



## **Inclusion Partner Program: Strategic Leadership Development**

**Designed & Facilitated by:**

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**For complimentary downloads of my books:**

***...But I'm NOT Racist! Tools for Well-Meaning Whites***

**<https://drkathyobear.com/wp-content/uploads/2017/01/But-Im-NOT-Racist-Advance-Reader-Copy.pdf>**

***In It For The Long Haul: Overcoming Burnout and Passion Fatigue as Social Justice Change Agents***

**<https://drkathyobear.com/wp-content/uploads/2017/08/In-It-For-the-Long-Haul-Kathy-Obear-pdf-2.pdf>**

### **Purpose of this course:**

*Deepen your capacity as an effective internal change agent and to work in partnership with key leaders to create greater equity, inclusion, and social justice throughout the organization.*

**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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## Learning Guidelines/Working Agreements

1. Engage in open and honest dialogue
2. Participate fully (@ comfort level +1); Expect discomfort if learning occurs
3. Speak from personal experience
4. Listen respectfully; Listen to learn
5. Seek to understand; Expect disagreement &; Listen harder when you initially disagree
5. Share airtime; Move in, Move out
6. Be fully present
7. Be open to new and different perspectives
8. Explore the impact of comments and behaviors; Acknowledge intent
10. Expect people to learn and grow; Don't freeze-frame others
9. Take risks: lean into discomfort; Be Brave; Engage
10. Respect and maintain confidentiality
11. Notice and describe what you see 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 and acceptance
14. Engage & embrace this opportunity; We won't be finished

## Meeting & Classroom Guidelines | Your Intentions & Guidelines

\*To create environments where everyone feels heard, involved, supported, and respected

\*To create productive and engaging environments for the open and respectful exchange of ideas, perspectives, and opinions

\*To promote respectful dialogue, fair discussion of issues, and mutually respectful conversations

- **Engage in respectful discourse**
- **Create a positive, collegial atmosphere**
- **Demonstrate mutual respect for the comments and views of all**
- **Speak and act in ways that do not disrupt or interfere with the learning or work of others.**
- **Explore controversial issues through open dialogue and respectful deliberation.**
- **Consider and explore new ideas and perspectives**
- **Express opposing ideas in a respectful manner**
- **Consider the potential impact of your comments and actions**
- **Accept responsibility for the overall welfare of the entire group**
- **Engage in respectful disagreement: Disagree with a person's ideas without attacking their humanity**
- **Respectfully address unproductive and exclusionary behaviors from other students**

## 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™**

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## 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 airtime 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?

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## Self-Assessment: Critical Skills for Inclusion Partners

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

**1 = Rarely   2 = Sometimes   3 = Much of the time   4 = Most of the time   5 = Almost 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.

