



Handout for Foundational Workshops on Diversity, Equity and Inclusion

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Learning Outcomes:

Deepen your capacity to:

- Engage in **authentic dialogue** about **dynamics of inclusion and exclusion**.
- Recognize **the full range of differences among employees and those you serve**.
- Explore how the **dynamics of privilege and marginalization impact employee success and customer service**.
- Deepen capacity to **recognize and interrupt microaggressions and other exclusionary situations**.
- Use an **Inclusion Lens to design and revise programs, policies, systems and procedures**.

Adams, Bell and Griffin (2007) define social justice as both a process and a goal. "The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and all members are physically and psychologically safe and secure." *Adams, M., Bell, L. A., & Griffin, P. (Eds.). (2007). Teaching for diversity and social justice: A sourcebook (2nd ed.). New York, NY: Routledge.

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Self-Assessment: Critical Skills for Inclusion Practitioners

Directions: Read each of the following and rate how often you currently practice these skills:

1 = Never 2 = Rarely 3 = Occasionally 4 = Often 5 = Always

A. Use an Inclusion Lens to both observe and respond effectively to group dynamics.

- _____ 1. I intentionally notice/track the various privileged and marginalized group memberships of others during meetings, conversations, etc.
- _____ 2. I intentionally use an Inclusion Lens to notice/track how people interact with each other, including: whose ideas get attended; whose ideas are ignored/dismissed; who interrupts; who gets interrupted; who is given leadership; how much air time people use; how people react verbally and nonverbally as others share; how decisions get made, who has eye contact with whom; to whom do people direct their comments, etc.
- _____ 3. I describe the details or “facts” of what I observe/pan without judgment, assumption, interpretation or conclusions.
- _____ 4. I notice what issues of diversity are discussed effectively and which ones are ignored or not addressed productively.
- _____ 5. I introduce topics or issues related to diversity, equity, and inclusion that others do not seem to raise or bring up.
- _____ 6. I respond effectively when I notice stereotypic and/or exclusionary comments and behaviors in meetings.
- _____ 7. I am aware of how people may experience and interpret comments and nonverbal behaviors differently based upon their cultural perspective and their experiences in their multiple privileged and marginalized groups.

B. Engage others effectively

- _____ 8. I encourage group members to participate and engage them in the process.
- _____ 9. I use effective listening and communication techniques, including clarifying, paraphrasing, open-ended questions, etc.
- _____ 10. I use “Connecting Language” that bridges one person’s comments to another’s.
- _____ 11. I demonstrate empathy effectively.

- _____ 12. I am able to “relate in” and “see myself” in others to find compassion and make a connection with them, rather than judging them or distancing from them.
- _____ 13. I use silence effectively.
- _____ 14. I effectively use my tone of voice and nonverbal behavior to engage others.
- _____ 15. I use humor appropriately and effectively.
- _____ 16. I use self-disclosure and share feelings, thoughts, opinions, and personal experiences effectively.
- _____ 17. I acknowledge and appreciate people’s participation.
- _____ 18. I summarize discussions and make transitions effectively.
- _____ 19. I effectively move discussions along and keep the group focused and “on track.”
- _____ 20. I effectively include all members in the discussion.
- _____ 21. If I believe a member(s) has been overlooked or excluded, I intervene to either indirectly bring them into the conversation or more directly note the group dynamic.
- _____ 22. I effectively find some relevant point in participant comments, even those that seem way off the topic.
- _____ 23. If I believe someone is on a tangent, I can effectively acknowledge their point and redirect the conversation back to the group’s topic.
- _____ 24. I effectively help participants recognize assumptions and help them differentiate between observable facts and interpretations.
- _____ 25. I minimize how much I use the “telling” style and maximize how often I pose questions or dilemmas to facilitate dialogue among group members.
- _____ 26. I easily “go with the flow” and am flexible with the agenda as I adjust to the needs of the group in the moment.
- _____ 27. I can “meet people where they are” and not demand or expect them to be farther along in their understanding or skill development.
- _____ 28. I effectively name and discuss group dynamics among members in the moment and use them as “teachable moments” to facilitate deeper understanding and learning.
- _____ 29. I can “let go of the outcome” and “trust the process” knowing learning takes place even when I do not recognize it happening in the moment.

C. Facilitating discussions with an Inclusion Lens

- _____ 30. I talk about the organization's commitment to equity, inclusion, and social justice.
- _____ 31. I state that it is everyone's responsibility to help create an organizational climate that is respectful and inclusive for all members.
- _____ 32. I effectively discuss the common daily indignities and microaggressions that people from marginalized groups experience in the organization.
- _____ 33. I effectively discuss specific behaviors and actions that help create inclusive organizational environments.
- _____ 34. I consistently demonstrate respect for all participants across privileged and marginalized group memberships.

D. Responding in "difficult dialogues" with an Inclusion Lens

- _____ 35. I effectively navigate discussions where group members are feeling and expressing deep emotions, including anger, sadness, fear, frustration, hopelessness, etc.
- _____ 36. I am able to be "in the moment" ~ fully present and focused on what is happening in the group and in myself during difficult dialogues.
- _____ 37. I effectively respond to participant behaviors I believe are distracting, including dominating, interrupting, side-tracking, side conversations, etc.
- _____ 38. I acknowledge comments which sound inappropriate or triggering.
- _____ 39. I engage people in dialogue when I experience one of their comments as inappropriate or triggering.
- _____ 40. I recognize that "resistance" and challenges from group members are often doorways to deeper understanding and learning for the group.
- _____ 41. I effectively navigate conflict and disagreement among group members.
- _____ 42. I respond effectively to challenges and engage "resistance" from group members without taking it personally or feeling deeply triggered.
- _____ 43. I can use triggering events as "teachable moments" for the group.

E. Use an Inclusion Lens to analyze current policies, practices, services, programs, and marketing/media

- _____ 44. I recognize what identity groups will most likely have their needs met given a specific policy, practice, program, or service.
- _____ 45. I recognize what identity groups might not have their needs met given a specific policy, practice, program, or service.
- _____ 46. I recognize possible unintended negative differential impact across group memberships given a specific policy, practice, program, or service.
- _____ 47. I track current utilization of programs and services within your area by group membership.
- _____ 48. I continually gather data about the impact, perceptions, and experiences of the programs, services, climate, etc., by group membership.
- _____ 49. I use these data to continually evaluate and revise current programs, services, practices, procedures, facilities, etc., to ensure inclusion for the full breadth of people who work in and are served by our area.
- _____ 50. I create process maps of current programs, services, policies, procedures, norms, unwritten rules, etc., to identify where they currently create inclusion as well as areas needing greater equity.
- _____ 51. I identify the discretionary points where unintended bias could result in differential treatment and experiences in planning and decision-making processes, hiring and development practices, programs and services, policies, procedures, etc.
- _____ 52. I continually research national/international trends and promising practices from peer institutions and other departments in the organization.

F. My self-work as an Inclusion Practitioner

- _____ 53. I am aware of my biases, assumptions, and stereotypes for the full range of privileged and marginalized groups.
- _____ 54. I continually interrupt, reframe, and unlearn my biases, stereotypes, and assumptions about members of privileged and marginalized groups.
- _____ 55. I understand how my various privileged and marginalized group memberships impact how I am perceived and experienced by others.
- _____ 56. I understand how my various privileged and marginalized group memberships impact how I make meaning of situations, and then how I react/respond.

- _____ 57. I am aware of how my beliefs about “what is “effective” _____ has been influenced by my socialization and experiences in my multiple privileged and marginalized group memberships (i.e., communication styles, decision-making practices, dialogue skills, conflict resolution, training, meeting management, supervision, advising...)
- _____ 58. I continuously use an Inclusion Lens to self-reflect to examine my behaviors, assumptions, feelings, and attitudes and their impact on others.
- _____ 59. I continually seek and utilize feedback about my behaviors and attitudes from members of privileged and marginalized; and utilize their input to improve my practice.
- _____ 60. I am aware of my “early warning signals” that I am beginning to feel triggered.
- _____ 61. I am able to notice and navigate my own triggered feelings of anger, fear, stress, grief, etc., so that I do not “work my issues on the group.”
- _____ 62. I am aware of my common triggers and their intrapersonal roots.
- _____ 63. I actively do my work around my triggers: explore their roots; do my healing work; etc.
- _____ 64. I actively expand my understanding of issues of diversity, equity, inclusion, and social justice.

Learning Guidelines

1. ENGAGE IN OPEN AND HONEST DIALOGUE
2. PARTICIPATE FULLY (@ COMFORT LEVEL +1)
3. SPEAK FROM PERSONAL EXPERIENCE
4. LISTEN RESPECTFULLY; SEEK TO UNDERSTAND; LISTEN HARDER WHEN YOU INITIALLY DISAGREE
5. MOVE IN, MOVE OUT; ENCOURAGE OTHERS TO PARTICIPATE
6. BE FULLY PRESENT
7. BE OPEN TO NEW AND DIFFERENT PERSPECTIVES
8. EXPLORE THE IMPACT OF COMMENTS AND BEHAVIORS; ACKNOWLEDGE INTENT
9. TAKE RISKS: LEAN INTO DISCOMFORT; BE BRAVE
10. RESPECT AND MAINTAIN CONFIDENTIALITY
11. NOTICE AND SHARE WHAT'S HAPPENING IN THE GROUP, IN YOU
12. RECOGNIZE YOUR TRIGGERS; SHARE IF YOU FEEL TRIGGERED
13. TRUST THAT THROUGH DIALOGUE WE WILL REACH DEEPER LEVELS OF UNDERSTANDING
14. ENGAGE THIS OPPORTUNITY!

