survey about the internal changes.

FoodCorps Values:

The FoodCorps values are listed below.

- Humanity: We connect with our history, we own our flaws, we unearth our shame, we evolve our biases, and we deepen our understanding of ourselves.
- Relationship Building: We hold each other accountable with care. We get curious about each other. We celebrate diversity and build belonging. We embrace each others' complexity
- Leadership & Learning: We invest in people's development with love and limits. We seek out opportunities to learn and grow. We see everyone as having agency, responsibility and opportunity.
- Justice (reimagine systems of power):We shift power, access, and resources to those most impacted by systemic oppression. We dare to dream of a fundamentally different future.

FoodCorps Competencies:

The FoodCorps competencies are listed below.

- Reflexive Vulnerability: Engaging in reflexive vulnerability by noticing how my presence and perspective influence my actions, knowledge, and the experiences I create in the world [with/and for others].

- Complexity: Manage complexity by holding the "both/ands" within humanity, efficacy and accountability.

- Conflict: Engage in conflict to make room for transformation.

- Identity: Build awareness and understanding of my identity.

- Curiosity and Agency: Lead with curiosity and agency.

FoodCorps S.H.I.F.T.I.N.G. Ideology:

The S.H.I.F.T.I.N.G. resource was created by FoodCorps as a nod to an ever changing world. S.H.I.F.T.I.N.G. is an analogous description of ways in which FoodCorps must act to continuously move toward justice within and throughout their work. This project focused most intently on the **invest** area of the S.H.I.F.T.I.N.G. ideology due to its focus on leadership development. FoodCorps description of S.H.I.F.T.I.N.G. is detailed as followed:

- Shift: Shift power, resources, and/or access to those most impacted by systemic oppression and closest to the work that needs to be done.

- Honor: Honor and trust the wisdom and expertise of grassroots leadership in the communities where we work.

- Interrupt: Interrupt internalized, interpersonal, and/or systemic oppression.

- Foster: Foster an environment that reflects the diversity of our partner communities and in which everyone can show up and feel brave, supported, and valued for their contributions.

- Try: Try to create the world we want to see even when we know we might fail.

- **Invest**: Invest in equity when it comes to budgeting, contracts and vendors, compensation, leadership development, recruitment and promotions.

- Name: Name and frame racism, transphobia, ableism, and other forms of oppression and marginalization when we see it.

- Grant: Grant ourselves the time necessary to make decisions and do work that advances justice and minimizes harm.

Problem of Practice

FoodCorps' goal is for every child to have access to food education and nourishing food in school by 2030. To do so, they provide hands-on food education, access to nourishing school meals, and actively use policy and advocacy as a means to justice. Over the course of several conversations over several months, The Vice President of People & Equity and the Vice President of Organizational Health acknowledged challenges that directly conflict with the mission of the organization. The following are challenges for the national team:

- The team's mission is to create an equity strategy for the entire organization to implement but there is no clear vision for what anti-racism looks like.

- Team members have no formal training on equity based strategic planning and change agents are not stopping to reflect on the who/what/how change will impact constituents.

- Teams are looking to the DEI team for guidance but continue to create their own changes in turn creating a piecemeal narrative that is rooted in conflicting old versus new organization goals.

To combat some of these challenges, FoodCorps has created new organizational core competencies, which they intend to use to streamline employee performance, leadership development and change. The foundation of the core competencies is liberation and anti-racist pedagogy. FoodCorps has struggled to implement the competencies in a comprehensive and digestible way.

We streamlined these themes into the following problem: **FoodCorps utilizes an outdated performance measurement process that is not aligned to new organizational core competencies which are rooted in liberation and anti-racist pedagogy. Because the current tools and resources being used to support and hold employees accountable do not reflect**

the current anti-racist priorities of the organization, FoodCorps is concerned that

employees are not going to be motivated to change.

Synthesis of Evidence

Food Politics

Food politics is not a new phenomenon. Scholars (Allen P, 2004; Qazi and Scholten 2005; Trauger 2004) have been discussing community food in terms of access, power, affordability and accessibility. Slocum's work (2006) focuses on how white privilege shows up in community food spaces and provides insight on how the work of anti-racism can be practiced. The work addresses the population of employees working in community food organizations being generally liberal, white, and middle class, who service traditionally under resourced groups of Black and Latinx populations. Though intentions are well meaning, stark attention must be paid to actively practicing anti-racism, specifically because it is institutionalized in nonprofit work centered around community food. Power and privilege must be dismantled from within. Organizations must not be afraid to confront privilege and institutionalized racism (Quintero, 2001). Holding its employees, and its organization as whole, accountable to being anti-racist, is the work that FoodCorps intends to do with the performance framework.

Motta's work contributes to the scholarly conversation by describing how multifaceted the issues surrounding food justice and organizations are. In order to adequately progress in this undertaking, FoodCorps must understand the various lens' in which the problem(s) exist.

> ". . . this means acknowledging the multidimensionality of food inequalities, given that the structural ordering of food relations combines the political economy of agriculture, the cultural politics of food, gendered

macro-politics of the food system, the institutional racism and coloniality of power in the food system, and structural oppressive human–nature orderings (Motta, 2021, pg. 619).

Anti-Racism in Organizations

FoodCorps needs tactics to implement a performance framework, which are based on their core competencies. Those competencies are being projected to measure individual employee growth in the areas of anti-racism and liberation theory. A thorough understanding of liberation theory and the antiracist movement across organizations were a critical component of research for the sake of aligning to FoodCorps strategies. The first part of the synthesis of evidence examines practices for implementing anti-racist strategies in organizations, as well as the work of food programs as practitioners of justice. Anti-racism and liberation are both large theologies with various complex intersections. For this project I focused on anti-racist pedagogy, with a specific lens of anti-racist pedagogy in organizations.

Anti-Racist Pedagogy in Orgs

Advancing anti-racist work in organizations can be riddled with barriers that counter the initiatives organizations intend to implement company wide. Much of the literature focuses on accountability for all parties, for transformative change in addition to training on how to discuss race and racism within an organization (Boykin et al, 2020; Burton et al., 2023; Kindi, 2019). The work Anti-racist actions and accountability: not more empty promises (Boykin et al, 2020), outlines five critical points on race and racism and is produced by black allies and scholars. They are as follows: 1. Black people are exhausted 2. Racism against Black people includes – but extends well beyond – police brutality 3. Black people are blamed for the racism they experience and vilified for their resistance to it 4. Education is paramount in the fight against racism 5. Our

country needs anti-racist policies and accountability – not empty promises, inaction and passing off responsibility (Boykin et al, 2020).

The most relevant of those points to this work are points 4 and 5. Point 4 references active education of the history of racism through school curriculum and in workplace training - similar to the work that FoodCorps does in schools. Teaching begins as early as elementary school, continues through middle and high school. In the workplace, the authors declare a need for continual training about how racism shows up in respective fields and specific occupations. Emphasis is placed on the incomplete work of implicit bias training and one off training when incidents occur or microaggressions are found. This is the work that FoodCorps intends to continue with their leaders. Point 5 references the previously recorded need for anti racist accountability to happen at the individual and institutional levels. It continues that power wielding people, generally white people, must actively work to dismantle the racist systems in which we live and work in (Boykin et al., 2020). Importantly, a needs analysis about the culture of an organization must be routinely conducted (King et al., 2010; Roberson et al., 2003). FoodCorps intends to use a performance framework tool to hold people accountable.

Continuum for Anti-Racist Multicultural Organization

Crossroads Antiracism Organizing and Training (Crossroads), provides services by way of consulting and workshops to dismantle racism by holding people accountable to decision making. Their mission is to work in partnership with organizations to build frameworks and practices that acknowledge white supremist cultures and create processes that build antiracist practices. Crossroads' development of the Continuum for Anti-Racist Multicultural Organization

has been widely accepted and adopted by school districts, state governments, nonprofit and for profit agencies and universities across the country.

The Continuum is a six phase resource that begins with organizations in the exclusive phase, described as an exclusionary institution, and ends in a fully inclusive anti-racist multicultural organization in a transformed society. The Continuum is based on the work of Bailey W. Jackson's heavily cited work Theory and Practice of Multicultural Organization Development (2006). Each phase describes demographic makeup of organizations, inclusive or exclusionary efforts by organizations, and impacts made by the organizations in their communities and beyond. The last, and most fulfilling phase, is the sixth phase of the Continuum on Becoming an Anti-Racist Multicultural Organization. It's the Fully Inclusive Anti-Racist Multicultural Organization in a Transformed Society. The sixth phase includes the following:

- Future vision of an institution and wider community that has overcome systemic racism and all other forms of oppression.

- Institution's life reflects full participation and shared power with diverse racial, cultural and economic groups in determining its mission, structure, constituency, policies and practices.

- Members across all identity groups are full participants in decisions that shape the institution, and inclusion of diverse cultures, lifestyles, and interest.

- A sense of restored community and mutual caring.

- Allies with others in combating all forms of social oppression.

- Actively works in larger communities (regional, national, global) to eliminate all forms of oppression and to create multicultural organizations.

Performance and Change Management

To support FoodCorps performance expectations with the new mission and vision, I conducted a literature review to define the term competency and its relationship to performance frameworks. Best practices for implementation of those performance frameworks, in addition to staff buy-in and change management were buckets of research that were essential for understanding best practices for FoodCorps success.

Defining Competency

The definition of competency has long differed depending on to whom one was speaking, the context in which they were speaking and location in which they were speaking from. Scholars have included the following in their representations of the term competency: knowledge, skills, abilities, behavior measures, motivations, beliefs, values and interests (Chen & Naquin, 2006; Fleishman, Wetrogan, Uhlman, & Marshall-Mies, 1995; Spencer, McClelland, & Spencer, 1994). They emphasize that the meaning is derived from the context in which the term is being spoken. Stevens' compilation (2013, pg. 93) of definitions of the term competency can be found as Appendix A. It offers a complex, yet thorough, history of the term.

David McClelland's 1973 work is credited as the origin of competency modeling. The foundation of that work emphasizes that good versus bad performance behaviors can be juxtaposed into clusters of outcomes. Those outcomes, termed competencies, are demonstrated behaviors completed by individuals, and are inclusive of cognitive skills and personality traits (Stevens, 2013).

Competency Modeling

A thorough understanding of how competencies impact work culture are essential to the development of FoodCorps' performance framework based on their company competencies.

Competency modeling gained popularity in the early 2000s as companies attempted to become more adaptable to staff needs all while holding them accountable to their job needs. The appeal stemmed from employers' need to maintain high performance behavior expectations while being more flexible in the ever changing work environment. Competency modeling can be described as a practice in which a company uses its own language, organizational strategies and goals to outline expected performance behaviors (Schippmann et al., 2000). Competency models have become the foundation for employee training, leadership development and organizational change. Competencies create a direct link between behavior and performance (Stevens, 2013).

Competency versus Performance

Similar to the term competency, there is no singular definition of performance and it's often defined using words that are used to describe competency. However, Centranum, a company who develops leadership competency for people management practices, simplifies the two by denoting performance as the "what" and competency as the "how." Performance, according to Centranum, is best described as tasks and subsequent outcomes, while competency should be described as an aspect of knowledge or a skill. Performance, then, is the output; while competency work is the input (Centranum, 2023).

Campion, et al. reference job performance as job analysis. In their work, they draw connections between competency models and job analysis. Those connections are outlined in 10 points listed in Description of Competency Models and Key Differences Between Competency Models and Job Analysis (2011, pg 227), located in Appendix B. The comparisons that are most relevant to FoodCorps are points 8, 9 and 10 because they are rooted in change management.