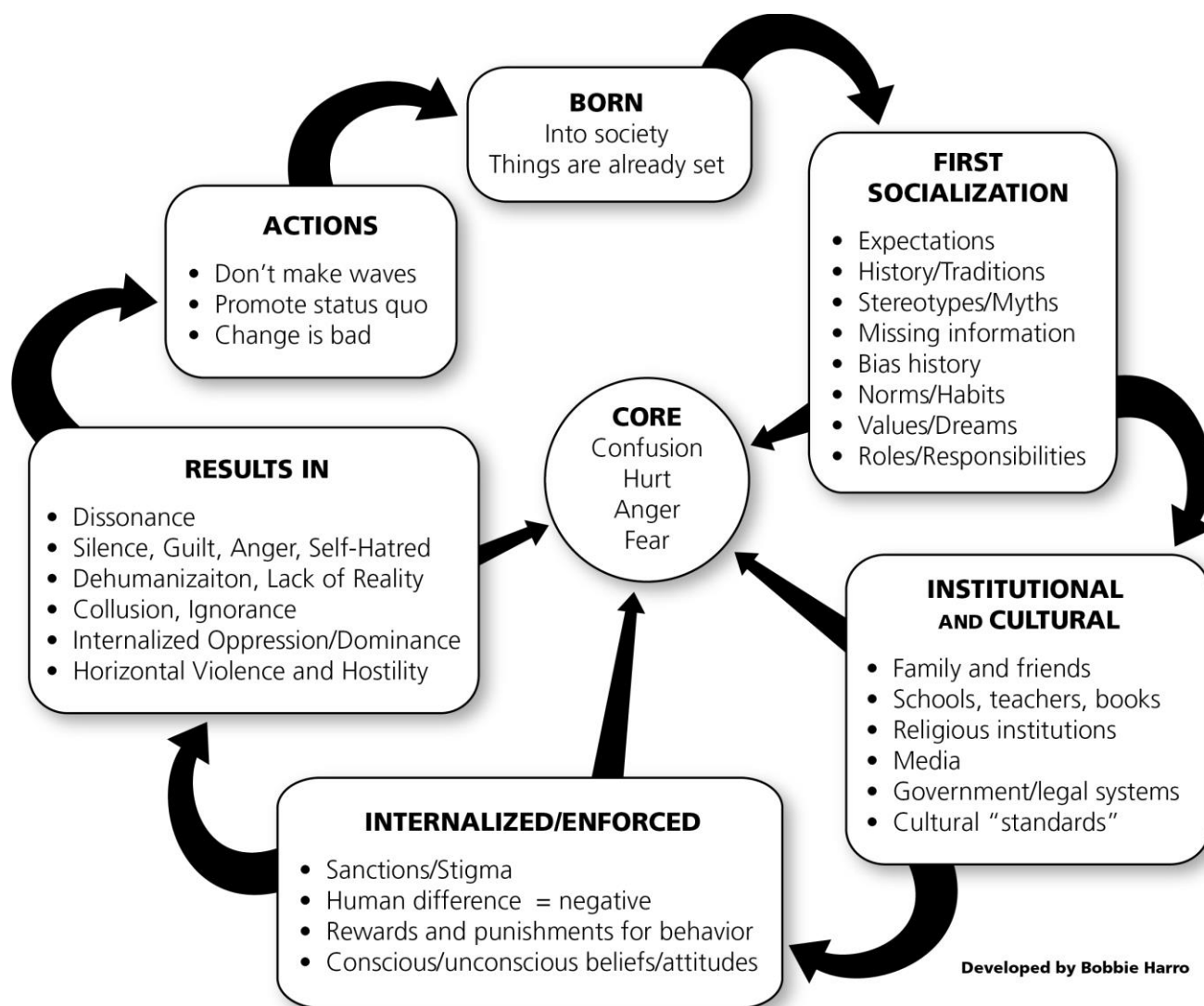
#### **F. My self-work as an Inclusion Partner**

- \_\_\_\_\_ 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.