Meeting Guidelines

- *To create environments that assist everyone in achieving their professional goals
 - *To create a positive learning environment for the open and respectful exchange of ideas, perspectives, and opinions
 - *To promote respectful dialogue, fair discussion of issues, and mutually respectful conversations
- Create a positive, collegial atmosphere
 - Engage in respectful discourse
 - Demonstrate mutual respect for the comments and views of all
 - Be open to new ideas and express counter or conflicting ideas in a civil and respectful manner
 - Tolerance of differing points of view ~ which doesn't mean accepting or agreement
 - Treat others with respect, dignity and care
 - Sensitive to the impact on others of what you say and do
 - Accept responsibility for the overall welfare of the entire group
 - Respect our differences by actively discouraging bias and hurtful speech and behaviors
 - Respectful disagreement: Argue passionately about issues, not personalizing it to the person
 - Speak and act in ways that do not disrupt or interfere with the learning and work of others
 - Explore controversial issues through open dialogue and respectful deliberation
 - Disagreeing with a person's ideas without attacking their humanity

Diversity and Inclusion BINGO!

Directions:

Find someone to talk with and choose a topic to discuss from one of the squares. Sign each other's sheet, then find a new person with whom to discuss a new topic.

When you have **ALL 6 of the boxes filled in, yell BINGO!** And then keep connecting!

<p>How are you feeling about being here? What do you hope to learn and discuss during the workshop?</p>	<p>Why are some/many people nervous to talk about some issues of diversity, equity, and inclusion?</p>	<p>How do you think it feels like to be seen as a “little too different” in the organization? What comments and situations might they experience?</p>
<p>What are some of the differences you are more knowledgeable about? Less knowledgeable about?</p>	<p>List 8-10 answers to these questions: What should NO ONE ever have to experience? What does EVERYONE <i>deserve</i> to experience?</p>	<p>Talk about a time you felt uncomfortable when talking about some issue of diversity, equity and inclusion.</p>

Selected Research ~ The Case for Inclusion

1. Evidence shows that learning in diverse environments improves critical thinking and leadership skills for all students.
(Milem, J., Chang, M., and Lising, A. (2005). **Making Diversity Work on Campus: A Research-Based Perspective**. Washington, DC: AAC&U)
2. Faculty and staff diversity correlates with success of historically marginalized students.
(Williams, R. (2000). **Faculty diversity: It's all about experience**. *Community College Week*, 13(1), 5.)
3. "...institutions of higher education are more influential when they offer students a social and intellectual atmosphere that is *distinctively different* from that with which they are familiar. Such an atmosphere creates greater discontinuity for students and subsequently improves the chances for enhanced cognitive and identity development."
(Milem, J., Chang, M., and Lising, A. (2005). **Making Diversity Work on Campus: A Research-Based Perspective**. Washington, DC: AAC&U)
4. "By contrast, institutions that have a homogeneous community and replicate the social life and expectations of their students' home communities are *more likely to impede personal and intellectual development* because students are not as challenged in these ways."
(Milem, J., Chang, M., and Lising, A. (2005). **Making Diversity Work on Campus: A Research-Based Perspective**. Washington, DC: AAC&U)
5. "Nearly all employers (96 percent) agree that 'all college students should have experiences that teach them how to solve problems with people whose views are different from their own.'"
(**Falling Short? College Learning and Career Success** (2015). *National Surveys of Business and Nonprofit Leaders and Current College Students*. Washington, DC: AAC&U
<http://www.aacu.org/leap/public-opinion-research/2015-survey-falling-short>)
6. More than three-quarters (78 percent) agree that "ALL college students should GAIN INTERCULTURAL SKILLS AND AN UNDERSTANDING OF SOCIETIES AND COUNTRIES OUTSIDE THE UNITED STATES."
(**Falling Short? College Learning and Career Success** (2015). *National Surveys of Business and Nonprofit Leaders and Current College Students*. Washington, DC: AAC&U
<http://www.aacu.org/leap/public-opinion-research/2015-survey-falling-short>)

7. In 2011, people of color made up 36.2% of the US population (13.1% black, 5.0% Asian, 16.7% Hispanic or Latino Origin, 1.2% American Indian and Alaska Native Persons, and .2% Native Hawaiian and Other Pacific Islander Persons).
(U.S. Census Bureau, "**State and County Quickfacts, USA**", 2012)
8. More than half of the growth in the total population of the United States between 2000 and 2010 was due to the increase in the Latino/a population.
(Karen R. Humes, Nicholas A. Jones, and Roberto R. Ramirez, "**Overview of Race and Hispanic Origin: 2010**" 2010 Census Briefs, March 2011).
9. The number of high school graduates peaked in 2008-09 and will decline through 2014-15, still not recovering its peak through 2020-21.
(National Center for Education Statistics | <http://www.thelawlorgroup.com/trends-2013-2>)
10. From 2012 to 2019, the number of white college students is expected to increase 5%, while the number of Hispanic students will increase 27%.
(College Board | <http://www.thelawlorgroup.com/trends-2013-2>)
11. As any admissions officer could tell you, the number of high-school graduates in several Midwestern and Northeastern states will drop sharply over the next decade, according to the Western Interstate Commission for Higher Education. Nationally, the number of black and white students will decline, and the number of Hispanic and Asian-American graduates will increase significantly. The nation's already seeing a sharp rise in first-generation and low-income graduates—the very students whom selective four-year institutions have long struggled to serve.
(**Bracing for Demographic Shifts, Colleges Face Tough Trade-Offs**, By Eric Hoover
<http://chronicle.com/article/Bracing-for-Demographic/144085/>)
12. Less than 60% of college students currently are age 18-24. The proportion of students 25 and older will continue to grow.
(<http://blog.noellewitz.com/2011/10/11/government-projections-forecast-dramatic-growth-college-students-25-older/>)
13. Compared to a decade ago, 31% more international students were studying at U.S. colleges and universities in 2011-12.
(Institute of International Education | <http://www.thelawlorgroup.com/trends-2013-2>)

14. Several findings from <http://heri.ucla.edu/briefs/urmbriefreport.pdf>
(*The Climate for Underrepresented Groups and Diversity on Campus*, Sylvia Hurtado & Adriana Ruiz, June 2012.)
- Underrepresented college students at low-diversity institutions reported more incidents of stereotyping, discrimination, and harassment on campus.
 - Across the country, most incidents of stereotyping or harassment are not reported. Only about 13% of all students report racial incidents to a campus authority.
 - 55.4% of Black students reported feeling some level of exclusion at low-diversity institutions.
 - 60.4% of students of color on low-diversity campuses reported being the target of negative racial verbal comments. For Black students, the percentage was 67.2%.
15. Research continues to show that women, across race, experience a chilly climate on campuses, including sexual objectification, assumptions of inferiority, use of sexist language, and second-class citizenship.
(Capodilupo, Christina M., Kevin L. Nadal, Lindsay Corman, Sahran Hamit, Oliver B. Lyons, and Alexa Weinberg (2010). "The Manifestation of Gender Microaggressions." In *Microaggressions and Marginality: Manifestations, Dynamics, and Impact*, Derald Wing Sue, (Ed.), 193–216. Hoboken, NJ: Wiley and Sons, Inc.
http://www.aacu.org/ocww/volume39_2/feature.cfm?section=1)
16. Several findings from *The 2010 State of Higher Education for LGBT People*, a research study conducted by Campus Pride
(for a copy of the Executive Summary ~ <http://www.campuspride.org/research/projects-publications>)
- LGBT students, faculty and staff feel that they face a lack of inclusiveness, more heightened safety concerns, and an abundance of harassment and discrimination on campus.
 - Lesbian, gay, bisexual and queer (LGBQ) respondents experienced significantly greater harassment and discrimination than their heterosexual allies, and those who identified as transmasculine, transfeminine or gender non-conforming experienced significantly higher rates of harassment than men and women.
 - LGBQ students were more likely than heterosexual students to have seriously considered leaving their institution as a result of harassment and discrimination.

Inclusion Quiz

(Developed around 2005, EYCA Associates)

1. What percent of employees may retire over the next 10 years?

Source: *SHRM (Society for Human Resource Management)*

- 17%
 42%
 30%

2. Two experienced workers are leaving the workforce for every inexperienced worker who enters. For the first time, the number of workers entering the workforce will not replace those leaving.

Source: *SHRM (Society for Human Resource Management)*

- True
 False

3. Nearly 78 million Baby Boomers will be retiring in large numbers over the next 10 years, and Generation X has only 49 million members.

- True
 False

4. In the next decade, globally, ___% of the new workers will likely be from Asia, while North America and Europe will have ___ % of the world's new labor force.

Source: *Hewitt Associates, referenced in SHRM research paper: Workplace Diversity*

- 53% and 10%
 61% and 8%
 75% and 3%

5. A survey by the Corporate Leadership Council of 50,000+ employees in 59+ organizations worldwide reports that increased employee commitment can lead to a ___% improvement in "discretionary effort" – basically employees' willingness to exceed the expectations of their job. That greater effort produces, on average, a 20% individual performance improvement and an 87% reduction in the desire to leave the organization. The CLC has also found that commitment to diversity is the number one managerial driver of employee engagement.

Source: *Corporate Leadership Council*

- 71%
 28%
 57%
 42%

6. By **2008**, white women, women of color and men of color will represent ____ of the new labor force entrants (US).

Source: Hewitt Associates, referenced in SHRM research paper: Workplace Diversity

- 47%
 70%
 81%
 58%

7. There are more childless couples, same sex couples, and single-parent households. Unmarried adults head close to half of American households.