- Point 8: A finite number of competencies are identified, and applied across multiple functions or job families.

- Point 9: Competency models are used actively to align the HR systems.

- Point 10: Competency modeling is often more of an organizational development intervention that seeks broad organizational change (such as HR alignment) as opposed to a simple data collection effort

Performance Management Frameworks as Change Agents in Organizations

To understand whether or not a performance framework is the appropriate avenue for change in FoodCorps, a synthesis of research on the purpose of performance management frameworks in addition to how they are best implemented, is warranted.

Performance management, as opposed to top down performance appraisal, utilizes continuous constructive feedback. Continuous and constructive feedback establishes an enthusiasm for continuous improvement. The foundation of performance management is coaching and it's used to make administrative decisions in fair and consistent ways. The process must be accepted by employees and trust is essential, as it is a key predictor of employee motivation (Latham, 2005).

DeGroff & Cargo (2009) profile three considerations for implementing change processes within an organization. These include complexity of social problems, varying actors and their degrees of power and influence and the organizational environment and whether or not it is conducive to accountability. The authors claim that policy implementation is a decree for social betterment commanded by programs, procedures, regulations and practices.

Enacting a new policy requires the coordination of multiple constituents across the organization, as their cooperation can dictate the degree of success of the new policy. The horizontal and vertical relationships within an organization must be collaborative in nature, regardless of hierarchical structure (O'Toole, 2000). Though essential, the inclusion of cross

disciplinary actors brings forth more interests and perspectives, making implementation measures more complex. In addition to interest and perspectives, each actor brings with them their own values and goals (DeGroff & Cargo, 2009).

Additionally, power dynamics become increasingly important as varying levels of influence come into play. Differences in status, resources and expertise can drive policy. There are actors who have power to shape policy details and implementation measures, while others have power to shape the outcomes of the policy once implemented (DeGroff & Cargo, 2009).

The sociopolitical factors of policy implementation are greatly impacted by what society deems practical at the time, as political lenses change over time. Additionally, given the actors varying values, they bring with them third party interests (Frederickson & Smith, 2003). Power continues to play a role and the needs for compromise and negotiation remain essential. Inattention to the complexities of social dynamics across organizational level with appropriate solutions to conflict and competing goals have the ability to tank implementation measures (DeGroff & Cargo, 2009).

Performance Management Tactics

FoodCorps intends to incorporate a framework which assesses staff performance based on their new competencies. The framework is a tool, or, means to an end. Research on performance frameworks as a tool helps dictate next steps for FoodCorps.

Scholars say that praising and coaching employees builds a culture of continuous improvement. It should provide direction, inspiration and comfort on a regular basis. It should also be constructive and provide resources and should not be remnant of any top-down policies and ideologies. Latham, et al. (2005) describe an appraisal instrument as a tool used to coach employees. The instrument is important because employees must view it as fair and have to be in

agreement about what the instrument measures. Employee acceptance of the tool and trust in the

tool are viable predictions of their motivational levels and in turn positive behavior changes.

When employees don't trust a tool, or don't agree with what the tool is measuring they tend to

have hostile attitudes about performance evaluations.

Change Management

Implementing a performance framework would be a significant change for FoodCorps

and change can be difficult for employees . There is an abundance of literature on change

processes within organizations and much of the research suggests that employee attitudes about

change can dictate how well implementation goes. Planned change and emergent change are two

major change management theories. Planned change focuses on a phasing system where change

happens in linear stages. The foundation of emergent change theory is continuous change that is

unpredictable and non-liner. Independent of their differences, the foundation of both theories is

that there must be a willingness to implement change by the actors in an organization.

Researchers call this change willingness. Power and meaning, in terms of actors in an

organization, directly affect change willingness. The more influence an employee has on change,

the more their feelings of powerlessness decrease. Simultaneously, the reasons for change have

to be explicit and be perceived as necessary. The absence of powerlessness and meaninglessness

are catalysts for change willingness (Tummers, 2011; Payne, et. al, 2022).

Conceptual Framework

        The Continuum for Anti-Racist Multicultural Organization served as the conceptual framework for this project along with FoodCorps internally created values, competencies and S.H.I.F.T.I.N.G. ideology. **Figure 1** is an illustration of the conceptual framework.

        The Continuum for Anti-Racist Multicultural Organization was created by Crossroads Ministry as an adaptation of the work of Bailey W. Jackson (2006). The most successful status on the Continuum is a Fully Inclusive Anti-Racist Multicultural Organization in a Transformed Society. FoodCorps internally created visions are important foundational pieces of what they want their staff members to embody. I used these resources in conjunction with research to frame my understanding of what components of a performance framework would be suitable specifically for FoodCorps.

        FoodCorps values are internal measures created by the organization to represent the harmonious culture they wish to embody. FoodCorps competencies were created to support strategic priority that has a clear vision for what anti-racism work looks like organization wide. The organizational core competencies, which are rooted in liberation and anti-racist pedagogy, are the foundation of the change FoodCorps is moving toward. The S.H.I.F.T.I.N.G. resource was created by FoodCorps as a nod to an ever changing world. S.H.I.F.T.I.N.G. is an analogous description of ways in which FoodCorps must act to continuously move toward justice within and throughout their work.

Figure 1

Contextual Framework for FoodCorps strategy to become and antiracist organization
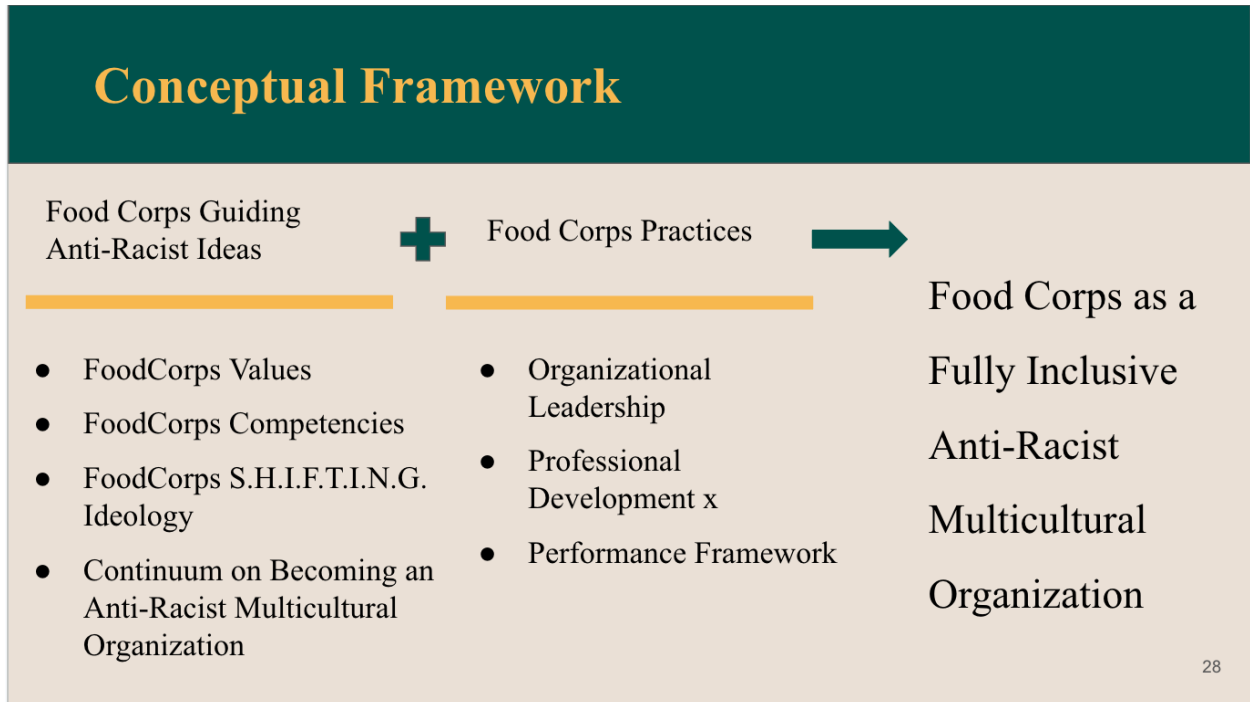
Project Questions

The purpose of this project was to gain insight to employee perspectives on change culture within FoodCorps in order to provide recommendations to FoodCorps on how to use their core competencies to become a liberated and anti-racist organization. This project was designed using four questions aimed at guiding FoodCorps into a performance framework that would be widely accepted across and implemented with fidelity throughout the organization and across all departments.

1. Comprehension: What are FoodCorps employees' comprehensive understandings of FoodCorps initiatives in alignment to their mission and vision?

2. Inclusivity: What perceptions do FoodCorps employees have about what is needed to embrace a culture of anti-racism and liberation?

3. Experiences: What are the experiences of FoodCorps employees in relation to their work and the roles they serve?

4. Receptive: How receptive are FoodCorps employees to change as new interpretations of their mission and vision are enacted?

Project Design

The project design included a mixed methods approach using quantitative and qualitative data through surveys and monthly meetings with FoodCorps national team members over the course of a year. The bulk of the data comes from the FoodCorps team member "pulse" survey, created in conjunction with the Recruitment Team and DEI Department.

Meetings to discuss organization goals, targets and progress served as an analysis guide and helped frame the pulse survey. Over the course of a year I met with the Vice President of Organizational Health and Organizations and Senior Director of Diversity, Equity and Inclusion. They provided narratives about their experiences in the organization and detailed what they perceived as areas of growth, as high ranking team members. I also met with the Staff Recruitment Senior Manager and we communicated via email on a few occasions. Our correspondence was situated around what the company wanted to measure and how the responses would provide insight to current performance measuring tactics, understanding of the core competencies and a space for employees to reflect on the experiences they have in their roles and on their teams.

Data Collection

Pulse Survey: FoodCorps utilizes pulse surveys to regularly gather information about employee satisfaction. Because a pulse survey was scheduled to go out to national team members within my data collection timeframe, I was able to include questions pertaining to this project on the survey. I worked with the Staff Recruitment Senior Manager to imbed the questions into the survey and we produced a timeframe for completion.

The pulse survey was sent to employees at the national level. This team is made up of staff who train and support employees who work in the field. These team members create

strategies for growing healthy schools and collaborate to continually assess FoodCorps' direction and growth. The pulse survey was sent via CultureAmp by the Staff Recruitment Senior Manager with a two week response period. After a 51% participation rate (48 of 94 participants), the deadline was extended an additional week, bringing the total participation rate to 69% (65 of 94 participants). The Staff Recruitment Senior Manager commented that summer and end of year were the hardest times to gather data.

The questions I proposed to be included in the pulse survey were directly connected to the project questions. The Table of Proposed Survey Questions (Appendix E) details the project questions and their respective survey questions. Eight of the nine proposed questions appeared on the Pulse Survey. The table below shows how they appeared on the pulse survey. Five of the questions appeared as a likert scale of favorable, unfavorable or neutral with the option to leave comment. One question appeared only as a likert scale of favorable, unfavorable or neutral. Two of the questions appeared only with an option to leave a comment.

A benefit to working with FoodCorps is that when they provided data from the questions I created, they also provided access to all data from their pulse survey. With these questions, I was able to find more trends. The list in Appendix E outlines the additional survey information I was provided. All questions were asked on a likert scale of favorable, unfavorable or neutral. **Figure 2** is a table that describes the pulse survey questions Categorized into Research Questions with Number of comments likert scale responses.