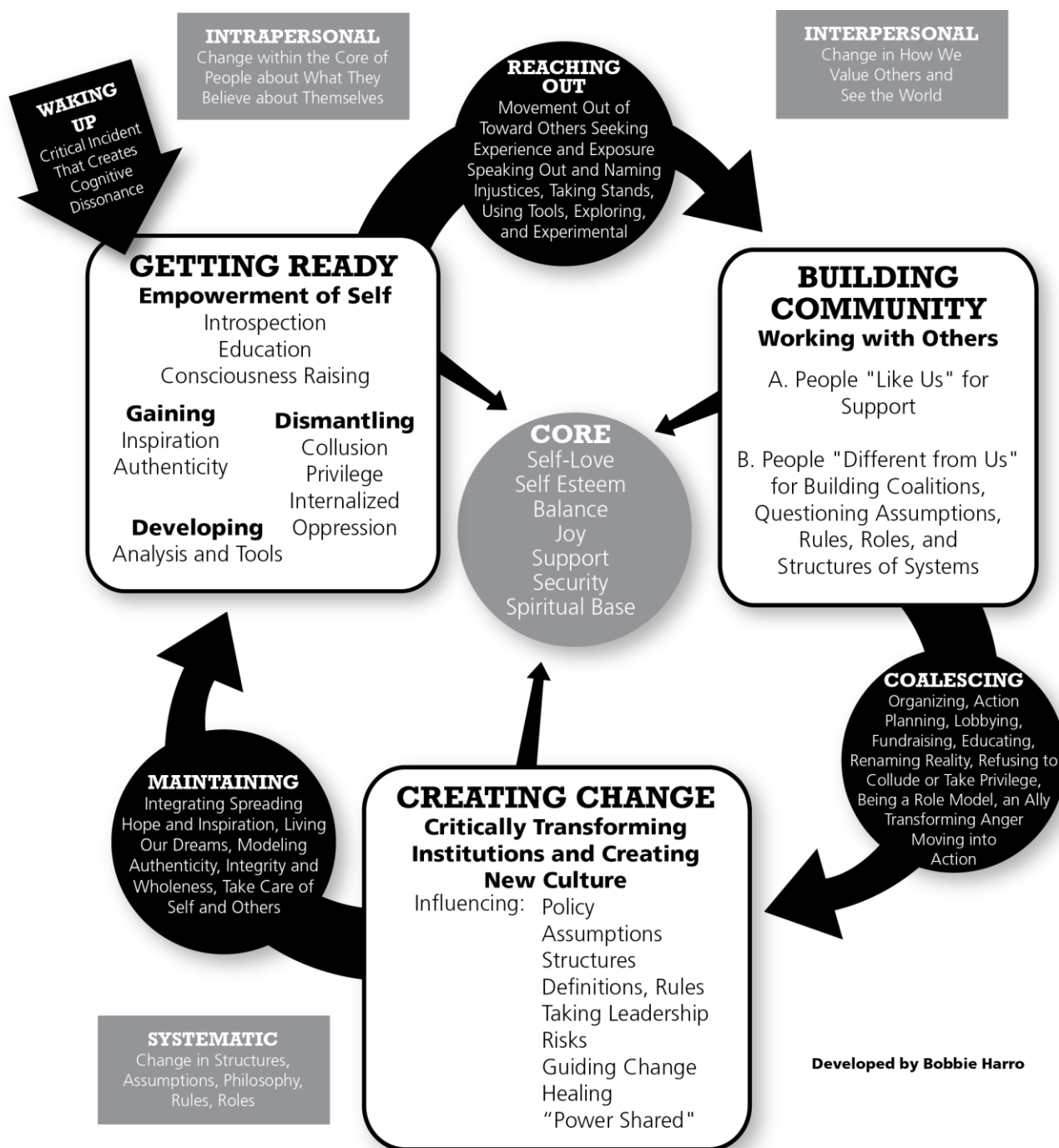
## CYCLE OF SOCIALIZATION,

Bobbi Harro, Ed.D



## CYCLE OF LIBERATION

Bobbi Harro, Ed.D





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

## 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](http://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201011/microaggressions-more-just-race)

### Microaggressions: Characteristics

- Everyday 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

## A Time You Responded Effectively

**Directions:** Below, write about a recent exclusionary situation/microaggression and how you responded in effective, productive ways that aligned with your core values and furthered organizational goals.

- What happened?
- How did you feel?
- What did you do?
- What was productive about your response? How did it positively impact others? And advance organizational goals?
- As you look back, what do you believe helped you respond effectively in this situation?

## What Could You Do?

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 manager 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 after us."
34. When someone points out the racist comment a colleague just made, their 1<sup>st</sup> 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 manager 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 translating key forms and policies into the most common 1 <sup>st</sup> 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 1<sup>st</sup> or 2<sup>nd</sup> 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 2<sup>nd</sup> 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.