Source: Census Bureau and Bureau of Labor Statistics data referenced by SHRM

- True**
 False

8. Trillions of wealth will transfer to the next generation in the next twenty years.

Source: National Foundation for Women Business Owners

- True**
 False

9. In the United States, women-owned firms represent ____% of all firms; ____% of women business owners have invested in stocks, bonds, and mutual funds

Source: National Foundation for Women Business Owners

- 38% and 72%**
 22% and 67%
 47% and 89%

10. Of the students enrolled in colleges and graduate schools, 56% percent are women.

- True**
 False

11. **Women of color** (African America, Latina/Hispanic, and Asian American) will account for what percentage of all women in the U.S. by 2008:

- 31.2%**
 22.7%
 34.8%
 19.6%

12. By 2010, ___ of the U.S. workforce will be people of color.
Source: Hewitt Associates, referenced in SHRM research paper: Workplace Diversity
- 34%**
 22%
 17%
 29%
13. Hispanics will account for 9.2% of all U.S. buying power in 2010, up from 5% in 1990: from \$736 billion in 2005 and \$1.87 trillion by 2010.
- True**
 False
14. How many African Americans live in households making \$60,000 per year or more?
- 2.8 million
 9.3 million
 7.6 million
 11.8 million
15. The buying power of African Americans is expected to reach \$761 billion in 2005 and \$1 trillion in 2010.
- True**
 False
16. The median household income for Asians was the highest among all race groups.
- True**
 False
17. The Asian American buying power will have nearly quintupled by 2010, climbing from \$117 billion in 1990, \$269 billion in 2000, \$397 billion in 2005 and to \$579 billion in 2010.
- True**
 False

18. The market potential for Gays and Lesbians is \$450B. Annual household income over \$100K is 27%. Gay household income is 8% higher than annual average for heterosexual households. 59% of this market are college graduates. And 81% are more likely to do business with companies they think are gay friendly.
Source: GLCensus Partners
- True
 False
19. What percentage of the population in urban markets is gay or lesbian?
- 6%
 4%
 15%
 10%
 20%
20. The buying power of people with disabilities is worth over \$220 billion in collective spending.
- True
 False
21. **About 51.2 million people** in the U.S. have some level of disability. What percentage of the population do they represent?
- 12%
 15%
 18%
 22%
22. **The higher the** competency and skill set required to function in a specific position, the higher the cost associated with turnover; often as high as 1.5 times the annual salary of the position.
- True
 False

**Circle the items which have significant business implications for our organization
(for our clients and our staff members.)**

PANNING

Increase your awareness of what is happening inside of you, and around you by using this skill...

Just as a movie camera “pans” the environment to see the whole picture, we need to continuously **PAN** all around us and inside of us as we increase our ability to notice the patterns of treatment and experiences of members of both privileged and marginalized groups.

Some guidelines for using the skill of PANNING:

PAN:

PAY

ATTENTION

NOW

- Intentionally observe and notice behaviors, comments, feelings, patterns of treatment...
- Wonder: Is this an isolated incident or a possible pattern of experience?

*****AVOID falling into the trap of making a *SNAP JUDGMENT******
~ creating a “story” about what you see~

- **PAN** the specific details and facts of what you see, feel, hear...
- Describe what you **PAN** without any assumptions, interpretations, conclusions, or prejudgments
- Notice the group memberships of people involved as you **PAN**, and describe the group memberships *if this information is useful to the discussion...*

**Adapted from materials developed by Elsie Y. Cross Associates, Inc.
1994 Delyte Frost, et al. Tracking™**

Panning Group Dynamics with an Inclusion Lens

Observers –

Use the following prompts as you use an Inclusion Lens to observe and track/pan group dynamics: Identify “just the facts” and the actual details of the situation without any assumptions, interpretations, judgments, or conclusions.

1. What differences are present in the group? Which group memberships? and how many from various groups?
2. Who is talking?
3. Who is quiet? Doesn't speak as often as others?
4. How are people reacting nonverbally?
5. Who initiates the topics?
6. What ideas are brought up? By whom?
7. Whose ideas get considered? Whose ideas don't get much discussion?
8. Whose ideas are discounted? Or “plop” without comment?
9. How do decisions get made?
10. Who interrupts others? Who gets interrupted? Who is never interrupted?
11. How and when do the tone and energy of the conversation shift and change?
12. How much air-time do people take?
13. Who has changed their way of engaging recently?
14. Who do people look at when they are talking?
15. Who has eye contact with whom while others are talking?
16. Who engages in side conversations?
17. Who brings up issues of respect and inclusion?
18. How do people respond when different issues of inclusion are raised?
19. What issues of inclusion and respect are not being brought up or discussed?
20. As you notice interpersonal dynamics that are not inclusive, who intervenes to shift the dynamics? Who doesn't?
21. As you observe exclusionary comments and actions, wonder: Is this an isolated incident or a possible common pattern of experience?
- 22.
- 23.

**Adapted from materials developed by Elsie Y. Cross Associates, Inc.
1994 Delyte Frost, et al. Tracking™**

Privileged and Marginalized Group Patterns

Privileged Groups

- Greater access to power and resources
- Make the Rules
- Define what is normal, “right,” the “Truth”
- Assumed to be leader, smarter, competent...
- Given the benefit of the doubt
- Often unaware of privileged group membership and privilege
- Less aware about uninclusive and discriminatory treatment of marginalized group
- Are more comfortable with members of marginalized groups who share similar behaviors, appearance, and values to them
- Hold to privileged group cultural beliefs, often without examination
- Collude, and if challenge, risk being ostracized/punished
- Focus on “how far we’ve come”

Marginalized Groups

- Less access to power and resources
- Often seen as less than, inferior, deficient...
- Often assimilate, collude, abide by the rules, try to fit in...
- Track the daily indignities they experience; very aware of oppression
- Punished if challenge the status quo
- Have their truth and experiences questioned and often invalidated
- Know more about members of privileged groups than privileged group members know about them
- Often struggle with finding a balance between who they are and who they are told they need to be to be “acceptable”
- Often struggle with finding their voice and speaking up to challenge
- Focus on “how far we need to go”

Key Concepts of Privileged/Marginalized Group Dynamics

- Not always about numbers
- Visible and invisible; Innate and chosen
- Multiple group memberships
- Not always about individual behaviors or feelings
- You didn’t ask for it and you can’t give it back

Adapted from materials developed by Elsie Y. Cross Associates, Inc.

Dynamics of the Status Quo*

<u>Privileged Group members focus on:</u>	<u>Marginalized Group members focus on:</u>
Individual Acts	Patterns
Victim	Systems/Culture
How far we have come	How far we need to go
Intent	Impact

Changing the Status Quo*

- Recognize and shift collusion
- Own group membership
- Intentionally use Discretionary Power
- Recognize Different impact
- Demonstrate Distinguishing behavior
- Move beyond “vs.” and Either/or thinking to “Both/And”
- Anticipate and engage cumulative impact

Avoid Common Dialogue Pitfalls/Traps*

1. PLEs (perfectly logical explanations)
2. Yea, but....
3. That happens to me/my group, too....
4. I know someone who...and they don't agree with you....
5. I don't see it that way; therefore, it doesn't really happen....
6. That doesn't happen to me...(so it doesn't exist)
7. Don't you think that...
8. You're overreacting...you're too sensitive...
9. He/she's a good person...they never meant to do that....
10. That was not my intent! You misunderstood me!

Adapted from materials developed by Elsie Y. Cross Associates

Privileged and Marginalized Groups

PRIVILEGED GROUP		MARGINALIZED GROUP
Late 30's to late 50's/early 60's	1. Age	Younger; Older
White	2. Race	Person of Color; People who identify as Biracial/Multiracial
Male	3. Sex Assigned at Birth	Female; Intersex
Cisgender	4. Current Gender Identity	Transgender; Gender Nonconforming; Gender Queer; Androgynous
President, Vice Presidents, Directors, Managers, Supervisors	5. Hierarchical Level	Individual contributors; Direct service staff
Heterosexual	6. Sexual Orientation	Gay; Lesbian; Bisexual; Queer; Questioning
Upper class; Upper middle class; Middle class	7. Social Class	Working class; Living in poverty
Graduate or 4-year degree; highly valued school; private school	8. Educational Level; Credential; Certificate	High school degree; 1 st generation to college; less valued school; public school
Christian (Protestant; Catholic)	9. Religion/Spirituality	Muslim, Jewish, Agnostic, Hindu, Atheist, Buddhist, Spiritual, LDS, Jehovah Witness, Pagan ...
U.S. born	10. National Origin	"Foreign born;" Born in a country other than the U.S.
Non-disabled	11. Disability Status	People with a physical, mental, neuro, emotional and/or learning disability; People living with AIDS/HIV+ ...
"American;" Western European heritage	12. Ethnicity/Culture	Puerto Rican; Navajo; Mexican; Nigerian; Chinese; Iranian; Russian; Jewish...
Fit society's image of attractive, beautiful, handsome, athletic...	13. Size, Appearance, Athleticism	Perceived by others as too fat, tall, short, unattractive, not athletic...

Proficient in the use of “Standard” English	14. English Literacy	Use of “non-standard” English dialects; have an “accent”
Legally married in a heterosexual relationship	15. Marital Status	Single; divorced; widowed; same sex marriage or partnership; unmarried heterosexual partnership...
Parent of children born within a 2-parent heterosexual marriage	16. Parental Status	Unmarried parent; do not have children; non-residential parent; LGBTQ parents...
More years in organization; field	17. Years of experience	New; little experience in organization; in field
U.S. citizen	18. Immigration Status	People who do not have U.S. citizenship, are/assumed to be undocumented
Suburban; valued region of U.S.	19. Geographic region	Rural; some urban areas; less valued region
Light skin; European/Caucasian features	20. Skin color; phenotype	Darker skin; African, Asian, Aboriginal features...
Nuclear family with 2 parents in a heterosexual relationship	21. Family Status	Blended family; single-parent household; grandparents raising grandchildren; foster family; adopted; LGBT household
Extrovert; task-oriented; analytical; linear thinker	22. Work Style	Introvert; process-oriented; creative; circular thinker
	23.	
	24.	
	25.	

How do you identify?

1. Age	
2. Race/Racialized Identity	
3. Sex Assigned at Birth	
4. Gender Identity and Gender Expression	
5. Hierarchical/Positional Level	
6. Sexual Orientation/Sexuality	
7. Social Class	
8. Educational Level; Credential; Certificate	
9. Religion/Spirituality/Ways of Knowing	
10. Nationality	
11. Disability Status	
12. Ethnicity/Culture	
13. Size/Appearance	
14. English Proficiency	

15. Marital/Relational Status	
16. Parental Status (yours and or the adults with whom you grew up)	
17. Years of experience	
18. Athleticism	
19. Geographic region	
20. Skin color; phenotype	
21. Family Status	
22. Work Style	

Microaggressions

“Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.”