Figure 2

Table of Pulse Survey Questions Categorized into Research Questions with Number of Qualitative (comments) and Quantitative (likert scale) Responses

Pulse Survey Question	Number of Comments	Number of Likert Scale Responses
Comprehension: What are FoodCorps employees' understandings of FoodCorps initiatives in alignment to their mission and vision?		
I understand how FoodCorps will implement the competencies as a performance framework.	n/a	65
I have a clear understanding of our core competencies	4	65
How can we continue to embed our core competencies in a comprehensive and digestible way?	28	n/a
Inclusivity: What perceptions do FoodCorps employees have about what is needed to embrace a culture of anti-racism and liberation?		
In order for a performance framework to be the most equitable, what would need to be included for you?	27	n/a
Experiences: What are the experiences of FoodCorps employees in relation to their work and the roles they serve?		
I have the space to engage with and practice the competencies.	3	65
I have the resources I need to engage with the competencies.	4	65
I am confident in FoodCorps ability to assist me in practicing the competencies.	2	64
Receptive: How receptive are FoodCorps employees to change as new interpretations of their mission and vision are enacted?		
I agree with FoodCorps choice of competencies.	n/a	64

Data Analysis - Qualitative Data

There were 65 respondents to the pulse survey. The results for the six questions in which staff could leave comments is unbalanced, due to the questions being optional. **Figure 3**, *Table of Pulse Survey Questions Categorized into Research Questions with Number of Responses (comments),* details the survey questions and the number of comments. With 65 participants and 6 questions, there was a potential of 390 responses. The results rendered just 68 comments. Additionally two survey questions accounted for 80% of the comments, with 27 and 28 comments, respectively.

Contextually, while the survey question, "How can we continue to embed our core competencies in a comprehensive and digestible way?," received 28 comments, the survey question, "I am confident in FoodCorps ability to assist me in practicing the competencies" received only 2 comments. The difference in response gives insight to staff members' perception of importance.

Given only two questions that adequately provided insight, I pulled themes from both and I used the responses in conjunction with the quantitative data, which follows this section.

Qualitative Analysis of Comprehension Survey Questions:

The survey question, "How can we continue to embed our core competencies in a comprehensive and digestible way?," received 28 comments, which was the highest number of comments for any survey question. Almost all of the comments, that is 24 of them, referenced more time with the competencies. One of the commenters wrote, "Bring them up often and help us connect the dots often!." This response is an exemplary sentiment of the group. All four commenters who did not reference time said that they weren't sure about how to embed the competencies.

The survey question, "In order for a performance framework to be the most equitable, what would need to be included for you?," received 27 comments, which was the second highest number of comments for any survey question. The themes here were more varied than the previous question. The recurring three themes referenced subjectivity, alignment to roles and shared language. For subjectivity, staff want to ensure that there is no opportunity for bias to appear when being evaluated. Staff also want to ensure that the evaluation is appropriate regardless of their rank and role at FoodCorps. Lastly, if there is a company-wide understanding of the competencies and performance framework, and a known and shared use of the language, then evaluations will appear to be most equitable.

Figure 3

Table of Pulse Survey Questions Categorized into Research Questions with Number of Responses (comments)

Research Question	Pulse Survey Question	Number of Comments
Comprehension: What are FoodCorps employees' comprehensive understandings of FoodCorps initiatives in alignment to their mission and vision?	I understand how FoodCorps will implement the competencies as a performance framework.	n/a
	I have a clear understanding of our core competencies	4
	How can we continue to embed our core competencies in a comprehensive and digestible way?	28
Inclusivity: What perceptions do FoodCorps employees have about what is needed to embrace a culture of anti-racism and liberation?	In order for a performance framework to be the most equitable, what would need to be included for you?	27
Experiences: What are the experiences of FoodCorps employees in relation to their work and the roles they serve?	I have the space to engage with and practice the competencies.	3
	I have the resources I need to engage with the competencies.	4
	I am confident in FoodCorps ability to assist me in practicing the competencies.	2
Receptive: How receptive are FoodCorps employees to change as new interpretations of their mission and vision are enacted?	I agree with FoodCorps choice of competencies.	n/a

Data Analysis - Quantitative Data

There were 65 respondents to the pulse survey. **Figure 4**, *Table of Pulse Survey Questions Categorized into Research Questions with Number of Responses (likert scale),* details the survey questions and the number of likert scale responses. Four questions were answered by all 65 participants, while the other two questions were answered by 64 participants.

Figure 4

Table of Pulse Survey Questions Categorized into Research Questions with Number of Responses (likert scale)

Research Question	Pulse Survey Question	Likert Scale Responses
Comprehension: What are FoodCorps employees' comprehensive understandings of FoodCorps initiatives in alignment to their mission and vision?	I understand how FoodCorps will implement the competencies as a performance framework.	65
	I have a clear understanding of our core competencies	65
Inclusivity: What perceptions do FoodCorps employees have about what is needed to embrace a culture of anti-racism and liberation?	In order for a performance framework to be the most equitable, what would need to be included for you?	n/a
Experiences: What are the experiences of FoodCorps employees in relation to their work and the roles they serve?	I have the space to engage with and practice the competencies.	65
	I have the resources I need to engage with the competencies.	65
	I am confident in FoodCorps ability to assist me in practicing the competencies.	64
Receptive: How receptive are FoodCorps employees to change as new interpretations of their mission and vision are enacted?	I agree with FoodCorps choice of competencies.	64

Categorizing Survey Questions into Research Questions

I categorized each of the 31 likert scale survey questions into the four research questions. Some survey questions overlapped into several research questions; and because the research questions are intricately connected, an argument could be made that all survey questions directly correlate to each research question. As such, I sorted them into the research question that I felt they most represented. **Figure 5**, *Table of Pulse Survey Questions Categorized into Research Questions with Number of Responses (likert scale),* shows how I categorized based on the four research question themes of comprehension, inclusivity, experiences and how receptibility.

Figure 5

Table of Pulse Survey Questions Categorized into Research Questions with Number of Responses (likert scale)

Research Question	Total No. Likert Scale Survey Questions
Comprehension: What are FoodCorps employees' comprehensive understandings of FoodCorps initiatives in alignment to their mission and vision	7
Inclusivity: What perceptions do FoodCorps employees have about what is needed to embrace a culture of anti-racism and liberation?	7
Experiences: What are the experiences of FoodCorps employees in relation to their work and the roles they serve?	14
Receptive: How receptive are FoodCorps employees to change as new interpretations of their mission and vision are enacted?	3

Figures 6-9 represent the survey questions grouped into perspective research questions.

Figure 6

Table of Pulse Survey Questions Related to Comprehension

Comprehension: What are FoodCorps employees' comprehensive understandings of FoodCorps initiatives in alignment to their mission and vision
- I understand how FoodCorps will implementation the competencies as a performance framework   - I have a clear understanding of our new org competencies   - I have a clear understanding of Movement Building and Power Building   - I have a clear understanding of FoodCorps Next   - I understand what being a justice organization means for our work   - I have access to the resources and tools I need to do my work effectively   - I have a clear understanding of our org values

Figure 7

Table of Pulse Survey Questions Related to Inclusivity

Inclusivity: What perceptions do FoodCorps employees have about what is needed to embrace a culture of anti-racism and liberation?
- I have the space to engage with and practice the competencies   - I have the resources I need to engage with the competencies   - I am confident in FoodCorps ability to assist me with practicing the competencies   - I have the tools to identify and address institutional racism in my workplace (i.e. when organizational programs or policies work better for white people than for people of color)   - I have the tools to identify and address structural racism in my workplace (i.e. people of color have been left out of wealth creation and home ownership as a result of centuries of structured racialized practices)   - I have the tools to identify and address interpersonal racism in my workplace (i.e. using coded language, questioning someone's competence based on their race or ethnicity)   - I feel personally aligned with our org values

Figure 8

Table of Pulse Survey Questions Related to Experiences

Experiences: What are the experiences of FoodCorps employees in relation to their work and the roles they serve?
- Our organizational culture creates a climate where I am comfortable voicing my opinions and advocating for my needs without fear of consequence   - FoodCorps fosters a culture that allows for effective collaborative work across the org   - I feel my department is positioned to operate within a justice context   - FoodCorps has a culture that enables me to grow   - I feel a sense of belonging at FoodCorps   - I have access to the learning and development I need to do my job well   - The leaders at FoodCorps have communicated a vision that motivates me   - I believe we are making progress toward becoming a justice organization   - I feel my manager is positioned to lead within a justice context   - I believe that we are making progress toward becoming an anti-racist organization   - My manager (or someone in management) has shown a genuine interest in my professional development   - I am proud to work for FoodCorps   - When at work, I feel like I am part of a team   - My manager/supervisor makes the effort to get to know me and what I uniquely bring to FoodCorps

Figure 9

*Table of Pulse Survey Questions Related to Receptibility*

Receptive: How receptive are FoodCorps employees to change as new interpretations of their mission and vision are enacted?
- I agree with FoodCorps choice of competencies   - I know what I need to do to be successful in my role   - I feel justice is the right positioning for FoodCorps' mission, vision, values, and activities to achieve our 2030 goals

Analyzing Favorability

I first assessed the favorability of the data in groups based on the research questions. The 31 likert scale data points were provided in an excel spreadsheet with percentages of favorable, unfavorable or neutral. Appendix G: Survey Question Favorability details each question, and its percentage of favorable, unfavorable and neutral. **Figure 10**, *Graph of Pulse Survey Questions Average Favorability by Likert Scale of Unfavorable, Neutral and Favorable*, provides a summary of survey question favorability averages. The figure shows that generally, most research question categories were answered favorability. With 81% favorability, it can be deduced that staff member receptibility of the changes is high, while looking at the receptibility data; though, with 65% favorability, it can be deduced that staff aren't quite sure exactly what that change is, while looking at the comprehension data.
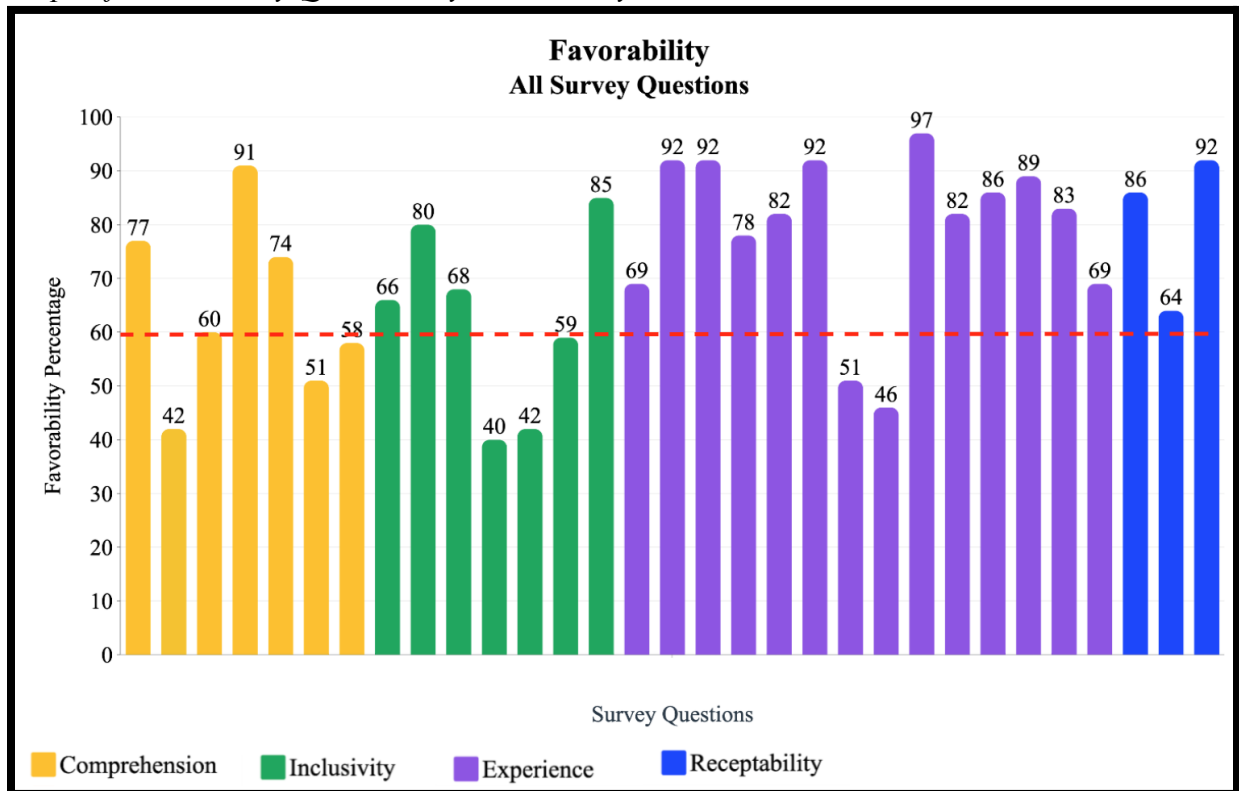
Figure 10