## Examples of Microaggressions

Microaggression	Bias and/or assumptions possibly fueling the comment or behavior
1. Woman clutches her purse as a dark-skinned man gets on the elevator.	
2. Wait person overlooking person in a wheelchair and seating the couple standing behind them.	
3. Store clerks following around customers of color while white customers are eagerly asked if they need any help.	
4. Younger people being ignored or talked over in group discussions.	
5. People who are able-bodied who will either not make eye contact with a person with a disability or just stare at them.	
6. Group project work where men only talk to men; whites only talk to other whites; and overlook, don't engage members of marginalized groups.	
7. Female team members are always asked to take notes or make coffee.	
8. Newer employees being told to "keep quiet and learn the ropes."	
9. A supervisor who 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.	
10. Saying to someone with a disability, "I'm not sure you're ready for a higher leadership position."	
11. An employee "jokingly" draws a swastika on a poster.	
12. A female supervisor is assumed to be the secretary of the department.	
13. A manager assumes all staff are Christian, "We all want to be off to get ready for Christmas, we'll have to discuss who will cover the office."	
14. People who react negatively when they see a woman wearing a veil/hijab.	
15. A supervisor who stands very close to a female employee. As she backs away, the supervisor moves closer.	
16. The project manager often announces new 8am meetings with only a day's notice.	
17. Looking a woman up and down, staring at her breasts.	
18. A senior leader who decides not to interview an employee with 25 years of experience and a college degree for a promotion to a manager position.	
19.	
20.	

## Examples of Microaggressions in Your Organization

	Microaggression	Impact	Intent
1.			
2.			
3.			
4.			
5.			
6.			

## Common Unproductive Reactions During Difficult, Triggering Situations

### **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

## Common Fears

**Directions:** Check-off any of the following fears that you have felt or anticipate as you engage in difficult conversations.

1. What if I make a mistake?
2. What if I say something stereotypic or biased?
3. Will I be seen as a fraud?
4. What if I can't handle a situation?
5. If I don't manage this well, will people could get hurt...
6. If I don't manage this well, it might hurt my relationships with others
7. Am I making this worse?
8. Am I ready to participate in this discussion?
9. People will get defensive and I won't know how to respond.
10. The conversation will "get out of control."
11. People will get too emotional and I won't have the skills to manage the situation.
12. I don't know enough to engage in the conversation effectively.
13. If I don't do this well, I'll let people down.
14. "Things won't change."
15. My comments will be dismissed.
16. I'll feel triggered by someone's comments or behaviors.
17. My personal opinions and behaviors will become the focus of the conversation.
18. I will lose credibility and be seen as less competent.
19. If I am too confrontational, there will be repercussions.
20. People will be disappointed in me.

## 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	WHAT COULD YOU DO?

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

## Four (4) Types of Panning Responses

### 1. **Redirect:**

**Refocus the group without any reference to the current group dynamics**

- I'd like to move on to the next agenda item.
- Getting back to what we were talking about...

### 2. **Indirect:**

**A more vague, general comment to refocus the group on the topic and effective group dynamics.**

Pose possibilities:

- It might be useful...
- I'd suggest we consider...
- One way to proceed could be...
- It may be more productive right now to...

### 3. **Direct:**

**Acknowledge the current situation, and/or the uninclusive or disrespectful dynamic**

State your thought or opinion:

- I think that... I need...
- I believe it's important that...

Share your observation directly:

- I noticed that every time we start to talk about our team dynamics, someone shifts the conversation away from the topic.
- I'm noticing that the only time we talk about our group effectiveness is when I bring it up.
- I've noticed that when we started to discuss our dynamics, a number of folks look down, start writing notes...I'm curious what others have noticed? And what is going on for folks?

### 4. **Connect:**

**Invite others to connect to what you are saying, and share what they notice**

- Anyone connect to what I am saying?
- I'm curious what others are noticing?

## 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 inside and outside organization
- 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*, Difference Press.

## 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 leaders and staff 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

## 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.

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## 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 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 Feel 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....

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## 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

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## Privileged and Marginalized Groups

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

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

## 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 Differential 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!