Blog by Dr. Derald W. Sue, Microaggressions: More than Just Race - Can microaggressions be directed at women or gay people? Published on November 17, 2010

www.psychologytoday.com/blog/microaggressions-in-everyday-life/201011/microaggressions-more-just-race

Microaggressions: Characteristics

- Every day actions that occur all around us
- By people who believe they are fair-minded, without prejudice
- Possibly, without any conscious intent or malice
- Usually unaware of how their comment, tone, or behavior negatively impact others
- May be considered “no big deal”
- Few recognize the cumulative, enduring impact of constant barrage of microaggressions
- Some may not even recognize they experienced a microaggression until later

Potential impact and emotional toll on members of marginalized groups

- Uncertainty – never knowing when they will experience another microaggression
- Constantly vigilant, always tracking their surroundings
- Self-doubt ~ given the ambiguous nature of some situations, some might obsess over questions like, “Am I over-reacting? Being too sensitive? Misinterpreting what just happened? Just being paranoid?”
- If they bring it up to the member of the privileged group, often met with denial, defensiveness; fear that this could hurt their relationship, career path
- Left feeling “I don't belong, I can't be successful here”
- May change their behavior in hopes that this may lessen their experiences of microaggressions; may come across as overly friendly, helpful, passive, soft-spoken, ingratiating....
- Feel pressure to “act right” or their actions could be used to reinforce stereotypes about their marginalized group; carry the group on their shoulders
- Damages the respect they may have for members of privileged groups; may not use them as resources in the future
- Often invest time and energy trying to diagnose what happened, manage the impact and feelings, decide if and how to respond
- If choose to “let it go,” may judge self as colluding; feel guilty for not stepping up

Unproductive Meeting Behaviors

- a. In the 1st column, check-off any unproductive behaviors which you have observed in meetings.
- b. Then in the 3rd column, check-off any of these behaviors that you have ever done.
- c. Choose 5+ items, and in the 4th column, note the probable impact of each type of unproductive behavior.

Others do this	Unproductive meeting behaviors, when someone:	I've done this	Probable impact
	1. Makes inappropriate comments or "jokes"		
	2. Belittles the input or comments of others		
	3. Minimizes or rationalizes away the frustrations and comments of group members		
	4. Interrupts or talks over others		
	5. Engages in side conversations		
	6. Dominates the conversation		
	7. Makes snide or sarcastic comments		
	8. Only interacts and makes eye contact with people like them; people they like		
	9. Gives unsolicited "advice;" tell someone how they should have felt or responded differently		
	10. Dismisses or ignores the input of others		
	11. Disregards feedback from group members		
	12. Laughs at or makes fun of other group members		
	13. Treats peers with disrespect		
	14. Gives someone the "silent treatment" or "cold shoulder"		
	15. Uses a negative, judgmental tone		
	16. Uses an overly aggressive or forceful style		
	17. Refuses to participate in the discussion or the activity		
	18. Is silent, shut down or withdrawn		
	19. Challenges the validity of the information being presented to serve a personal agenda		
	20. Questions the usefulness of an activity or a discussion to serve a personal agenda		

	21. Gives excuses or PLEs (Perfectly Logical Explanations) for disrespectful comments and behaviors		
	22. Raises their voice to try to silence others		
	23. Emphasizes “good intent” and does not also listen to the impact of actions		
	24. Makes negative stereotypic comments about others or self		
	25. Tells others they are “too sensitive”		
	26. Repeats or rewords what members with lower status have just said		
	27. “Hears” and acknowledges ideas only if they come from members with higher group status		
	28. Does not engage or “hear” comments from members with lower group status		
	29. Judges or dismisses input from members of lower status groups if they express anger or frustration		
	30. Only asks members of lower status groups to repeat what they have just said		
	31. When confronted, frames the situation as an “attack”		
	32. Go to lunch or socializes only with certain group members		
	33. Acknowledges and praises only certain group members		
	34. Rolls their eyes or makes other negative nonverbal behaviors when others are talking		
	35. Chastises others publicly		
	34. Critiques and questions only the ideas and materials presented by lower status members		
	35. Bullies other group members		
	36. Has a patronizing or condescending manner		
	37. Derails the planned format and agenda to serve a personal agenda		
	38. Criticizes the personal character of group members		
	39. Takes credit for the work or ideas of others		
	40.		
	41.		

Common Universal Needs/Values

Adapted from R. Gill, L. Leu, and J. Morin (2009). NVC Toolkit for Facilitators.

acceptance	ease	nurturance
adaptability	effectiveness	openness
appreciation	efficiency	order
authenticity	empathy	participation
autonomy	equality	partnership
awareness	fairness	peace
balance	follow-through	play
beauty	freedom	presence
belonging	fun	progress
caring	growth	purpose
celebration	harmony	reflection
challenge	healing	relaxation
choice	health	reliability
clarity	honesty	relief
collaboration	hope	respect
communication	humor	rest
community	inclusion	safety
companionship	independence	security
compassion	inspiration	self-expression
competence	integration	self-reliance
consciousness	integrity	space
connection	intimacy	stimulation
consideration	joy	spontaneity
contribution	learning	stability
cooperation	love	support
creating	mattering	trust
creativity	meaning	understanding
dependability	mourning	warmth
dignity	movement	wellbeing
	mutuality	

Examples of Microaggressions

1. Over time you have noticed that most people do not greet or interact with someone who is using a wheelchair like they do with others walking by.
2. You observe a colleague asking a person you think might be multiracial or biracial, “What are you?”
3. You notice some of the newer staff getting talked over or ignored in meetings and more informal discussions.
4. Someone talks louder and more slowly when addressing someone from Korea.
5. You hear some people making fun of an “overweight” client.
6. You notice when your task force meets to work on a project, the men only talk to men; whites only talk to whites; and overlook, don’t engage other members.
7. During a discussion about how to celebrate the winter holiday season, several staff are pushing the idea of a Secret Santa party to celebrate Christmas. You notice a few people look down or seem restless.
8. You hear someone asking a person they think is Asian, “Where are you from? And where did you learn to speak English so well?”
9. Someone is writing, “That’s so gay!!” on the bulletin board.
10. You notice a man standing really close to a woman. As she backs away a couple of times, the man continues to move closer.
11. You overhear a staff member discussing what accommodations that they will need in the workplace, and the supervisor seems distracted and frustrated.
12. You notice that some colleagues seem to react negatively when they see a woman wearing a veil/hijab.
13. Over a casual lunch, one staff member talks about being LGBTQ and a colleague says, “I’ll pray for you.”
14. You notice that the activities the manger is planning for “teambuilding” will require individuals to pay between \$40.00-50.00 each.
15. At a party you see a group of U.S. born colleagues approach a new staff member from another country and ask him to teach them swear words in his native language.
16. The manager continues to call two staff by the wrong names, confusing them for each other even though they look nothing alike; except they both are men of color.

17. A supervisor refuses to use the gender pronouns and name of a transgender employee.

18. You notice some of your friends regularly looking women up and down, staring at their breasts.

19. A manager doesn't agree with a staff member and seems to raise their voice to silence them and end the conversation.

20. You notice the organization's website talks about people of color, but never mentions anything related to Native Americans or Indigenous Peoples.

21. A colleague asks a team member, "How did you get hired with your type of learning disability?"

22. You overhear someone saying to an African American woman, "You're very articulate!"

23. In a group meeting a woman questions a male colleague and he turns and mutters, "What a B****!"

24. A Latina friend of yours is talking to some of the staff in the hallway about a supervisor's comment she felt was racist. One of the white staff says, "Why do you have to make everything about race? They treat everybody that way! They are an equal opportunity obnoxious person!"

25. Clients who are Black or Latino are more often asked to show 1-2 forms of ID when they check out and pay their bill, while white clients are not.

26. You notice that some team members repeatedly mispronounce or shorten a colleague's name who is from Pakistan.

27. In the break room, staff are talking about immigration issues and turn to the only Latino in the group and ask, "What do you think about what is going on?"

28. While walking past the coffee station, you overhear a few people making disparaging comments about Islam and Muslims.

29. The events manager schedules a high-profile awards ceremony in a venue that requires all awards recipients to climb 6 steps onto a stage.

30. You notice that the manger seems to pick the same few, more experienced employees for special projects and more valued/visible "stretch opportunities."

31. You see a couple of clients treating a custodial staff member with disrespect.

32. As some staff are talking about a female colleague who is rumored to have filed sexual harassment charges against a male supervisor, you hear one of them say, "Given me a break! Do you see what she wears to work?!?"

33. In the organization's cafeteria, someone at your table leaves their tray as they start to leave. When someone reminds them to bus their dishes, she says, "These workers get paid to clean up after us."
34. When someone points out the racist comment a colleague just made, their 1st reaction is, "I'm not racist. I was just kidding. I didn't mean it."
35. During a meeting about the need to hire and retain more women in leadership, you notice a couple of men having a side conversation and smiling.
36. During a teambuilding retreat, a newer, younger staff member is talking about some unproductive team dynamics and an older colleague says, "That happens to me, too, and it has nothing to do with being new."
37. You overhear a white colleague saying to a woman of color, "You should straighten your hair. You'd be much more attractive."
38. You overhear a colleague talking about how their child is attending community college and takes the bus to the campus. Someone says, "What, are you too cheap to buy them a car?"
39. When a woman gets confused during a meeting, someone says, "She's having a blonde moment!"
40. A supervisor listens intently and considers new ideas when a more experienced employee raises them, but quickly shuts down new or younger staff who ask questions or offer innovative ideas.
41. A female supervisor is assumed to be the secretary of the department.
42. You see people shaking their heads as they watch an overweight person putting food on their plate in the cafeteria.
43. A colleague sees two men holding hands and cuddling, and mutters, "I don't care what they do in their bedroom, but do they have to flaunt it in public."
44. Someone comments to a person of color: "You got this job because of your race!"
45. You often see people standing and talking to colleagues at the desk of the administrative assistant while s/he is there trying to get work done.
46. In a required training online course, the videos are not captioned.
47. A manager publicly chastises an employee if they are a few minutes late to a meeting, but then will casually walk in 10 minutes late and not apologize for keeping others waiting.
48. A male manager of color is working on the weekend in jeans and a t-shirt and is assumed to be a maintenance worker.

49. You observe a supervisor talking to an “average looking” staff member who seems to get distracted when a “very attractive” staff member walks by and quickly stops talking to the original person and turns their attention to the more attractive one.