Graph of Pulse Survey Questions Average Favorability by Likert Scale of Unfavorable, Neutral and Favorable
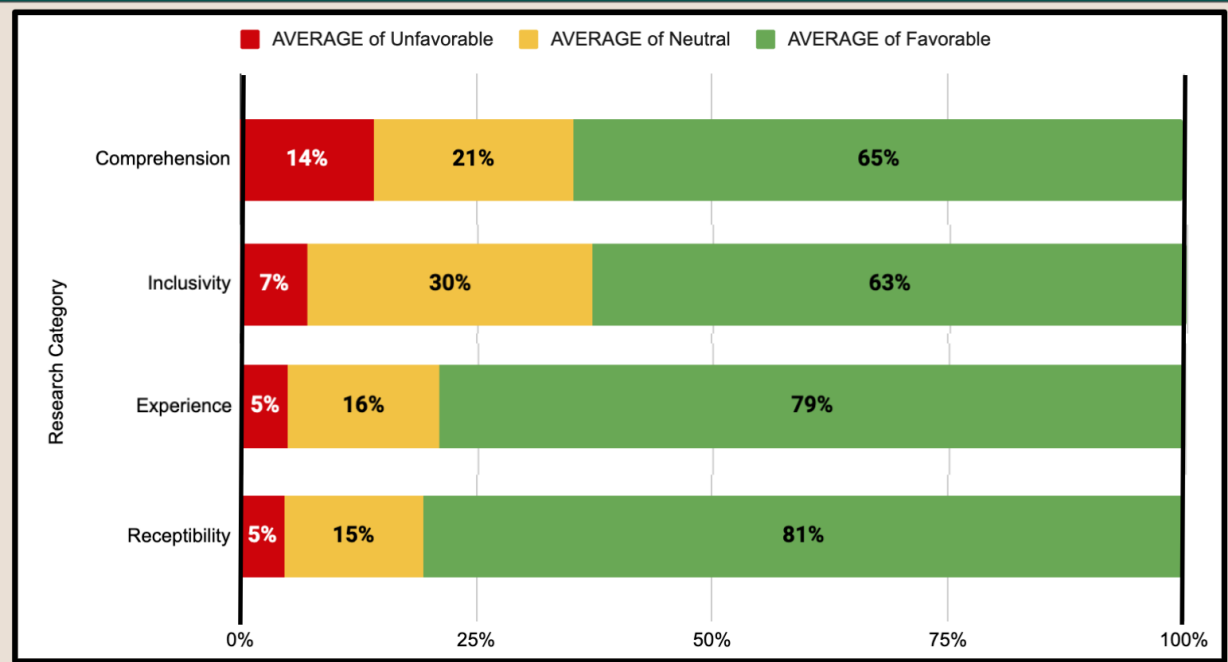
After analyzing the favorable, unfavorable and neutral responses across all survey questions, I decided to focus just on the favorable data. I chose this lens because overall the survey questions were answered favorably. Looking at the differences in favorability simplified analysis and also provided an asset based lens - determining which questions were more favorable than others. I opted to use a supermajority of 60%, or higher, as a positive response of "favorable" to a survey question. The following graph, **Figure 11**, *Graph of Pulse Survey Questions by Favorability,* shows data from all four research questions. The dotted red line represents what I deemed to be majority favorability. Of the 31 questions, 23 of them show 60% or higher favorability. Consequently, 8 out of 31 of the survey questions were NOT answered favorably.

Figure 11

Graph of Pulse Survey Questions by Favorability

Comprehension: The following graph and table, **Figure 12 and 13**, shows responses only for the survey questions related to <mark>comprehension</mark>. The research question is: What are FoodCorps employees' comprehensive understandings of FoodCorps initiatives in alignment to their mission and vision? Out of the 7 questions about the research question, 4 of them were answered with majority favorability, using the 60% or more threshold.

Figure 12

Graph of Favorable versus Neutral Survey Responses for Research Questions about Comprehension
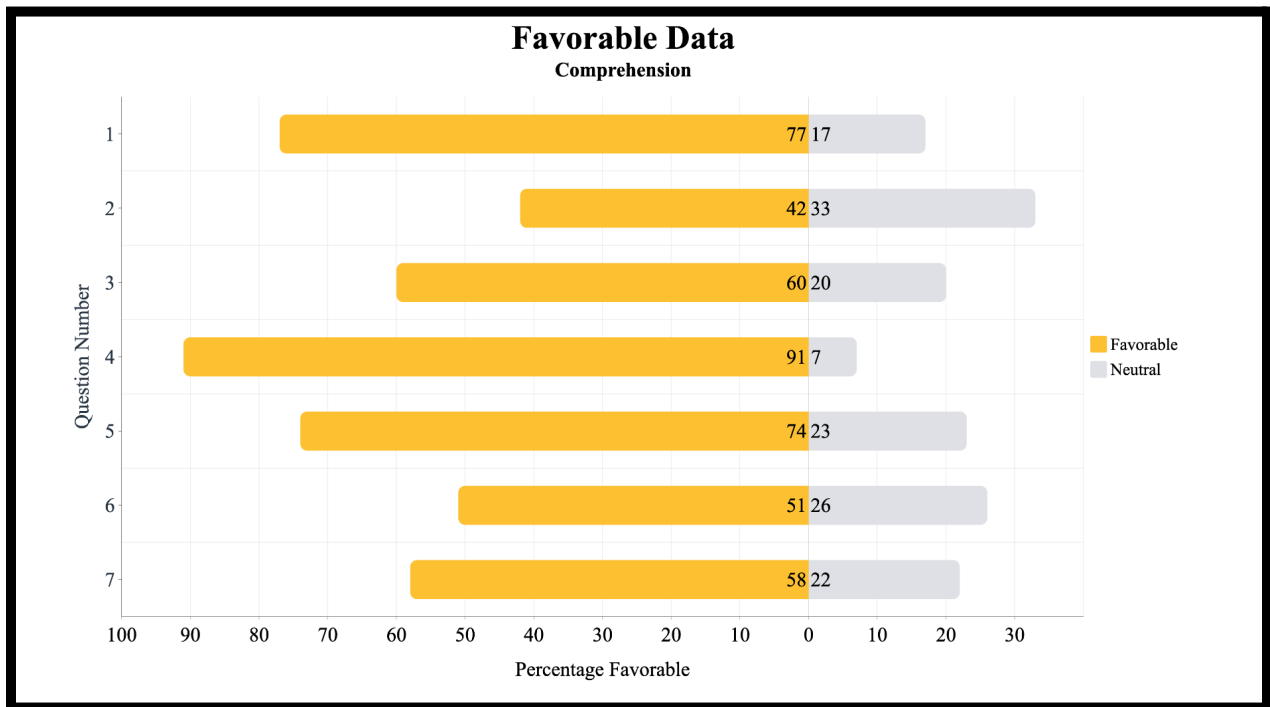
Figure 13

Table of Favorable versus Neutral Survey Responses for Research Questions about Comprehension

	Question	Favorable	Neutral
1	I have access to the resources and tools I need to do my work effectively	77%	17%
2	I understand how FoodCorps will implementation the competencies as a performance framework	42%	33%
3	I have a clear understanding of FoodCorps Next	60%	20%
4	I have a clear understanding of our org values	91%	7%
5	I understand what being a justice organization means for our work	74%	23%
6	I have a clear understanding of our new org competencies	51%	26%
7	I have a clear understanding of Movement Building and Power Building	58%	22%

Inclusivity: The following graph and table, **Figure 14 and 15**, show responses only for the survey questions related to inclusivity. The research question is: What perceptions do FoodCorps employees have about what is needed to embrace a culture of anti-racism and liberation? Out of the 7 questions about the research question, 4 of them were answered with majority favorability, based on the 60% or more threshold.

Figure 14

Graph of Favorable versus Neutral Survey Responses for Research Questions about Inclusivity
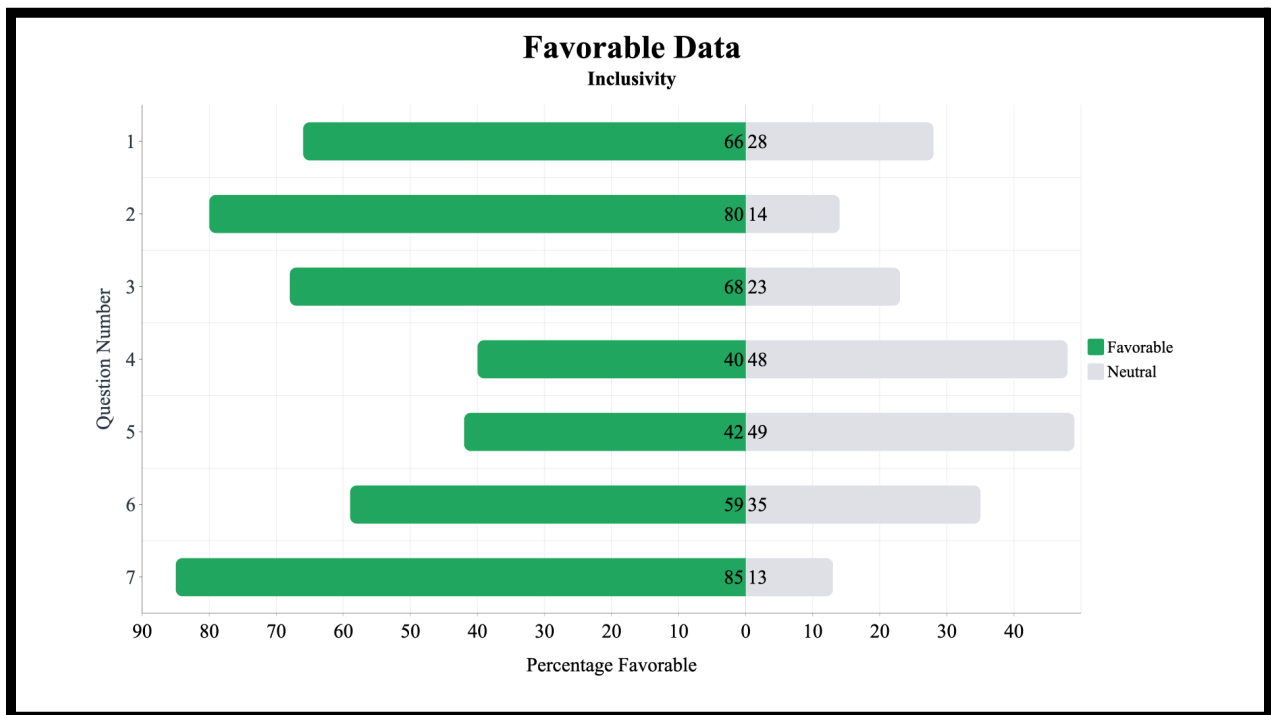
Figure 15

Table of Favorable versus Neutral Survey Responses for Research Questions about Inclusivity

	Question	Favorable	Neutral
1	I have the tools to identify and address <u>institutional</u> racism in my workplace (i.e. when organizational programs or policies work better for white people than for people of color)	66%	28%
2	I have the tools to identify and address <u>interpersonal</u> racism in my workplace (i.e. using coded language, questioning someone's competence based on their race or ethnicity)	80%	14%
3	I have the tools to identify and address <u>structural</u> racism in my workplace (i.e. people of color have been left out of wealth creation and home ownership as a result of centuries of structured racialized practices)	68%	23%
4	I have the space to engage with and practice the competencies	40%	48%
5	I have the resources I need to engage with the competencies	42%	49%
6	I am confident in FoodCorps ability to assist me with practicing the competencies	59%	35%
7	I feel personally aligned with our org values	85%	13%

Experiences: The following graph and table, **Figure 16 and 17**, shows responses only for the survey questions related to experiences. The research question is: What are the experiences of FoodCorps employees in relation to their work and the roles they serve? Out of the 14 questions about the research question, 12 of them were answered with majority favorability, based on the 60% or more threshold..