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## 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.*

## Navigating “Hot Buttons” and Triggering Situations

### Characteristics of a Triggering Event

Any stimulus, either external or internal to the person, through which they experience an emotional reaction that may have some or all of the following characteristics:

- unexpectedness, the person is surprised by the arousal of their feelings
- strong intensity of feelings, the person experiences their emotions as overwhelming and disproportionate to the original stimulus
- disorienting, the person is disoriented and distracted from the flow of the workshop and the planned agenda: “stopped in their tracks”
- feeling out of control and overwhelmed by the situation
- feeling “de-skilled” and reacting less effectively
- requiring extra effort to manage the situation effectively



## Common Examples of Triggering Events

**Directions: Use a 0-10 scale to rate how much of a hot button or “trigger” each of the following is for you when you are engaging in dialogues about issues of equity & inclusion.**

- 0 = no emotional reaction
- 1 -2 = mild level of emotional reaction
- 3-4 = low-moderate degree of emotional reaction
- 5-6 = moderate degree of emotional reaction
- 7-8 = high degree of emotional reaction
- 9-10 = extremely high level of emotional reaction

### **Identifying my common EXTERNAL triggers**

#### **A. When someone:**

- \_\_\_ 1. makes an insensitive, stereotypic, or offensive comment
- \_\_\_ 2. acts in ways that are classist, racist, sexist, homophobic, etc.
- \_\_\_ 3. interrupts or speaks over me or the participants
- \_\_\_ 4. dismisses my point or that of a participant
- \_\_\_ 5. demonstrates disruptive behavior including joking, side conversations, or laughing at me or participants
- \_\_\_ 6. makes snide or sarcastic comments
- \_\_\_ 7. is belittling or demeaning
- \_\_\_ 8. demonstrates domineering or controlling behavior
- \_\_\_ 9. demonstrates bullying or threatening behavior
- \_\_\_ 10. is arrogant or self-righteous
- \_\_\_ 11. is patronizing or condescending
- \_\_\_ 12. has a very blunt or impersonal style
- \_\_\_ 13. has an aggressive or forceful style
- \_\_\_ 14. tries to derail the planned format and agenda
- \_\_\_ 15. refuses to participate in the discussion or the activity
- \_\_\_ 16. is silent, shut down or withdrawn
- \_\_\_ 17. is “set in their ways” and unwilling to shift their perspective
- \_\_\_ 18. will only focus on their intent, and not the impact of their behavior
- \_\_\_ 19. refuses to consider feedback from me or others

- \_\_\_ 20. is crying and expressing deep emotions of pain or grief
- \_\_\_ 21. is expressing deep anger or rage
- \_\_\_ 22. is engaged in an intense, emotional conflict with me or others
- \_\_\_ 23. challenges the validity of the information or statistics being presented
- \_\_\_ 24. strongly disagrees with what I am saying
- \_\_\_ 25. questions the usefulness of an activity or a discussion
- \_\_\_ 26. criticizes my style, design, or approach
- \_\_\_ 27. questions my competency as the facilitator
- \_\_\_ 28. calls me classist, racist, sexist, homophobic, etc.
- \_\_\_ 29. criticizes or minimizes efforts related to equity, inclusion, and social justice
- \_\_\_ 30. dismisses the conversation as “political correctness”
- \_\_\_ 31. portrays themselves as the “victim” of “reverse discrimination”
- \_\_\_ 32. proclaims that they are “a good one” without acknowledging their unearned privilege
- \_\_\_ 33. continually points out what others do that is oppressive without acknowledging their own participation in the dynamics of oppression
- \_\_\_ 34. shifts the conversation away from their privileged group and to their marginalized group
- \_\_\_ 35. only engages in the conversation out of marginalized identities
- \_\_\_ 36. “coaches” members of marginalized groups on how to act, think and feel
- \_\_\_ 37. is colluding with their own oppression, “going along to get along”
- \_\_\_ 38. defends members of privileged groups who are acting out of privilege or prejudice
- \_\_\_ 39. publicly criticizes other members of their marginalized group(s)