50. The trainer in a leadership workshop talked about how Columbus discovered America.

51. A leader visiting the project team greets several members by name, then just nods as they greet the only person born outside the U.S., and doesn't use their name.

52. Three men of color were talking at the coffee station, and someone walked by and “joked”, “You’re not starting a gang, are you?”

53. You hear colleagues all too frequently use derogatory terms to describe situations or people, “That’s so gay!” “She’s such a retard!” “He’s such a pussy!”

54. During a hiring process, one of the committee members has positive comments only for the white men and white women candidates: “He seems like he’d be a good fit;” “She’d be a team player.”

55. A 6-foot person pats the head of someone who is 5’2”, someone they hardly know.

56. Introducing the male leader as Dr. _____, and the female leader with a doctorate as Ms. _____ or by her first name.

57. A manger frequently announces new practices or changes the focus of task forces without including those who have to develop or implement the decisions.

58. A team member who often raises issues is not invited to lunch when the manager organizes informal gatherings among most staff.

59. At a coffee break you overhear a colleague say, “The realtor brought a Mexican family to view the house next door. I just hope my neighbor doesn't sell to them.”

60. You notice the group tends to not engage their colleague who is hard of hearing, even when they offer an idea.

61. An athletic coach called the captains together and asked, “Who is gay on the team?”

62. Someone called security to investigate a man of color who was walking through the building. He was a supervisor from another department.

63. An employee transitioned from female to male. The supervisor refuses to use his pronouns and constantly refers to him by his previous name.

64. A team member suggests to translate key forms and policies into the most common 1st languages of the customers, and the manager refuses to support this.

65. A colleague with children asks a new female employee, “Do you have kids?” When she says “No,” the person says, “What a shame. You’d make a wonderful mother.”

66. While reviewing resumes, someone asks about a candidate who is a recent Veteran, “I wonder if he has PTSD?” No one suggested he be given an interview.

67. A middle-aged white woman seemed surprised as she said to the black male passenger in the seat next to her, “You are so well-spoken and have a Masters!”

68. You hear a colleague say, “These Chinese and Arabic names are too hard to pronounce.”

69. A colleague recounted how an academic advisor had told her daughter, “You want to go into Engineering? Most females drop out in their 1st or 2nd year.”

70. Several mid-level managers are talking about the expensive vacations they took with their families during a team meeting. A few lower level staff sit silently.

71. As a task force was updating the organization’s policies, someone suggested they revise any irrelevant gender-specific language. No one in the group supported this idea.

72. A major organizational event is schedule on a high Jewish holiday.

73. A white teenager says they want to go to a specific junior high where the students are predominantly black and Latinx. Her parents comment, “You’re so smart. You should go to a different school.”

74. A manager mumbles as an accommodations meeting for a new employee is starting, “I don’t know why we have to do this.”

75. A frustrated customer asks a lower level employee to do something that is against organizational policy. As the staff member explains why they can’t, the customer gets angrier, raises their voice, and demands to speak with a manager. When the manager come over, the customer is very sweet and polite.

76. When parents try to register their child for school, the form only has two options to list their names: mother and father.

77. A team leader talks more slowly and with a louder voice to a team member whose English is their 2nd language. Later, when the employee offers an idea, the leader interrupts them and changes the subject.

78. A younger employee offered an idea that many thought was innovative and exciting. A 58-year old team member looked frustrated as they turned to a colleague and muttered, “I suggested that last week and no one liked it then...”

79. A new team member asked a question in a meeting and offered an alternative idea for the project. One of the more experienced staff said, “When you are here longer, you can criticize me.”

80. A colleague said, “I’ve been so schizophrenic lately...I can’t seem to decide on anything!”

81. The policy is that employees need to pay their own travel expenses to conferences and later get reimbursed by the organization.

82. A team leader walks quickly up to the desk of the administrative assistant and interrupts them talking to a colleague, "I need 25 copies of this immediately for my meeting."

83. A white team member comes back from a vacation at a beach and says to a Latina colleague, "I'm now as dark as you!"

84. You overhear a white colleague complaining about the diversity training, "Why do we have to label everyone? I see people as people. I am color-blind. I don't see race."

85.

86.

87.

88.

89.

90.

Common Unproductive Reactions

Fight Responses

- Aggressively argues and debates
- Raises their voice, yells
- Tries to silence others
- Tries to compete, win at any cost
- Interrupts
- Self-righteous, arrogant, or condescending behaviors
- Controlling, manipulative behaviors
- Intimidating, threatening behaviors
- Forces change
- Aggressively attacks and berates
- Dismisses or minimizes the comments of others
- Explodes and directs their feelings onto others
- Sarcastic or off-handed remarks
- Belittling comments
- Intentionally tries to embarrass others
- Criticizes or accuses with the intent to humiliate and shame
- Bullies others into submission
- Turns their words against them

Flight responses

- Gets defensive
- Becomes overly guarded
- Withdraws
- Ignores or avoids issues
- Tries to smooth over conflict
- Placating to keep things under control
- Minimizes, downplays the issues or conflict
- Shuts down
- Disengages
- Uses humor and jokes to distract and smooth things over
- Quickly changes the subject
- Pretends to agree to avoid conflict
- Uses crying to distract and not engage

Freeze responses

- Blanks out, forget what wanted to say or do
- Zones out
- Feels frozen, like they can't move
- Doesn't respond or interrupt exclusionary comments and actions
- Overly anxious and scared

Flounder Responses

- Giving contradictory comments/examples
- Stream of consciousness, blabbering
- Off on tangents; way off topic
- Can't decide: maybe this or maybe that
- Out of your body, still talking

What Could You Do? ADDRESS it!

Directions:

Choose 1-2 examples of microaggressions and exclusionary situations. Write each one in the left-hand column. Then discuss and note how you could ADDRESS the situation in the other column.

Consider as you discuss:

- What is the probable impact if **no one speaks up** in this situation?
- What could be the **positive outcomes if someone does intervene** and speak up?
- What could you do to **ADDRESS*** the situation?

A = Acknowledge (that something occurred)

D = Dialogue (in the moment or afterwards)

D = “Document” (tell someone; use the Bias Reporting System)

R = Redirect (the conversation)

E = Educate (the person)

S = Stop (the exclusionary behavior)

S = Support (the people impacted)

Microaggression, Exclusionary Situation	<i>WHAT COULD YOU DO?</i>

Developed by Naomi Sigg, Director of Office of Multicultural Affairs,
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PAIRS: EFFECTIVE DIALOGUE SKILLS

P: PAN the environment and yourself; describe what you notice or engage others based on what you see (**Pay Attention Now**)

- I'm noticing I'm feeling...anyone else?
- I noticed how quiet everyone got; I'm wondering what is going on for folks?
- It seems some people were impacted by that statement, am I right?
- I'm noticing you're speaking with a lot of energy and emotion...
- I'm noticing that people get interrupted as they try to share...
- You seemed to have a reaction to what I just said...

A: ASK about the specifics behind the person's comment or behavior

- Could you say more about that...Tell me more...
- Can you give us an example of what you're saying...
- Help me understand what you meant by that?
- What were you hoping to communicate with that comment?
- Can you help me understand what your intent was when you said/did...
- Can you give me some background on this situation...
- How were you impacted when... What were you feeling when...

I: INTERRUPT the dynamics

- Let's slow down the conversation and talk about what just happened...
- I'm going to interrupt and try a different approach to this conversation...
- We are not engaging according to our group norms.
- Let's take a breath...

R: RELATE to the person or their comment/behavior

- I relate to what you're saying, I...I have felt the same way...
- I remember a time when I... I did the exact same thing...
- How do others relate to that comment?
- What you're saying seems to relate to what so-and-so just said...

S: SHARE about yourself ~ self-disclose with a story or example; your feelings in the moment; the impact of a comment or behavior, etc.

- When I hear you say that I think/feel....
- Just last week I... I remember when I...
- I was socialized to believe...
- I'm beginning to feel _____...
- My heart aches as you tell that story...
- I notice I'm feeling a little triggered...

Engaging Skills	Examples/Descriptions
Ask the person for more information ~ seek to understand	<ul style="list-style-type: none"> • Can you tell me more... • Can you give me an example... • Can you give me some background on this situation... • What do you mean when you say... • Help me understand what you disagree with...find frustrating... • Help me understand how you came to that conclusion? • What were you feeling when...? • What's your perspective? • What led you to that conclusion?
Paraphrase the person's comments	<ul style="list-style-type: none"> • So you're saying that... • So you feel that... • So you think that... • Are you saying that... • So from your perspective...
Explore their INTENT	<ul style="list-style-type: none"> • Help me understand your intent when you... • What had you wanted to communicate with your comment? • What was your intended outcome? • What is underneath your comment/question?
TRACK/PAN the person's body language, tone, and comments	<ul style="list-style-type: none"> • I notice you had a reaction to what I just said... • I don't believe she was finished with her comment... • I notice you just got very quiet...looked away...shook your head... • I'm noticing your tone of voice... • I'm noticing your body language...
Explore the IMPACT on them	<ul style="list-style-type: none"> • It seems my behavior had an impact on you... • How did that impact you? • What were you feeling when...
Acknowledge and validate their points as much as possible	<ul style="list-style-type: none"> • I hear that you feel... • I can see that from your perspective you think... • I'd probably feel _____, too...
Explore possible solutions	<ul style="list-style-type: none"> • What do you think we can do? • What do you see as the next steps? • One thought could be to...what do you think? • Might it be possible to...
State your desired outcome	<ul style="list-style-type: none"> • This is what I suggest we do... • I want to...I need...
Summarize the dialogue	<ul style="list-style-type: none"> • Summarize the dialogue without stating opinions or judging the dialogue. • So we've discussed...we agreed to...