Figure 16

Graph of Favorable versus Neutral Survey Responses for Research Questions about Experiences
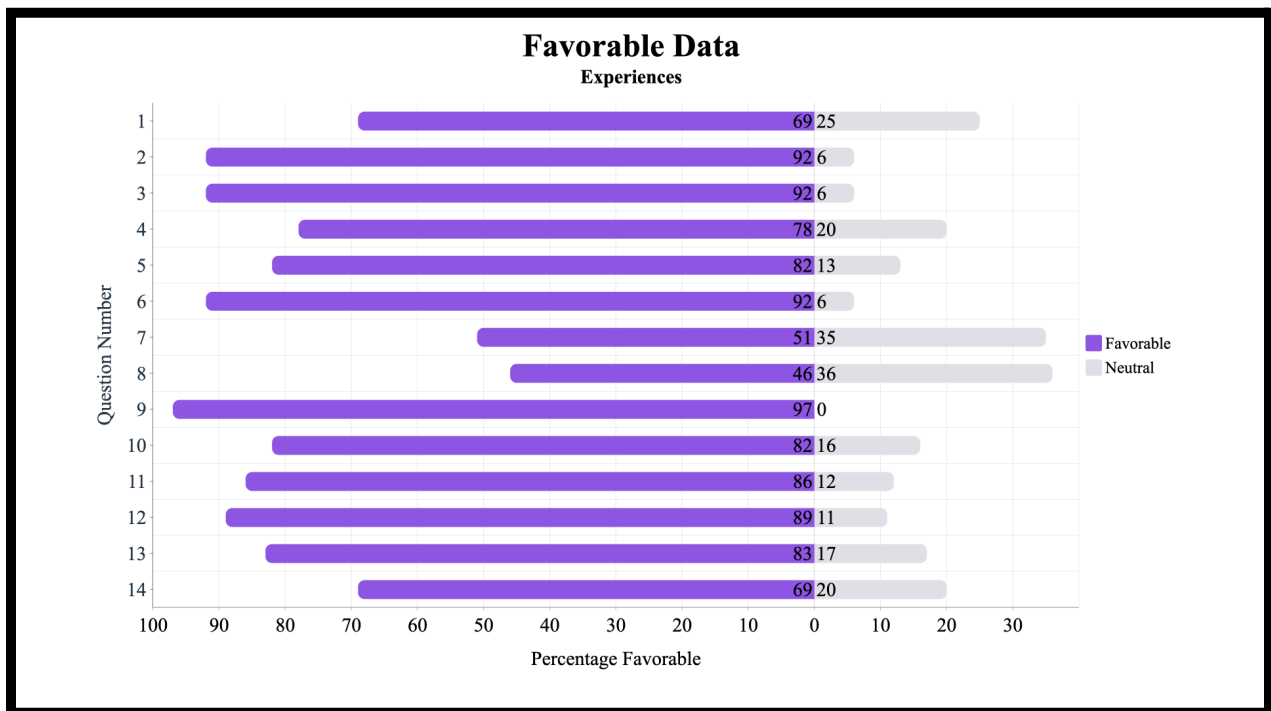
Figure 17

Table of Favorable versus Neutral Survey Responses for Research Questions about Experiences

	Question	Favorable	Neutral
1	FoodCorps has a culture that enables me to grow	69%	25%
2	I am proud to work for FoodCorps	92%	6%
3	When at work, I feel like I am part of a team	92%	6%
4	I feel a sense of belonging at FoodCorps	78%	20%
5	I have access to the learning and development I need to do my job well	82%	13%
6	My manager (or someone in management) has shown a genuine interest in my professional development	92%	6%
7	FoodCorps fosters a culture that allows for effective collaborative work across the org	51%	35%
8	Our organizational culture creates a climate where I am comfortable voicing my opinions and advocating for my needs without fear of consequence	46%	36%
9	My manager/supervisor makes the effort to get to know me and what I uniquely bring to FoodCorps	97%	0%
10	The leaders at FoodCorps have communicated a vision that motivates me	82%	16%
11	I feel my manager is positioned to lead within a justice context	86%	12%
12	I believe that we are making progress toward becoming an anti-racist organization	89%	11%
13	I believe we are making progress toward becoming a justice organization	83%	17%
14	I feel my department is positioned to operate within a justice context	69%	20%

Receptibility: The following graph and table, **Figure 18 and 19**, show responses only for the survey questions related to receptibility. The research question is: How receptive are FoodCorps employees to change as new interpretations of their mission and vision are enacted? Out of the 3 questions about the research question, 3 of them were answered with majority favorability, based on the 60% or more threshold.

Figure 18

Graph of Favorable versus Neutral Survey Responses for Research Questions about Receptibility
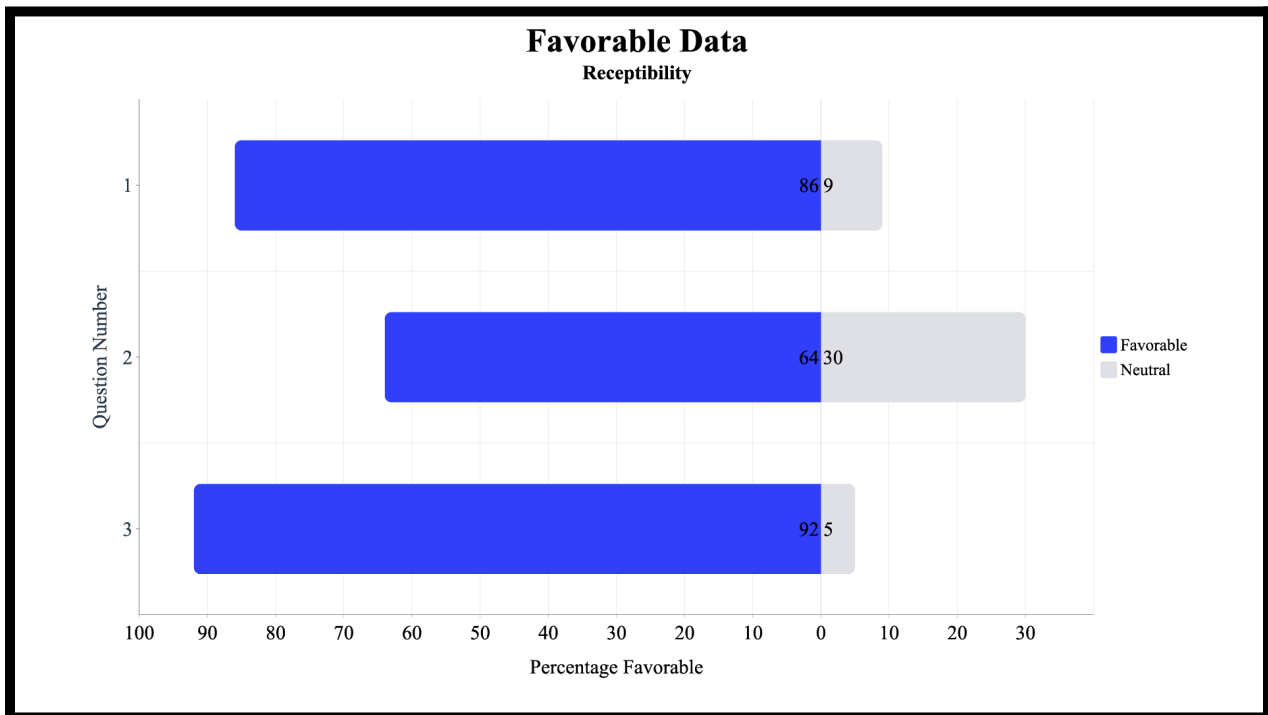
Figure 19

Table of Favorable versus Neutral Survey Responses for Research Questions about Receptibility

	Question	Favorable	Neutral
1	I know what I need to do to be successful in my role	86%	9%
2	I agree with FoodCorps choice of competencies	64%	30%
3	I feel justice is the right positioning for FoodCorps' mission, vision, values, and activities to achieve our 2030 goals	92%	5%

Analyzing Survey Questions Related to Competencies: The following graph represents all 31

likert scale questions, and emphasizes the 6 questions that are directly related to the

competencies. From the graph in **Figure 20** and the table in **Figure 21** the following can be

noted: 5 out of 6 of the survey questions about competencies were Not answered favorably and

only 1 of the 6 questions showed majority favorability.