#### **B. For me, when**

- \_\_\_ 40. I make a mistake or error
- \_\_\_ 41. I do or say something biased, offensive or oppressive
- \_\_\_ 42. I do not know the answer to a question
- \_\_\_ 43. I fear I do not know how to effectively respond in a situation
- \_\_\_ 44. I start to cry or lash out in anger
- \_\_\_ 45. I believe the conversation is about to “get out of control”

**C. When a colleague:**

- \_\_\_ 46. is triggered and experiencing deep emotions
- \_\_\_ 47. mismanages an activity or makes an ineffective intervention
- \_\_\_ 48. makes an offensive or stereotypic comment
- \_\_\_ 49. changes the planned agenda without checking in with me
- \_\_\_ 50. steps in as I am leading and takes over
- \_\_\_ 51. tries to “correct,” coach, or criticize me in front of the group
- \_\_\_ 52. is silent and “disappears” during a group discussion in which they are a member of the privileged group
- \_\_\_ 53. is silent and “disappears” during a group discussion in which they are a member of the marginalized group
- \_\_\_ 54. takes credit for my ideas or work

**Additional common hot buttons and triggers for you:**

## Journaling: The Triggering Event Cycle

**Directions:** Choose one situation when **you were not satisfied** with how you reacted when you felt triggered when engaging in authentic dialogue about issues of diversity, equity, inclusion, and social justice.

**1. What was the specific situation in which you felt triggered (Step 1)?**

**2. What were some of your intrapersonal roots fueling your triggered reactions? (Step 2)** (see next page)

**3. How did you make meaning of the situation? What “story” did you make up about what you thought was happening (Step 3)?**

**4. How did you know you were triggered (Step 4)?**

\*physiological reactions:

\*self-talk/thoughts:

\*feelings:

\*unconscious behaviors or responses:

**5. What were your intentions and motives? Hoped for outcome? What were you trying to accomplish (Step 5)?**

\*unproductive motives:

\* more productive motives:

**6. How did you react when you were triggered? Please note both your actions as well as your intrapersonal processes, such as your feelings and fears, thoughts and “self-talk” (Step 6)?**

\* less effective reactions/responses: \*more effective reactions/responses:

**7. How was your effectiveness impacted by feeling triggered? How did your reactions impact you? Others (Step 7)?**

## Intrapersonal “Roots” of Triggering Events

### **Directions:**

Think about your triggering event. What do you believe were the various factors or “roots” that contributed to your feeling triggered?

- 1. Current life issues and dynamics (fatigue, illness, crises, stressors, etc.)**
  
- 2. Cumulative impact of recent experiences: Does this situation remind you of recent events?**
  
- 3. Unfinished business, unresolved or unhealed past issues, traumas, and “wounds:” Does this person remind you of anyone? Does this situation remind you of past traumas?**

### **4. Fears (check-off all that are related and add any others)**

- |   |   |
|---|---|
| <input type="checkbox"/> My personal issues will become the focus of the conversation: all eyes will be on me.                | <input type="checkbox"/> I won't be able to express myself clearly; I'll be misunderstood.  |
| <input type="checkbox"/> I will lose credibility and be seen as less competent.   | <input type="checkbox"/> If I am too confrontational or angry, then people will judge me, be mad at me, reject me, ostracize me, etc. |
| <input type="checkbox"/> If I cry and show emotion, people will think less of me.... I won't be able to manage the situation. | <input type="checkbox"/> I will be seen as incompetent and “not good enough.”   |
| <input type="checkbox"/> The conversation will “get out of control.”  | <input type="checkbox"/> They will see how prejudiced I really am.  |
| <input type="checkbox"/> People will get too emotional and I won't have the skills to manage the situation.                   | <input type="checkbox"/> I'll let people down and disappoint them.  |
| <input type="checkbox"/> I won't know enough about the issue to engage in conversation.                                       | <input type="checkbox"/> People won't like me or approve of me.   |
| <input type="checkbox"/> If I challenge this issue, I will be all alone without any support.                                  | <input type="checkbox"/> Things won't change.   |
|   | <input type="checkbox"/> I will make a mistake and be wrong.  |
|   | <input type="checkbox"/> People will be disappointed in me.   |
|   | <input type="checkbox"/> If I don't handle this well, people could feel uncomfortable...be hurt.                                      |
|   | <input type="checkbox"/> Things will be worse off than before.  |