More Skills to Engage at the Interpersonal Level

Steps to Engage in Difficult Dialogues

1. **Get grounded in positive intentions ~ The DESTINATION:**

- Create a teachable moment
- Stir cognitive dissonance
- Demonstrate respect and dignity
- Leave them feeling whole...
- Plant seeds...Influence hearts and minds...
- Help person(s) explore the impact of their behavior, understand the reasons their behavior has a negative impact on others/building an inclusive community
- Re-establish the boundaries for civil discourse
- Do no harm!
- Make a human connection; build the relationship for future dialogue
- Support those impacted by the comments/actions

P.A.I.R.S. ~ Skills to Engage

- P: PAN the environment, yourself**
~ as data to diagnose; name your pan as an intervention
- A: ASK questions to explore**
- I: INTERRUPT the process**
- R: RELATE to others, their comments**
- S: Share, use self-disclosure as your response**

2. **Based on what you PAN, engage others in the conversation**

- I noticed that....I overheard your conversation and thought I heard you say....
- I notice that folks were laughing...I'm curious what that's about?
- I noticed how quiet everyone just got...I'm wondering what is going on for folks?
- It seems some people were impacted by that statement.
- I'm noticing you're speaking with a lot of energy and emotion...
- We've had some comments from this side of the room, what are your thoughts and reactions? (looking at the other side of the room)
- I'm wondering if people are feeling triggered right now?
- The energy in the discussion seemed to shift after...

3. A: ASK about the specifics behind the person's comment or behavior

- Gives you time to center, better understand the comment, choose a response
- May help the person hear themselves and reflect on what they said, the impact...

4. A: ASK clarifying questions

- I want to make sure I understand your point...you think that...
- Are you saying that...
- Help me understand what you meant by that?
- I don't understand your point...
- What do you mean when you say...
- Come again? Or Can you repeat that?

5. A: ASK questions to gather more information

- Could you say more about that...Tell me more...
- Can you give us an example of what you're saying...
- Help me understand what you disagree with...find frustrating...
- Help me understand how you got to that conclusion?
- What has been your experience that led you to that conclusion?
- What readings or research are you referencing?

6. A: ASK questions to get them to reflect on their comment

- When was the first time you heard that?
- How do you think others could be impacted by your comment? Behavior?
- Why might others disagree with your comment?
- What if I gave you a convincing argument and data that was counter to your perspective? What might that mean for you?
- How do you think others will view you when you make similar comments?

7. A: ASK questions to explore their intention

- What were you hoping to communicate with that comment?
- Help me understand your intent when you said...
- What did you mean to say with that comment?
- What is underneath your comment/question?

8. I: INTERRUPT the process and give space to process

- Let's slow down the conversation and talk about what just happened...
- I'm going to interrupt and try a different approach to this conversation...
- We are not engaging according to our group norms.
- Let's take a breath...

9. R: RELATE to the person who made the comment (Reflectively)

- How are you just like this person? Were just like them? (search in other categories of difference)
- When have you said or done something similarly?
- When might you say or do something like this in the future?

10. R: RELATE to the person or their comment/behavior

- I relate to what you're saying, I...
- I have felt the same way...
- I remember a time when I...
- I did the exact same thing...
- How do others relate to that comment?
- Who can relate?
- What you're saying seems to relate to what so-and-so just said...

11. S: SHARE: "Put a Face on the Issue"

- Share a personal example or one you have heard from a credible source
- Invite others to share personal examples and stories ~ verbally; in writing
- Offer to share resources, articles so they can review different perspectives
- Offer to meet with them and talk about your life experiences on and off campus
- Ask them to talk with 2-3 other people in the near future to hear their experiences and stories

12. S: SHARE: Share about yourself ~ self-disclose with a story or example; your feelings in the moment; the impact of a comment or behavior, etc.

- My heart aches as you tell that story...
- As a ____, I... (tell a story, give an example)
- I'd like to share the impact of your comment...
- I'm feeling uncomfortable with what you're saying...
- I'm noticing I'm feeling ____, anyone else?
- I notice I feel triggered right now....
- That's a trigger word/phrase for me...
- I need to stop a moment and talk about what just happened. I...

13. Give the “benefit of the doubt” if you directly confront their comment ~ a face saving tactic

- I trust/know you didn't intend this... I
- You're probably not aware of the impact of your comment...

Further Resources

Obear, K. H. (2013). Navigating triggering events: Critical competencies for social justice educators. In L. M. Landreman (Ed.), *The Art of Effective Facilitation: Reflections from Social Justice Educators*. Stylus.

Obear, K. (2016). *Turn the Tide: Rise Above Toxic, Difficult Situations in the Workplace* Kindle Edition, Difference Press. **Available on Amazon**

Helpful Tactics

1. Gather more information

- Help me understand more about what you mean?
- I'm curious when you first heard that term or phrase?

2. Clarify what you "heard"

- I want to make sure I understand your point...you think that...
- Are you saying that...
- So you feel...
- You believe that...

3. Ask the person to walk you through their thought process so you can better understand how they came to their assumptions and conclusions

- Can you help me understand how you came to that conclusion?
- What has been your experience that led you to that conclusion?
- What assumptions are underneath your conclusion?

4. Focus the discussion on the PROCESS of the discussion

- I noticed that we tend to spend more time talking about these issues, and far less time talking about these other ones...
- I'm noticing that the only time we talk about ___ is when I bring it up...
- It seems that whenever we start talking about ___, someone changes the topic back to something else.
- I've noticed that when we are discussing ____, a number of folks look down, start writing notes...I'm curious what others have noticed?

5. Name the group's process or dynamic and shift the focus to be more inclusive

- We've talked about how this policy could impact people of color and white women....I'm wondering how it may impact GLBT employees across gender and race?
- I'm noticing that whenever we talk about race, whites turn and ask a question of one of the people of color. I'd like to hear from some of the whites in the room: What do you notice that whites, as a group, tend to say, do, and feel around issues of race in the workplace?
- This has been a great discussion about the chilly climate for women and men of color. I don't want to move off this too soon, and I also want to make sure we have time to have a similar conversation related to dynamics of age and length of service in the organization...

6. Give the "benefit of the doubt"

- You probably already thought of this... You probably noticed that...
- An unintended outcome of that idea could be that...
- I know you didn't intend this, but when you have a side conversation while I'm speaking....

7. If you think someone misunderstood or is misrepresenting what you said

- I believe I said something different than that...What I said was...

8. Recognize comments and behaviors that help create greater inclusion before you give further feedback

- I appreciate the several best practices you've gathered for us to review, and I was wondering if there also were some that more specifically address...
- I appreciate your working to be inclusive in your language...and I understand the term "GLBT" to be more inclusive and current than "homosexuals"

9. Acknowledge the accumulative impact of what you are experiencing

- I know I'm having a strong reaction to what you said....and this is only one of many times I have heard similar comments recently.... OR, and, as you know, this seems to be a pattern we keep running into that creates an obstacle...

10. Ask questions to raise their awareness

- When did you decide/choose to be heterosexual?
- What are some of the ways that Christianity is embedded in the way we interact and in the policies and practices of our nation? Organization?

11. Invite others to get engaged in the dialogue

- I'm curious what others are thinking? What other ideas do people have?
- Name your reaction and test to see where others are: I'm feeling unsettled about this possibility, is anyone else?
- Ask if others feel differently than what is being proposed: This is one way we could proceed. Does anyone have a different suggestion?
- Ask others to take the "pulse" of the situation and reflect on the process: I'm curious what people are noticing about our group dynamics?
- Ask if others have heard and experienced the situation as you did: That scene in the video hit me as Islamophobic...What do others think?

12. How to Confront Repeated Inappropriate Behaviors...1st, 2nd, 3rd time...

1st time:

- Describe the behavior you observed
- State what you want to be different
 - * I'd appreciate it if you'd...

2nd time:

- Describe the behavior: I believe this is the 2nd time we've talked about this...This is the IMPACT when you do that....I need you to change your behavior

3rd time:

- Give clear consequences if they continue this behavior: This is the 3rd time I've asked you to... If you do this again...

13. Questions to explore possible and unintended (hopefully) exclusionary practices and attitudes in planning and decision-making discussions:

- Do we have the full breadth of social identity groups and perspectives at the table? Involved in the process?
- Does our process seriously consider the input and perspectives of a broad range of group memberships?
- How might our unconscious attitudes and assumptions about _____ be playing out in this decision?
- What could be the impact of this on students, staff, and faculty from various and multiple privileged and marginalized groups?
- How might this inadvertently advantage some and disadvantage others?
- How can we make this inclusive for members of various and multiple group memberships?

14. Diagnosing Privileged and Marginalized Group Dynamics

Use the following prompts to diagnose the potential privileged and marginalized group dynamics as you analyze a recent situation, case study, etc.

1. What are the various group memberships of the people involved, and which privileged and marginalized group memberships seem central to this situation?
2. What are the probable perspectives and feelings of each party?
3. How might unconscious attitudes, assumptions, and bias be playing out in this situation?
4. What are the possible privileged and marginalized group behaviors and dynamics in the situation?
5. What organizational issues are relevant in this situation, such as formal and informal policies, norms, procedures, organizational practices, etc.
6. What are the probable outcomes if this situation is left unaddressed? For members of marginalized groups? Members of privileged groups? For the team? For the organization?
7. Given your diagnosis, what and/or who should be the focus of a response and why?
8. What might be some effective ways to respond? And by whom?

15. Different Communication Styles

a. Direct

- I think that...I need...
- It's important that....We need to...

b. Pose possibilities

- It might be useful...
- I'd suggest we consider...
- One way to proceed could be....

c. Competing style

- State your thought or opinion right after another person, no connection
- I think...Well I think....My idea is to...this is how we should proceed...

d. Debating style

- Reference the other person's ideas in order to negate them or disagree with them

e. Connecting style

- Acknowledge what was said by others
- Connect your comment to theirs
- Build on what has been said, i.e., Connected to what you're saying; Building on that thought; Similar to what she said, I think; I like your idea and another way to go about this is...

f. Engaging style

- If a direct statement is made, ask a question to gather more information, deepen understanding, gain time to respond...
- Tell me more...
- Can you give me an example?
- What's your intended outcome? your intent behind that?
- How might that impact others?
- What's your thinking behind how that helps us meet our goal?