Figure 20

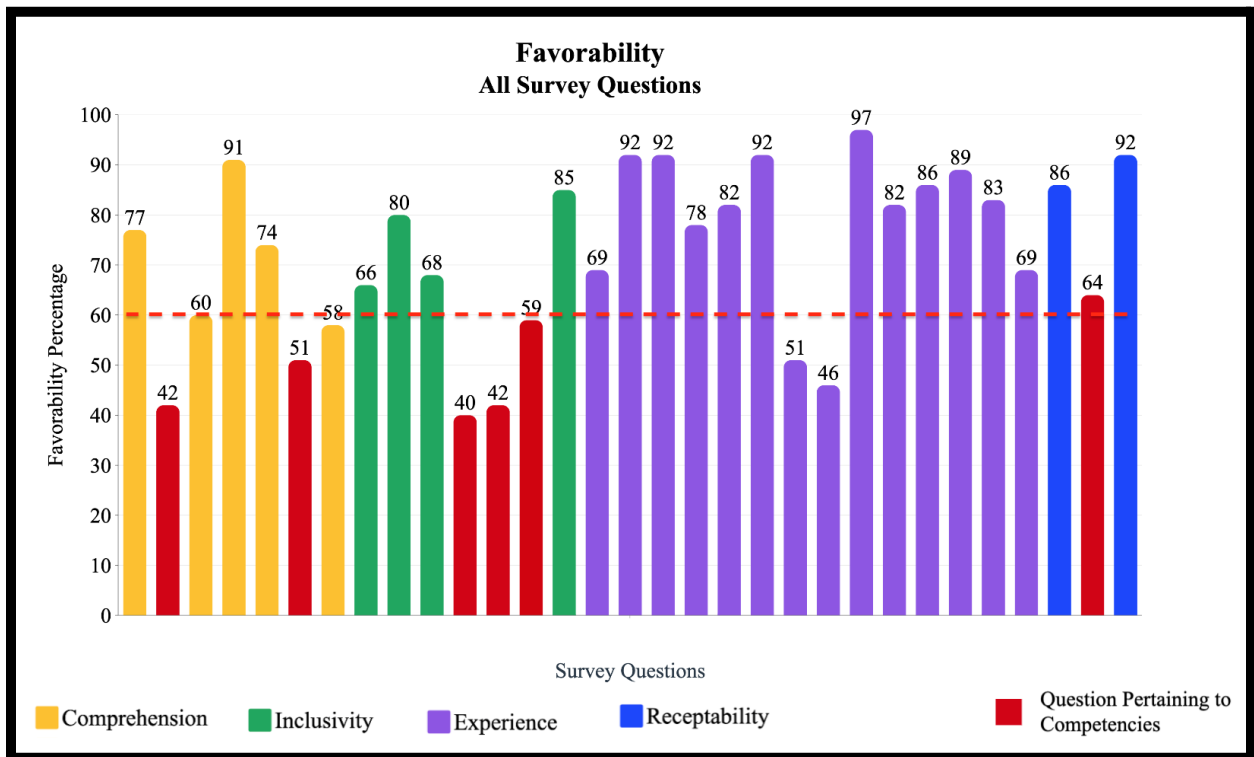*Graph of Favorability with Highlighted Questions about Competencies*

Figure 21

Table of Favorability for Survey Questions about Competencies

Question	Favorable	Neutral
I understand how FoodCorps will implement the competencies as a performance framework.	42%	33%
I have a clear understanding of our new org competencies.	51%	26%
I have the space to engage with and practice the competencies	40%	48%
I have the resources I need to engage with the competencies.	42%	49%
I am confident in FoodCorps ability to assist me with practicing the competencies.	59%	35%
I agree with FoodCorps choice of competencies.	64%	30%

Findings

Project Question 1: What are FoodCorps employees' comprehensive understandings of FoodCorps initiatives in alignment to their mission and vision?

Findings: FoodCorps staff have an understanding of the mission and vision of the company but do not yet have a comprehensive understanding of the new direction of the company or how the new core competencies impact that change on a large scale and at the individual level.

FoodCorps has done a substantial job of living their mission, vision and values, as evidenced by survey question, "I have a clear understanding of our org values," and "I feel justice is the right positioning for FoodCorps' mission, vision, values, and activities to achieve our 2030 goals." These questions are valued at 91% and 92% favorability, respectively. Furthermore, staff generally have an understanding and acceptance of the competencies as evidenced by survey question, "I agree with FoodCorps choice of competencies," which is valued at 64% favorability.

However, the understanding about how FoodCorps will implement the competencies is greatly lacking and most staff don't understand how the competencies will impact their individual roles in the organization. Competency modeling can be described as a practice in which a company uses its own language, organizational strategies and goals to outline expected performance behaviors (Schippmann et al., 2000). The survey question, "I understand how FoodCorps will implement the competencies as a performance framework" only yielded a 42% favorability. A thorough understanding of how competencies impact work culture are essential to the development of FoodCorps' performance framework based on their company competencies.

When answering the survey question, "How can we continue to imbed our core competencies in a comprehensive and digestible way?," a staff member said, "We did a good job of that with our values, especially at the retreat, by imbedding them into everything, so more of that for our core comps." This comment shows how the already established company values have been incorporated into their everyday work life. By using a similar method for the competencies, FoodCorps stands to have an equal positive restule. Another staff member said, "With all new things it just takes practice, so the more we use the language and attach actions to it, it will become easier." To embed the competencies into their lived culture, FoodCorps can use the same processes they used for embedding their company values into the culture.

Project Question 2: What perceptions do FoodCorps employees have about what is needed to embrace a culture of anti-racism and liberation?

Findings: FoodCorps staff are on board for change toward a more justice oriented organization. However, FoodCorps staff cannot articulate how the competencies are facilitators of the change. They also need concrete examples about how the competencies and performance framework will be connected to their individual roles and how they will be objectively assessed.

Of the 27 submitted responses to the survey question, "In order for a performance framework to be the most equitable, what would need to be included for you?,"one response is an exemplary interpretation of most of the staff. It reads, "I cannot be expected to live up to someone else's perception . . . This feels like the expectations will have a lot of room for interpretation, and not necessarily be concrete. . . I am having a hard time following exactly what this is." The theme of the responses is consistency and objectivity.

The foundation of performance management is coaching and it's used to make administrative decisions in fair and consistent ways. The process must be accepted by employees and trust is essential, as it is a key predictor of employee motivation (Latham et al., 2005). Power dynamics become increasingly important as varying levels of influence come into play. Differences in status, resources and expertise can drive policy. Additionally, there are actors who have power to shape policy details and implementation measures, while others have power to shape the outcomes of the policy once implemented (DeGroff & Cargo, 2009).

The instrument, in the case of FoodCorps - a performance framework, is important because employees must view it as fair and have to be in agreement about what the instrument measures. Employee acceptance of the tool and trust in the tool are viable predictions of their motivational levels and in turn positive behavior changes. When employees don't trust a tool, or don't agree with what the tool is measuring they tend to have hostile attitudes about performance evaluations (Latham et al., 2005).

Project Question 3: What are the experiences of FoodCorps employees in relation to their work and the roles they serve?

Findings: FoodCorps staff enjoy working at the company and feel successful about their roles on their teams. Foodcorps staff are having a hard time making space for new initiatives that impact their individual work and performance. FoodCorps staff are on their way to believing that FoodCorps will provide the tools they need to make space for the initiatives.

Overwhelmingly positive experiences at FoodCorps are evidenced by the highest valued survey questions reflected below, which all have 92% or higher favorability. However, FoodCorps staff are having a hard time making space for new initiatives that impact their individual work and performance as evidenced by the survey questions below, neither of which reached the majority favorability threshold.

- I have the space to engage with and practice the competencies - 40% favorability

- I have the resources I need to engage with the competencies - 42% favorability

Many FoodCorps staff members believe that they will be able to practice the competencies, as evidenced by the survey question below, which was one percentage point away from reaching majority favorability. This practice may influence the two previous questions around space and resources.

- I am confident in FoodCorps ability to assist me with practicing the competencies - 59% favorability

This finding is further evidenced by comments to the questions about space and resources. Staff responses, on a whole, gave a sentiment of, "not yet." Some abbreviated responses included the following.

- Too soon to tell.

- I don't fully understand what kind of resources would be helpful here.

- I see them coming down the pike.

- I look forward to learning more from one of the workshops on competencies.

- I guess...we'll see? Haven't really started yet.

There must be a willingness to implement change by the actors in an organization. Researchers call this change willingness. Power and meaning, in terms of actors in an organization, directly affect change willingness. The more influence an employee has on change, the more their feelings of powerlessness decrease. Simultaneously, the reasons for change have to be explicit and be perceived as necessary (Tummers, 2011; Payne, et. al, 2022). In terms of anti racist accountability, it must happen at the individual and institutional levels (Boykin et al., 2020).

Project Question 4: How receptive are FoodCorps employees to change as new interpretations of their mission and vision are enacted?

Findings: There is not yet enough information to determine if FoodCorps employees are receptive to performance reviews based on the core competencies because the employees are still learning foundational basics about the implementation of the competencies.

The reasons for change have to be explicit and be perceived as necessary. The absence of powerlessness and meaninglessness are catalysts for change willingness (Tummers, 2011; Payne, et. al, 2022). It is clear that FoodCorps employees agree with the competencies, but they do not yet understand them or how they will be implemented. This is evidenced by survey question, "I agree with FoodCorps choice of competencies," with a 64% favorability and survey question, "I have a clear understanding of our new org competencies," with a 51% favorability. The survey question, "I understand how FoodCorps will implement the competencies as a performance framework," with 42% favorability provides insight to lack of understanding of implementation measures.

Recommendations & Interventions

I've created the following recommendations for FoodCorps in order to update their performance measurement process that is not aligned to new organizational core competencies which are rooted in liberation and anti-racist pedagogy. The recommendations are intentionally sequential and use the Continuum on Becoming an Anti-Racist Multicultural Organization along with literature and collected data as the foundation of the recommendation.

1. Establish the competencies as a part of the lived culture of FoodCorps and establish the why as it relates to the mission and vision of the organization.

2. Due to the limited understanding of the core competencies at present, the second recommendation is to used a phased approach to designing and implementing a performance framework.
   a. Introduce a beta version of the performance framework on a volunteer basis, for a select number of staff, across all roles, to be assessed.
   b. Conduct a focus group using beta testers to improve the performance framework format.
   c. Assess beta testers using the newest format of the performance framework.

3. Use the beta testers as pioneers to reintroduce the idea of a performance framework based on the competencies.

Recommendation #1

In the sixth phase of the Continuum on Becoming an Anti-Racist Multicultural Organization, one of the components is full participation and shared power with diverse racial, cultural and economic groups in determining its mission, structure, constituency, policies and practices. As the staff members begin to imbed the competencies into their everyday lives, they help shape what it looks like in action. Pointedly, embedding the competencies into the lived experience allows staff to collectively determine what the competencies look like in practice.

The data has shown that FoodCorps employees enjoy their time at FoodCorps and have a quality understanding of their roles and how those roles fit into the culture at FoodCorps. It's also evidenced by survey data that employees are committed to growth and professional development within their teams. I recommend FoodCorps use that positive culture to make the competencies a cultural norm before continuing to implement them as part of their performance framework. They must make the competencies a part of the everyday lived experiences and culture of the organization. The lived culture can be described as the processes and procedures that FoodCorps uses to build their norms and understandings of one another.

A thorough understanding of how competencies impact work culture are essential to the development of FoodCorps' performance framework based on their company competencies. FoodCorps intends to incorporate a framework which assesses staff performance based on their new competencies. The framework is a tool, or, means to an end.There is buy-in for adopting the competencies, however, employees don't fully understand them, how they'll be implemented and how they impact their individual roles. Embedding them into the already positive culture at FoodCorps can change the disposition toward the competencies and subsequently the performance framework.

Recommendation #2

In the sixth phase of the Continuum on Becoming an Anti-Racist Multicultural Organization, members across all identity groups are full participants in decisions that shape the institution, and inclusion of diverse cultures, lifestyles, and interest. FoodCorps employees worry that the performance framework won't be accessible across all roles and that assessment of the competencies won't be objective and fair. I recommend FoodCorps create an evidence based performance framework and do beta version testing of evaluation on different employees across different roles in the organization.

The most important facet of this recommendation is that the performance framework be evidence based. When commenting about equitable evaluations regarding the competencies, staff members have concerns about varied interpretations. One staff member commented, "The framework needs to be very concrete and clear so we can ensure everyone interprets it in similar ways. The less subjective, the more equitable." An evidence based performance framework uses non discretionary data, that is not left to interpretation.

Moreover, enacting a new policy requires the coordination of multiple constituents across the organization, as their cooperation can dictate the degree of success of the new policy. The horizontal and vertical relationships within an organization must be collaborative in nature, regardless of hierarchical structure (O'Toole, 2000). In practice, this looks like vertical and horizontal staff representation from the organization chart, being a part of a trial version of performance evaluations based on the competencies. FoodCorps could implement this in a multitude of ways. They could have a minimum and maximum number of staff participation

from each department and level. Or, they could draw a random sampling of staff, and have them participate.