**5. Unmet Universal Needs/What I value\*** (check-off all that are related and add any others)

- |  |   |
|--|---|
| <input type="checkbox"/> Respect, dignity                | <input type="checkbox"/> Harmony, peace...                    |
| <input type="checkbox"/> Trust                           | <input type="checkbox"/> Safety, security                     |
| <input type="checkbox"/> Planning, order                 | <input type="checkbox"/> Integrity                            |
| <input type="checkbox"/> Fairness                        | <input type="checkbox"/> Innovation and creativity            |
| <input type="checkbox"/> Clarity, understanding          | <input type="checkbox"/> Ease and simplicity                  |
| <input type="checkbox"/> Openness, honesty               | <input type="checkbox"/> Connection                           |
| <input type="checkbox"/> Direct communication            | <input type="checkbox"/> Mutuality, partnering, collaboration |
| <input type="checkbox"/> Respectful disagreement         | <input type="checkbox"/> For approval                         |
| <input type="checkbox"/> Recognition, acknowledgement    | <input type="checkbox"/> For acceptance, belonging            |
| <input type="checkbox"/> Appreciation                    | <input type="checkbox"/> Inclusion                            |
| <input type="checkbox"/> Competence, effectiveness       | <input type="checkbox"/> Consideration                        |
| <input type="checkbox"/> Success, to make a difference   | <input type="checkbox"/> Dependability, follow-through        |
| <input type="checkbox"/> To be kept informed and updated |   |

**6. Ego-driven desires** (check-off all that are related and add any others)

- |   |  |
|---|--|
| <input type="checkbox"/> To assert, regain my power and authority   | <input type="checkbox"/> To be seen as the expert, smart         |
| <input type="checkbox"/> To have control                            | <input type="checkbox"/> To prove I am competent                 |
| <input type="checkbox"/> To win the argument; prove them wrong      | <input type="checkbox"/> To gain prestige and status             |
| <input type="checkbox"/> To get my way                              | <input type="checkbox"/> To be admired; avoid disgrace           |
| <input type="checkbox"/> To make people change; "fix" them          | <input type="checkbox"/> To be liked                             |
| <input type="checkbox"/> To make people learn                       | <input type="checkbox"/> To fit in                               |
| <input type="checkbox"/> To be right                                | <input type="checkbox"/> To be seen as a "good one," an ally     |
| <input type="checkbox"/> To shut them down, put them in their place | <input type="checkbox"/> To be perfect                           |
| <input type="checkbox"/> To make them feel the pain and hurt I feel | <input type="checkbox"/> To gain certainty and predictability    |
|   | <input type="checkbox"/> For everyone to feel happy              |
|   | <input type="checkbox"/> To avoid deep emotions and conflict     |
|   | <input type="checkbox"/> To make others engage as I want them to |

**7. Biases, assumptions, expectations, shoulds, and judgments**

**\*This section was enhanced by the work of Marshall Rosenberg (2005). Nonviolent Communication.**

### Step 3: Shift Your “Story” of What You Think is Happening

Step 3: The “story” I make up about what I think is happening	Given this story, how I would feel and, possibly, react less effectively	1-2 alternative stories that leave me feeling curious, compassionate, and/or caring