16. Continuum for how to engage others:

- **Redirect:** Refocus group on topic/task without any reference to current group dynamics
- **Indirect:** A more vague, general comment to refocus group on topic and effective group dynamics
- **Direct:** Acknowledge the current situation, and/or the uninclusive or disrespectful dynamic

Steps to Respond when Someone Makes an Inappropriate Remark

1. Check out what you heard:

- Ask them to repeat what they said
- Did I hear you say _____?
- I thought I heard you say _____. Am I right?

2. If they disagree with your version, you may decide to end the conversation. If you suspect they are trying to “cover their tracks,” you may consider continuing the dialogue:

I’m glad to hear I misunderstood, because, as you know, those types of comments....”

3. If they acknowledge they said the comment:

a. Explore their intent behind making the comment

- Help me understand what you meant by that?
- What were you hoping to communicate with that comment?

b. Explore the impact of their comment

- What impact do you think that comment could have?
- What do you think others would think of you when you make that type of comment?
- What message do you think that comment sends?

c. Share your perspective of the probable impact of these types of comments

- When I hear you say that I think/feel....
- Many people would take that comment to mean....
- That comment only perpetuates negative stereotypes and assumptions...
- Negative comments only cause division, isolation, gossiping...
- People will judge you for making these negative types of comments and could assume you are close-minded, bigoted, difficult to work with....

d. Ask them to change their behavior

- I’d appreciate it if you’d stop making these types of negative comments....
- I respect co-workers who respect me and other team members....
- I expect you to stop making inappropriate comments...

Tools and Tips: Responding in Cross-Cultural Conflicts

A. Responding to Common Dialogue Blockers

1. Perfectly Logical Explanations (PLEs)

- That may be true, but here's how I see it....or another way to view it...
- There may be a number of factors that contributed to this situation. Another one that does have to do with diversity might be.....
- When you say that, I feel you're discounting my experience. In that situation I felt...
- You could be right that this one specific time it had nothing to do with prejudice. But it feels so similar to so many other times in my experience when I have been treated negatively/experienced discrimination...it's hard to not assume this is just like all those other times....
- Your opinion that this has nothing to do with prejudice could be true...But what would it mean if my perception was true: that this person reacted to me out of their bias and stereotypes?

2. Yea, but...

- What do you think the impact on me is when you say that?
- You may not have intended this, but when you give a "YEA, BUT" I feel discounted and that you have dismissed my perspective and experience.
- I'm curious what you were hoping to communicate with that statement?
- Honestly, I'm rather upset about what happened. And I can't hear your perspective right now. What I need is for someone to just listen to me and acknowledge what I experienced and am feeling....
- I'm curious why you chose to give me a "Yea, But" just then?

3. That happens to me/my group, too....

- This dynamic/situation does happen to other groups, too. The difference might be HOW OFTEN how often it happens to them, and WHY it happens to them. For instance: most whites have received bad customer service. It rarely happens to them because some has prejudice towards them because of their race. And it probably doesn't happen to them as frequently.
- How does it feel when it happens to you? How often does that happen? Why does it happen to you? So you have a "window of understanding" to connect to what I and my group experience much of the time.

4. I know someone who...and they don't agree with you...

- There might be some people who don't see this as I do. That doesn't discount my experience or perception.
- Not all ____ may feel like I do. And, unfortunately, there are many around here that do agree with me and have had very similar experiences. Are you open to hearing more about my experiences?

5. I don't see it that way... (therefore, it doesn't really happen....)

- You might not have ever recognized this dynamic before or seen it happen. There was a time I didn't see it this way, either. But after having it happen SO MANY times and when I can't find any other explanation, that I now believe that there most often is some prejudice underneath this type of reaction....

6. That doesn't happen to me... (so it doesn't exist)

- I'm glad and hopeful that it doesn't. And hope you never do experience this. And this is what happened to me, and I've heard many other folks describe all too similar experiences....
- It might not, or you may not notice it happening to you....but here's what I've tracked and noticed in my life....

7. Don't you think that...

- I'm wondering if you have a statement behind your question.....
- Do you have a specific example that illustrates what you're trying to ask or say?
- I'm curious what you think about that....

8. You're overreacting...you're too sensitive...

- You may not agree, but I feel very strongly about this. And I would appreciate your respecting me enough to at least acknowledge my perspective.
- When you say that, I want to end the conversation and would probably never talk to you about these serious issues again.
- Your intent might be to try to help or support me, but the impact of that statement is infuriating.

9. He/she's a good person...they never meant to do that....

- That comment just dismissed and discounted my experience.
- Many “good people” do very inappropriate and harmful things.
- Regardless of the intent, this was the impact of their actions....
- I'm not questioning if they're good or bad, I'm talking about the impact of their actions.

10. That was not my intent! You misunderstood me!

- I'm open to hearing your intent, but I'd first appreciate your acknowledging the impact of your comment/actions....
- What was your intent....I hear your intent was _____, and I hope you can also realize the impact was different than what you intended.

11. That had nothing to do with _____ (an “ism”)!! It's just their personality!

- That may be what you believe, and I have observed/experienced this type of situation so many times...and I have tracked a diversity cut to this...Here's the way I see it...

B. Responding When Someone is Triggered

- I'm noticing you're speaking with a lot of energy and emotion...
- I'm wondering if you're feeling triggered right now?
- This response is unusual for you....I'm wondering what else is going on for you?
- I'm wondering if something else is going on or did something happen that's related to why you're feeling this way?
- You're raising issues I want to talk about, and I'm also noticing that the depth of your emotions seems somewhat out of proportion to this situation...
- I notice I'm feeling a little triggered, and I wonder if you are, too?
- I think we're both a bit triggered right now....
- I want to talk about this further, and I can hear you better when you're not so triggered. What if we take a break and then come back to talk about this...

C. Responding When Someone is Reacting out of a Cumulative Impact

- Obviously, I've said/done something to trigger you. What's going on?
- I can see you have a strong reaction to this. What happened?
- My guess is this is:
 - an example of what has happened to you a lot in the past....
 - what happens to you all the time...
 - not the first time something like this has happened...
 - I'm open to hearing what happened if you want to talk....
 - Is there anything I can do to be supportive of you?

D. Responding When Your Comment/Action Has Had a Negative Impact on Someone Else

- It seems what I said had an impact on you. I'm open to hearing it.
- I want to apologize for what I said/did....I was wrong...and I'm open to hearing how I've impacted you....
- Thank you for letting me know this. It is my intention to change my behavior in the future...
- Is there anything I can do to make amends...

E. Responding When You Are Triggered

- I notice I feel triggered right now....
- That's a trigger word/phrase for me...
- I need to take a break and come back to this later....
- I need to stop a moment and talk about what just happened. I'm feeling triggered and this is why....
- This may have more to do with me than you, but I'm feeling triggered by what you just said....

Adapted in part from materials developed by Elsie Y. Cross Associates

How to be an Ally: Things to Keep in Mind

A. The following behaviors may negatively impact the quality of the discussion:

Conversation stoppers

- Interrupting, speaking over each other
- Mostly using a telling and directive style
- Giving too much advice without asking questions to help others come up with their own solutions
- Pushing your point; insisting others do things your way
- Avoiding giving constructive feedback or using vague generalizations
- Overly critical focus on what they did wrong, what needs to change
- Always jumping right into task mode, without spending time developing and deepening relationships
- Assuming responsibility for the others' situations and trying to fix it for them
- Inappropriate jokes, gossip or stereotypic comments
- Making assumptions based on social group memberships, including gender identity and expression, race, ethnicity, religion/spirituality/ways of knowing, age, sexual orientation, nationality, im/migration status, educational background, disability status, veteran status, etc.

Common Dialogue Pitfalls/Traps

1. Perfectly Logical Explanations (PLEs)
2. Yea, but....
3. That happens to me/my group, too....
4. I know someone who...and they don't agree with you....
5. I don't see it that way; therefore, it doesn't really happen....
6. That doesn't happen to me...(so it doesn't exist)
7. Don't you think that...
8. You're overreacting...you're too sensitive...
9. He/she's a good person...they never meant to do that....
10. That was not my intent! You misunderstood me!

B. Be Aware of Cumulative Impact

This concept occurs when a marginalized group member experiences repeated negative oppressive incidents, either in a short period of time or over a long period. Their feelings of anger, fear, distrust, frustration, etc., may build up and then POP for a number of reasons, including:

- It is not safe for them to challenge the people who treated them negatively
- They are tired of intervening and trying to educate others

A good ally understands that many marginalized group members may be carrying the cumulative impact of a long series of negative treatment. If they seem irritated or unusually upset, the ally tries to not take it personally, but instead, tries to offer support to the marginalized group member by:

- Acknowledging the degree of feelings the marginalized group member is experiencing
- Offering to listen to stories of how the person has been negatively treated (without interrupting, arguing, justifying, or trying to “give advice” and “fix it”)
- Asking if there is anything they can do to be supportive

C. Recognize Intent AND Impact

When a member of a privileged group says/does something hurtful or inappropriate, their tendency is to want to EXPLAIN their INTENT (I didn't mean it! It was just a joke! I didn't do it on purpose...). However, the pain and hurt, the IMPACT, is still very real to the marginalized group members.

A good ALLY first acknowledges their impact, apologizes, and asks to hear more about how they have negatively impacted the marginalized group member. And then asks how they can help, be supportive, make amends, avoid similar transgressions in the future, etc.

D. Recognize Varying Levels of Differential Risk and Credibility

It is important that all people, marginalized and privileged group members, work to intervene and stop oppression wherever they see it. AND privileged group members are generally given more credibility, listened to more seriously, and have fewer risks when they intervene, as compared to members of marginalized groups.

A good ally consistently recognizes opportunities to speak up and intervene, knowing that it is their responsibility to take action, regardless of the risks involved.

E. Recognize and Use your Discretionary Power

All people have some personal power, and possibly position power from which to speak up and intervene. They have the discretion/the choice of when or how or if to intervene. Privileged group members tend to have MORE discretionary power, given how often they are in positions of authority, and because of the greater credibility they have in society.

F. Distinguishing Behavior

Most privileged group members will be perceived as “just another man...white...administrator” UNTIL they show THROUGH THEIR ACTIONS that they are actively working as an ally against oppression. When privileged group members speak up and intervene, they DISTINGUISH themselves from the overall privileged group who generally both consciously and unconsciously perpetuate oppression.