Secondarily, FoodCorps should use the feedback of those employees to refine the performance framework to its most equitable form to create long term buy-in. Research says that there are actors who have power to shape policy details and implementation measures, while others have power to shape the outcomes of the policy once implemented (DeGroff & Cargo, 2009). The diverse group of trial testers naturally satisfies the need to have multiple actors in the decision processes. The more influence an employee has on change, the more their feelings of powerlessness decrease. The absence of powerlessness and meaninglessness are catalysts for change willingness (Tummers, 2011; Payne, et. al, 2022). Having a dedicated group of staff members with a thorough understanding of how the competencies impact work culture are essential to the development of FoodCorps' performance framework based on their company competencies.

Recommendation #3

The sixth phase of the Continuum on Becoming an Anti-Racist Multicultural Organization includes a sense of restored community and mutual caring in addition to allies with others in combating all forms of social oppression. FoodCorps employees express general content when working on their team and with their leaders. Once the performance framework has been accepted by the beta testers, I recommend FoodCorps use the beta testers to reintroduce the idea of performance frameworks to the organization.

Power and privilege must be dismantled from within and organizations must not be afraid to confront privilege and institutionalized racism (Quintero, 2001). Holding its employees, and

its organization as whole, accountable to being anti-racist, is the work that FoodCorps intends to do with the performance framework. If the beta testers are at the forefront of the change, there is opportunity for increased buy in for change by the whole organization.

Limitations

FoodCorps uses CultureAmp as their survey tool. The company alleges use by more than 6000 companies including McDonalds, Nasdaq, Oracle and Etsy. CultureAmp is used to predict turnover, align teams via goal management and provide feedback to leadership teams. FoodCorps prefers CultureAmp because of its employee anonymity. Data is compiled by response types as opposed to by person. Unable to see a single person's raw data ensures that no one employee's responses can be figured out.

A limitation to the use of CultureAmp with the FoodCorps pulse survey was not being able to download raw data to be analyzed and manipulated to show specific trends. It did not provide sets of data for each individual team member. Additionally, I did not have direct access to the tool. I was provided an excel document with qualitative data from the survey, and an excel document with the quantitative data from the survey.

References

Allen P (2004) Together at the Table. University Park: The Pennsylvania State

    University Press

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

Burton, C., Duran, G., Wright, V., & Chmiel, R. (2023). Strategies for and Barriers to

    Collaboratively Developing Anti‑Racist Policies and Resources as Described by

    Geoscientists of Color Participating in the Unlearning Racism in Geoscience (URGE)

    Program. Earth's Future, 11(2). https://doi.org/10.1029/2022EF002957

Campion, M. A., Fink, A. A., Ruggeberg, B. J., Carr, L., Phillips, G. M., & Odman, R. B. (2011).

    Doing Competencies Well: Best Practices In Competency Modeling. Personnel

    Psychology, 64(1), 225–262. https://doi.org/10.1111/j.1744-6570.2010.01207.x

Fleishman, E. A., Wetrogan, L. I., Uhlman, C. E., & Marshall-Mies, J. C. (1995). Knowledges.

    In N. G. Peterson, M. D. Mumford, W. C. Borman, P. R. Jeanneret, & E. A. Fleishman

    (Eds.), Development of prototype occupational information network content model (Vol.

    1., pp. 10.1-10.39). Salt Lake City: Utah Department of Employment Security (Contract

    Num- ber 94-542).

FoodCorps https://foodcorps.org/foodcorps-announces-250-million-nourishing-futures-initiative/

    https://foodcorps.org/foodcorps-names-robert-harvey-co-ceo-co-leadership/

Frederickson, G. H., & Smith, K. B. (2003). The public administration theory primer:

Essentials of public policy and administration. Boulder, CO: Westview Press.

DeGroff, A., & Cargo, M. (2009). Policy implementation: Implications for evaluation. New

Directions for Evaluation, 2009(124), 47–60. https://doi.org/10.1002/ev.313

Jackson, B. W (2006). Theory and practice of multicultural organization development. In Jones,

B. B. & Brazzel, M. (Eds.), The NTL Handbook of Organization Development and

Change (pps. 139-154). San Francisco, CA, Pfeiffer

Kendi, I. (2019), How to Be an Anti-racist, One World, New York, NY.

King, E.B., Gulick, L.M. and Avery, D.R. (2010), "The divide between diversity training and

diversity education: integrating best practices", Journal of Management Education, Vol.

34 No. 6, pp. 891-906, doi: 10.1177/1052562909348767.

Latham, G. P., Almost, J., Mann, S., & Moore, C. (2005). New developments in performance

management. *Organizational dynamics*, *34*(1), 77-87.

Naquin, S. S., & Holton, E. F. (2006). Leadership and managerial competency models: A simpli-

fied process and resulting model. Advances in Developing Human Resources, 8,

144-165.

O'Toole, L. J. (2000). Research on policy implementation: Assessment and prospects.

Journal of Public Administration Research and Theory, 10(2), 263–288.

Qazi J A and Scholten B A (2005) "Fruits of our labor: Sustaining family and alternative farms

in rural Washington." Paper presented at the Annual Meeting of the Association of

American Geographers, Denver, CO, 4–9 April

Quintero S (2001) "Isms" and AIDS: Transforming multicultural coalitions into radical

alliances. In J M Bystydzienski and S P Schacht (eds) Forging Radical Alliances across

Difference: Coalition Politics for the New Millennium (pp 91–103). London: Rowman and Littlefield Publishers, Inc

Payne, D., Trumbach, C., & Soharu, R. (2022). The Values Change Management Cycle: Ethical Change Management. Journal of Business Ethics. https://doi.org/10.1007/s10551-022-05306-8

Roberson, L., Kulik, C.T. and Pepper, M.B. (2003), "Using needs assessment to resolve controversies in diversity training design", Group and Organization Management, Vol. 28 No. 1, pp. 148-174, doi: 10.1177/1059601102250028.

Schippmann, J. S., Ash, R. A., Battista, M., Carr, L., Eyde, L. D., Hesketh, B., . . . Sanchez, J. I. (2000). The practice of competency modeling. Personnel Psychology, 53, 703-740.

Shippmann, J. S., Ash, R. A., Batjtsta, M., Carr, L., Eyde, L. D., Hesketh, B., Kehoe, J., Pearlman, K., Prien, E. P., & Sanchez, J. I. (2000). The Practice Of Competency Modeling. *Personnel Psychology*, *53*(3), 703–740. https://doi.org/10.1111/j.1744-6570.2000.tb00220.x

Slocum, R. (2006). Anti-racist Practice and the Work of Community Food Organizations. Antipode, 38(2), 327–349. https://doi.org/10.1111/j.1467-8330.2006.00582.x

Spencer, L. M., McClelland, D. C., & Spencer, S. (1994). Competency assessment methods:History and state of the art. Boston, MA: Hay-McBer Research Press.

Stevens, G. W. (2013). A Critical Review of the Science and Practice of Competency Modeling. Human Resource Development Review, 12(1), 86–107. https://doi.org/10.1177/1534484312456690

Trauger A (2004) ''Because they can do the work'': Women farmers and sustainable agriculture. Gender, Place and Culture 11(2):289–307

Tummers, L. (2011). Explaining the willingness of public professionals to implement new

policies: A policy alienation framework. International Review of Administrative

Sciences, 77(3), 555–581. https://doi.org/10.1177/0020852311407364

Appendix A

Definitions of Competency (Stevens, 2013)

Table 1. A Comparison of Common Definitions of the Term of Competency.

Source	Definition of competency
Athey and Orth (1999)	A set of observable performance dimensions, including individual knowledge, skills, attitudes, and behaviors as well as collective team, process, and organizational capabilities, that are linked to high performance, and provide the organization with sustainable competitive advantage.
Bartram (2004)	Sets of behaviors that are instrumental in the delivery of desired results or outcomes. Also, a repertoire of capabilities, activities, processes, and responses available that enable a range of work demands to be met more effectively by some people than by others.
Campion et al. (2011)	Collections of knowledge, skills, abilities and other characteristics that are needed for effective performance in the jobs in question.
Catano (1998); Soderquist et al. (2009)	The knowledge, skills, and abilities that underlie effective or successful job performance, which are observable, measurable, and distinguish superior from average performance.
Chen and Naquin (2006)	The underlying individual work-related characteristics (e.g., skills, knowledge, attitudes, beliefs, motives, and traits) that enable successful job performance, where "successful" is understood to be in keeping with the organization's strategic functions.
H. C. Frese (interviewed in Hayton & McEvoy, 2006)	A combination of skills, attitudes, and behaviors that an individual or an organization is competent at, that is, the ability to deliver, perform (a set of) tasks with relative ease and with a high level of predictability in terms of quality and timeliness.
Mansfield (1996)	A detailed, behaviorally specific description of the skills and traits that employees need to be effective in a job.
Parry (1996, 1998)	A cluster of related knowledge, attitudes, and skills that affects a major part of one's job (i.e., one or more key responsibilities); that correlates with performance on the job; that can be measured against well-accepted standards; and can be improved via training and development

Appendix B

Description of Competency Models and Key Differences Between Competency Models and Job Analysis (Campion, et al., 2011, pg 227)

TABLE 1

Description of Competency Models and Key Differences Between Competency Models and Job Analysis

1. Executives typically pay more attention to competency modeling.
2. Competency models often attempt to distinguish top performers from average performers.
3. Competency models frequently include descriptions of how the competencies change or progress with employee level.
4. Competency models are usually directly linked to business objectives and strategies.
5. Competency models are typically developed top down (start with executives) rather than bottom up (start with line employees).
6. Competency models may consider future job requirements either directly or indirectly.
7. Competency models may be presented in a manner that facilitates ease of use (e.g., organization-specific language, pictures, or schematics that facilitate memorableness).
8. Usually, a finite number of competencies are identified and applied across multiple functions or job families.
9. Competency models are frequently used actively to align the HR systems.
10. Competency models are often an organizational development intervention that seeks broad organizational change as opposed to a simple data collection effort.
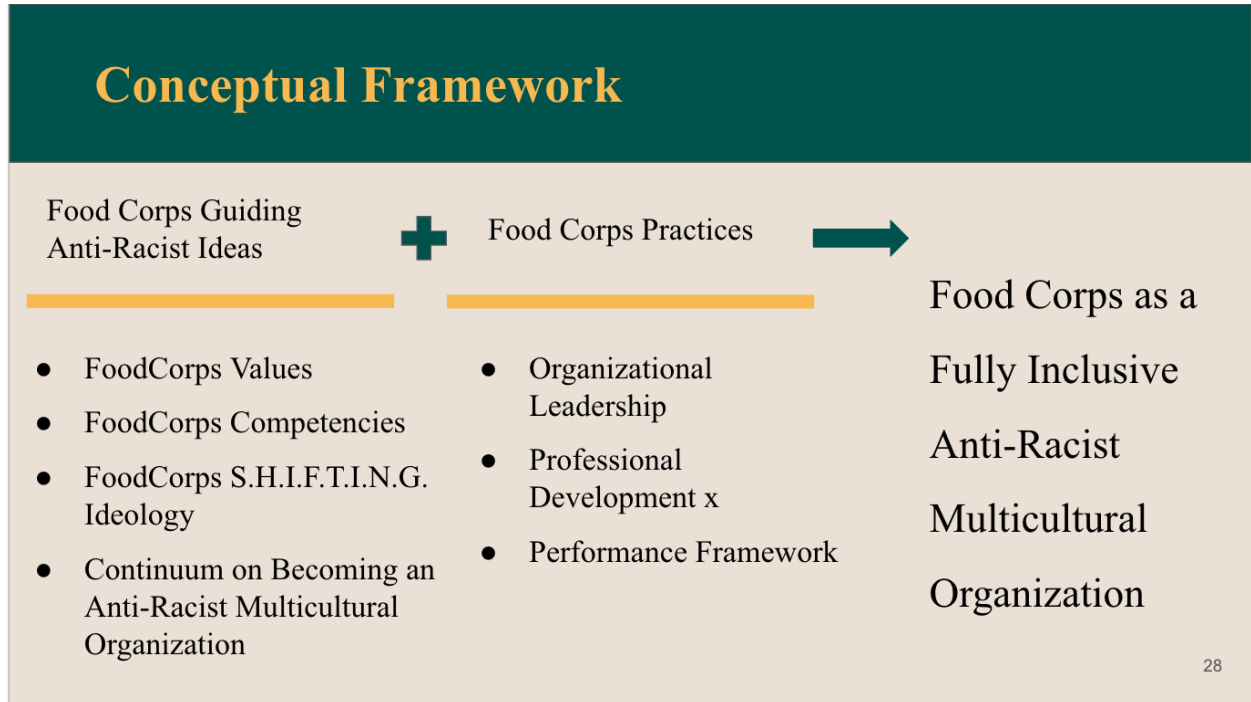
Appendix C

Continuum on Becoming an Antiracist Multicultural Organization

Continuum on Becoming an Anti-Racist Multicultural Organization

MONOCULTURAL ==> MULTICULTURAL ==> ANTI-RACIST ==> ANTI-RACIST MULTICULTURAL

Racial and Cultural Differences Seen as Deficits ==> Tolerant of Racial and Cultural Differences ==> Racial and Cultural Differences Seen as Assets

Exclusive An Exclusionary Institution	2. Passive A "Club" Institution	3. Symbolic Change A Compliance Organization	4. Identity Change An Affirming Institution	5. Structural Change A Transforming Institution	6. Fully Inclusive Anti-Racist Multicultural Organization in a Transformed Society
• Intentionally and publicly excludes or segregates African Americans, Native Americans, Latinos, and Asian Americans • Intentionally and publicly enforces the racist status quo throughout institution • Institutionalization of racism includes formal policies and practices, teachings, and decision making on all levels • Usually has similar intentional policies and practices toward other socially oppressed groups such as women, gays and lesbians, Third World citizens, etc. • Openly maintains the dominant group's power and privilege	• Tolerant of a limited number of "token" People of Color and members from other social identify groups allowed in with "proper" perspective and credentials. • May still secretly limit or exclude People of Color in contradiction to public policies • Continues to intentionally maintain white power and privilege through its formal policies and practices, teachings, and decision making on all levels of institutional life • Often declares, "We don't have a problem." • Monocultural norms, policies and procedures of dominant culture viewed as the "righ" way" business as usual" • Engages issues of diversity and social justice only on club member's terms and within their comfort zone.	• Makes official policy pronouncements regarding multicultural diversity • Sees itself as "non-racist" institution with open doors to People of Color • Carries out intentional inclusiveness efforts, recruiting "someone of color" on committees or office staff • Expanding view of diversity includes other socially oppressed groups *But…* • "Not those who make waves" • Little or no contextual change in culture, policies, and decision making • Is still relatively unaware of continuing patterns of privilege, paternalism and control • Token placements in staff positions: must assimilate into organizational culture	• Growing understanding of racism as barrier to effective diversity • Develops analysis of systemic racism • Sponsors programs of anti-racism training • New consciousness of institutionalized white power and privilege • Develops intentional identity as an "anti-racist" institution • Begins to develop accountability to racially oppressed communities • Increasing commitment to dismantle racism and eliminate inherent white advantage • Actively recruits and promotes members of groups have been historically denied access and opportunity *But...* • Institutional structures and culture that maintain white power and privilege still intact and relatively untouched	• Commits to process of intentional institutional restructuring, based upon anti-racist analysis and identity • Audits and restructures all aspects of institutional life to ensure full participation of People of Color, including their world-view, culture and lifestyles • Implements structures, policies and practices with inclusive decision making and other forms of power sharing on all levels of the institutions life and work • Commits to struggle to dismantle racism in the wider community, and builds clear lines of accountability to racially oppressed communities • Anti-racist multicultural diversity becomes an institutionalized asset • Redefines and rebuilds all relationships and activities in society, based on anti-racist commitments	• Future vision of an institution and wider community that has overcome systemic racism and all other forms of oppression. • Institution's life reflects full participation and shared power with diverse racial, cultural and economic groups in determining its mission, structure, constituency, policies and practices • Members across all identity groups are full participants in decisions that shape the institution, and inclusion of diverse cultures, lifestyles, and interest • A sense of restored community and mutual caring • Allies with others in combating all forms of social oppression • Actively works in larger communities (regional, national, global) to eliminate all forms of oppression and to create multicultural organizations.

© Crossroads Ministry, Chicago, IL: Adapted from original concept by Bailey Jackson and Rita Hardiman, and further developed by Andrea Avazian and Ronice Branding; further adapted by Melia LaCour, PSESD.

Appendix D

Conceptual Framework

Conceptual Framework

Food Corps Guiding
Anti-Racist Ideas
➕
Food Corps Practices
➡

- FoodCorps Values
- FoodCorps Competencies
- FoodCorps S.H.I.F.T.I.N.G. Ideology
- Continuum on Becoming an Anti-Racist Multicultural Organization

- Organizational Leadership
- Professional Development x
- Performance Framework

Food Corps as a Fully Inclusive Anti-Racist Multicultural Organization

28

Appendix E

Table of Proposed Survey Questions

Table of Proposed Pulse Survey Questions

Project Question:	Proposed Survey Question
What are FoodCorps employees' comprehensive understandings of FoodCorps initiatives in alignment to their mission and vision?	1. As FoodCorps grows, what suggestions do you have for how you'd like to learn about the changes? 2. What are some ways in which you like to receive new information? a. Explanatory Video, Slide Deck, Virtual or In Person Presentation, Other?
What perceptions do FoodCorps employees have about what is needed to embrace a culture of anti-racism and liberation?	1. What are some reservations you have about a performance framework as part of an evaluation of the work you do at FoodCorps? 2. In order for a performance framework evaluation to be the most equitable, what would need to be included for you?
What are the experiences of FoodCorps employees in relation to their work and the roles they serve?	Given FoodCorps definition of (insert competency), please respond to the following statements: 1. FoodCorps provides space for me to embrace (insert competency). 2. FoodCorps provides resources for me to explore (insert competency). 3. I am confident in FoodCorps ability to assist me in practicing (insert competency).
How receptive are FoodCorps employees to change as new interpretations of their mission and vision are enacted?	1. What might be the benefits of having a performance framework as part of an evaluation of the work you do at FoodCorps? 2. Why do you think someone might find it not fair for all employees to be evaluated using a performance framework?

Appendix F

FoodCorps Provided Survey Questions

1. I am proud to work for FoodCorps
2. When at work, I feel like I am part of a team
3. I feel a sense of belonging at FoodCorps
4. I know what I need to do to be successful in my role
5. I have access to the resources and tools I need to do my work effectively
6. FoodCorps has a culture that enables me to grow
7. I have access to the learning and development I need to do my job well
8. My manager (or someone in management) has shown a genuine interest in my professional development
9. FoodCorps fosters a culture that allows for effective collaborative work across the org
10. Our organizational culture creates a climate where I am comfortable voicing my opinions and advocating for my needs without fear of consequence
11. My manager/supervisor makes the effort to get to know me and what I uniquely bring to FoodCorps
12. The leaders at FoodCorps have communicated a vision that motivates me
13. I feel my manager is positioned to lead within a justice context
14. I believe that we are making progress toward becoming an anti-racist organization
15. I believe we are making progress toward becoming a justice organization
16. I have the tools to identify and address institutional racism in my workplace (i.e. when organizational programs or policies work better for white people than for people of color)
17. I have the tools to identify and address interpersonal racism in my workplace (i.e. using coded language, questioning someone's competence based on their race or ethnicity)
18. I have the tools to identify and address structural racism in my workplace (i.e. people of color have been left out of wealth creation and home ownership as a result of centuries of structured racialized practices)
19. I have a clear understanding of FoodCorps Next
20. I have a clear understanding of our org values
21. I feel personally aligned with our org values
22. I understand what being a justice organization means for our work
23. I feel my department is positioned to operate within a justice context
24. I feel justice is the right positioning for FoodCorps' mission, vision, values, and activities to achieve our 2030 goals
25. I have a clear understanding of our new org competencies
26. I have a clear understanding of Movement Building and Power Building

Appendix G

Survey Question Favorability

Research Category	Question	Favorable	Neutral	Unfavorable
Experience	I am proud to work for FoodCorps	92%	6%	2%
Experience	When at work, I feel like I am part of a team	92%	6%	2%
Experience	I feel a sense of belonging at FoodCorps	78%	20%	2%
Receptibility	I know what I need to do to be successful in my role	86%	9%	5%
Comprehension	I have access to the resources and tools I need to do my work effectively	77%	17%	6%
Experience	FoodCorps has a culture that enables me to grow	69%	25%	6%
Experience	I have access to the learning and development I need to do my job well	82%	13%	5%
Experience	My manager (or someone in management) has shown a genuine interest in my professional development	92%	6%	2%
Experience	FoodCorps fosters a culture that allows for effective collaborative work across the org	51%	35%	14%
Experience	Our organizational culture creates a climate where I am comfortable voicing my opinions and advocating for my needs without fear of consequence	46%	36%	18%
Experience	My manager/supervisor makes the effort to get to know me and what I uniquely	97%	0%	3%

	bring to FoodCorps			
Experience	The leaders at FoodCorps have communicated a vision that motivates me	82%	16%	2%
Experience	I feel my manager is positioned to lead within a justice context	86%	12%	2%
Experience	I believe that we are making progress toward becoming an anti-racist organization	89%	11%	0%
Experience	I believe we are making progress toward becoming a justice organization	83%	17%	0%
Inclusivity	I have the tools to identify and address institutional racism in my workplace (i.e. when organizational programs or policies work better for white people than for people of color)	66%	28%	6%
Inclusivity	I have the tools to identify and address interpersonal racism in my workplace (i.e. using coded language, questioning someone's competence based on their race or ethnicity)	80%	14%	6%
Inclusivity	I have the tools to identify and address structural racism in my workplace (i.e. people of color have been left out of wealth creation and home ownership as a result of centuries of structured racialized practices)	68%	23%	9%
Comprehension	I understand how FoodCorps will implementation the competencies as a performance framework	42%	33%	25%
Inclusivity	I have the space to engage with and practice the	40%	48%	12%

	competencies			
Inclusivity	I have the resources I need to engage with the competencies	42%	49%	9%
Inclusivity	I am confident in FoodCorps ability to assist me with practicing the competencies	59%	35%	6%
Receptibility	I agree with FoodCorps choice of competencies	64%	30%	6%
Comprehension	I have a clear understanding of FoodCorps Next	60%	20%	20%
Comprehension	I have a clear understanding of our org values	91%	7%	2%
Inclusivity	I feel personally aligned with our org values	85%	13%	2%
Comprehension	I understand what being a justice organization means for our work	74%	23%	3%
Experience	I feel my department is positioned to operate within a justice context	69%	20%	11%
Receptibility	I feel justice is the right positioning for FoodCorps' mission, vision, values, and activities to achieve our 2030 goals	92%	5%	3%
Comprehension	I have a clear understanding of our new org competencies	51%	26%	23%
Comprehension	I have a clear understanding of Movement Building and Power Building	58%	22%	20%