G. Intervening in Oppressive Situations

Good allies take the initiative to try to STOP inappropriate behaviors and situations. They then look for ways to EDUCATE the person(s) who made the comment/took the action, in hopes that they may learn why what they did was harmful, and to not repeat it in the future. Allies also offer SUPPORT to the target of the negative treatment when possible.

Adapted in part from materials developed by Elsie Y. Cross Associates

Unproductive Privileged Group Dynamics: Common Patterns

Directions: review these common privileged group dynamics:

- a. Check-off any dynamics which you have observed or heard a credible story about.
- b. Make a note next to the dynamics that you have personally experienced, felt, or done.
- c. Add any additional common patterns/dynamics you have witnessed or experienced.

Some/Many Members of Privileged Groups Tend to (consciously and unconsciously):

1. believe they have “earned” what they have, rather than acknowledge the extensive privilege and unearned advantages they receive; believe that if others just worked harder...
2. not notice the daily indignities that members of marginalized groups experience; deny them and rationalize them away with PLEs (perfectly logical explanations)
3. work to maintain the status quo and protect the advantages and privileges they receive
4. believe that dominant cultural norms, practices and values are superior and better
5. internalize the negative stereotypes about members of marginalized groups and believe that members of privileged groups are smarter and more competent
6. want members of marginalized groups to conform and assimilate to dominant cultural norms and practices
7. accept and feel safer around members of marginalized groups who have assimilated and are “closer to the norm”
8. blame members of marginalized groups for the barriers and challenges they experience; believe that if they “worked harder” they could “pull themselves up by their bootstraps”
9. believe that members of marginalized groups are not competent and are only selected to fill quotas
10. interrupt and talk over members of marginalized groups
11. resent taking direction from a member of a marginalized group
12. dismiss and minimize frustrations of members of marginalized groups and categorize the person raising issues as militant, angry, having an “attitude,” working their agenda, not a team player...
13. focus on their “good intent,” rather than on the negative impact of their behavior
14. focus on how much progress we have made, rather than on how much more needs to change
15. want members of marginalized groups to “get over it” and move on quickly

16. get defensive when members of marginalized groups express their frustrations with current organizational and societal dynamics
17. “walk on eggshells” and act more distant and formal with members of marginalized groups
18. segregate themselves from members of marginalized groups and rarely develop authentic relationships across these differences
19. exaggerate the level of intimacy they have with individual members of marginalized groups
20. fear that they will be seen and “found out” as a racist, classist, etc., having bias and prejudice
21. focus on themselves as an individual (I’m not classist; I’m a good white), and refuse to acknowledge the cultural and institutional oppression members of marginalized groups experience daily
22. pressure and punish members of privileged groups who actively work to dismantle oppression ~ try to force them to conform and collude with the oppressive system; criticize, gossip about, and find fault with them
23. expect members of marginalized groups to be the “diversity expert” and take the lead in raising and addressing oppression as their “second (unpaid) job”
24. minimize, under-value, ignore, overlook and discount the talents, competencies and contributions of members of marginalized groups
25. rephrase and reword the comments of members of marginalized groups
26. ask members of marginalized groups to repeat what they have just said
27. assume the privileged group teacher/coach/facilitator/employee, etc., is in charge/the leader; assume members of marginalized groups are in service roles
28. rationalize away oppressive treatment of members of marginalized groups as individual incidents or the result of something the member of a marginalized groups did/failed to do
29. dismiss the experiences of members of marginalized groups with comments such as: That happens to me too...You’re too sensitive...That happened because of _____, it has nothing to do with class or race or gender!
30. judge members of marginalized groups as over-reacting and too emotional when they are responding to the cumulative impact of multiple recent oppressive incidents
31. accuse members of marginalized groups of “playing the _____ card” whenever they challenge oppressive policies and practices; instead of exploring the probability that dynamics of oppression are operating

32. if confronted by members of marginalized groups, shut down and focus on what to avoid saying or doing in the future, rather than engaging and learning from the interaction
33. look to members of marginalized groups for direction, education, coaching on how to act & what not to do
34. compete with other members of privileged groups to be “the good one:” the best ally, the one members of marginalized groups let into their circle, etc.
35. if a member of a privileged group makes an oppressive comment or action, aggressively confront them and pile on the feedback to distance from them and prove who is a better ally
36. seek approval, validation, and recognition from members of marginalized groups
37. if confronted by members of marginalized groups, view it as an “attack” and focus on and critique HOW they engaged me, not my original comments or behaviors
38. disengage if feel any anxiety or discomfort
39. avoid confronting other members of privileged groups on their oppressive attitudes and behaviors
40. when trying to help members of marginalized groups, feel angry if they don’t enthusiastically appreciate the help
41. believe there is one “right” way, meaning “my way” or the “privileged group’s way”

More Productive Approaches

- *track patterns of differential treatment on members of marginalized groups and intervene to stop inappropriate actions and educate others*
- *continually learn more about the experiences of members of marginalized groups and oppression*
- *recognize when members of marginalized groups might be reacting out of cumulative impact, and offer space to talk about issues and their experiences*
- *analyze policies and practices to assess any differential impact on members of marginalized groups and intervene to create change*
- *constantly track organizational activities to ensure fairness, respect, and inclusion for all people with respect to group dynamics, communication, task assignments, professional development opportunities, decision-making, conflict management, mentoring, networking, etc.*

Group Identity Cards: Various Ways to Use Them with Your Team Members

1. Socialization experiences

- a. Invite each person to: Choose 4-6+ group identities that seemed to have **had the most influence in shaping your experiences as you were growing up.**
- b. Have them share stories, reflections and insights in groups of 3-4

2. Panning

- a. Ask folks to choose the cards that reflect the group identities they tend to notice and pay attention to when they are scanning/panning group dynamics in meetings

3. What is on your “screen?”

- a. Ask participants to make 3 piles or groupings of cards
 - i. Areas of diversity that you most often think about, are “on your screen”
 - ii. Those that you sometimes consider and think about
 - iii. Those you most often do not consider or think about
- b. Share in groups of 2-3
- c. Large group debrief

4. Your privileged and marginalized group memberships

- a. Ask participants to make several groupings ~ Categories of diversity where they are in:
 - i. A privileged group
 - ii. A marginalized group
 - iii. A group where they receive both marginalization and some forms of privilege
- b. Share in 2-3's: share examples and stories, insights

5. Which playing card are you, generally?

- a. Ask folks (after completing the playing card activity) to think about which “card” they get treated as:
 - i. In most situations
 - ii. In varying contexts
- b. Note: They can use the group identity cards to talk about the intersections of various cards that contribute to the various forms of treatment they receive in different settings

6. Next steps in your professional development

- a. Ask folks to make several piles/groupings to reflect what areas of diversity that they:
 - i. Know a lot about; could coach others
 - ii. Know some, but want to know more
 - iii. Don’t know much; need to learn quickly
- b. Share in groups of 2-3
- c. Large group debrief

7. Which types of microaggressions do you interrupt effectively in a consistent manner?

- a. Ask folks to make several piles/groupings to reflect what areas of diversity that they:
 - i. Easily recognize the types of microaggressions that occur AND respond effectively
 - ii. Generally, I can recognize them in the moment, but I struggle to respond effectively
 - iii. Not very aware or respond very effectively
- b. Share in groups of 2-3
- c. Large group debrief

8. Stereotypes

- a. Ask folks to make several piles/groupings to reflect what areas of diversity that they:
 - i. Recognize they still have stereotypes about privileged and/or marginalized groups
 - ii. Intentionally have worked hard to interrupt and unlearn the socialized stereotypes about privileged and/or marginalized groups
- b. Share in groups of 2-3
- c. Large group debrief

9. Beginning to analyze current policies, practices, services and programs with an Inclusion Lens

- a. Identify a practice, policy, program or service to analyze
- b. Ask folks to use the group identity cards to identify all of the marginalized groups that MAY be negatively (unintentionally) impacted by the current state; And/or have extra hurdles and obstacles given the current state
- c. Could also make several groupings:
 - i. Most likely negatively impacted
 - ii. Not sure if this group would be
 - iii. Probably would have needs met, advantaged, or at least not disadvantaged by the current state

10. Scanning how we present to others

- a. Ask people to “scan” you and your environment for a week or so
- b. Then use the cards to describe which topics of diversity you seem to talk about, champion, or care about based on what they observed about you:
 - i. in meetings
 - ii. in your office area
 - iii. on Facebook, Pinterest, Instagram
 - iv. as you interacted in the organization

11. Conducting an Environmental Scan

- a. Divide up the 24 cards among team members
- b. People can work individually or in pairs
- c. Ask folks to each to use each card as a “lens” through which to observe, scan, and experience the unit to begin to assess how the environment sends messages about how welcomed, respected, and attended to members of various marginalized groups may feel Office decorations
- d. Ask folks to pay attention to everything, including:
 - i. Who is present in the office; how do they interact across group memberships?
 - ii. Office decorations, paintings, posters, bulletin boards
 - iii. Pamphlets, books, and other materials on display
 - iv. Web site statements, pictures/graphics, descriptions of programs and services, marketing
 - v. Office set-up
 - vi. How accessible is the office space/web site for people with disabilities (mobility, visual, hearing, learning) and language differences?
- e. Have people share their evidence and observations in staff meetings or at a retreat

Group Identity Cards

Race/Racialized	Educational Background
Customer-facing/ Back office	Skin Color
Identity Gender Expression, Presentation	Position & Level in the Organizational Hierarchy
Immigration Status	Religion/Spirituality/ Ways of Knowing

Geographic Region	Sexual Orientation/Sexuality
Housing Status	Language Proficiency (Use of English/ "Accents")
Criminal Background	Gender Identity (Cisgender, Transgender)
Work Style (extrovert or introvert, results or process oriented, etc.)	Sex Assigned at Birth (male, female, intersex)

Ethnicity/ Culture	Nationality/ Citizenship
Food Availability/ Security	Revenue producing/ not revenue producing
Athleticism	Academic credit/ Non-credit
Teachers/Staff/ Administrators	