#### Identify Less Productive, “Negative” Intentions (Step 5), such as:

- win the argument
- get even; get them back
- to be right; prove the other person wrong
- to prove you are competent, smart
- assert your power and authority
- gain status and prestige; be admired
- be in control
- intimidate the other person
- “put them in their place,” shut them down
- punish the other person
- embarrass or put down
- make them feel the pain and hurt you feel
- change the other person’s views, feelings or behaviors
- to make people learn
- trick and “out fox” the other person
- keep the conversation “under control”
- avoid intense emotions: in self and others
- make everyone feel happy and harmonious
- avoid feeling or being viewed as “incompetent”
- control how others feel about you
- to be seen as a “good one,” an ally
- use the current opportunity to “right the wrongs” you experienced in the past
- change the other person to account for times you either didn’t or couldn’t shift oppressive dynamics earlier in your life
- ignore them
- seek approval of others
- to be liked, to fit in
- avoid confrontation and conflict

## Step 5: Shift Your Intentions

My less productive, “negative” intentions	More productive, effective intentions	How I might respond more productively, effectively

### **When You Feel Triggered, Shift Your Intentions to Align with Your Inclusion Values:**

- create greater inclusion
- leave people feeling whole
- engage in respectful dialogue
- do no harm
- “go with the flow;” trust the process
- deepen learning and growth
- meet the people “where they are” without judgment
- use the triggering moment to deepen understanding
- relate in to the person; connect with them
- create space for honest, authentic dialogue
- invite people to learn from the situation
- model the social justice behaviors you espouse - authenticity, empathy, self-reflection, engagement...
- model skills to navigate triggering moments: scan yourself, identify unmet needs, shift self-talk, stress-management, realigning intentions, exploring intrapersonal roots...
- facilitate open, honest discussion
- create space for the other person to express their feelings, perceptions
- deepen understanding across differences
- identify the deeper issues fueling the feelings, perceptions and behaviors of others
- create safety for the expression of differing viewpoints
- treat others with respect and dignity
- encourage more people to engage in the dialogue
- support people to disagree with each other in respectful ways
- model effective recovery skills after making an inappropriate comment or when your behavior results in negative impact
- re-establish credibility with the person/group
- identify inappropriate behaviors and explore the negative impact
- interrupt unproductive, inappropriate behaviors and group dynamics
- take time to “gather oneself,” navigate personal emotions, gain perspective...
- build a “bridge” and a connection with the other person
- encourage identity development and growth
- demonstrate compassion and empathy

## **3 Phases of Organizational Change**

Source: EYCA Associates

### **Phase I: Increase Awareness & Commitment**

### **Phase II: Build Internal Capacity**

### **Phase III: Infuse Equity & Inclusion into Everything We Do**

## 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.noellevitz.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](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.

## Multicultural Organizational Development (MCOB) Goals

Jackson & Hardiman (1994)

- **Eliminate** exclusion and inequity
- **Recognize, value, and maximize** the benefits of social diversity **AND**
- **Create/revise** policies, programs, and services to meet the needs and support the success of the increasingly diverse client, leader and staff populations
- **(Prepare** and develop the next generation of leaders)

### **A Multicultural Organization**

Bailey Jackson, Ed.D., and Rita Hardiman, Ed.D.

Use the following 0-10 scale to assess the current state of your organization:

0 = Not at all. .... 10 = Completely

- \_\_\_ 1. Clear **commitment** to create an inclusive organization.
- \_\_\_ 2. Seeks, develops, and values the **contributions and talents of all employees**.
- \_\_\_ 3. Includes **all members as active participants** in decisions that shape the organization.
- \_\_\_ 4. **Employees reflect diverse social and cultural groups** throughout all levels of the organization; and **demonstrate the multicultural competencies** to serve the increasingly diverse populations.
- \_\_\_ 5. **Acts** on its commitment to **eliminate** all forms of **exclusion/discrimination** within the organization, including racism, sexism, heterosexism, ageism, classism, ableism, religious oppression, etc.
- \_\_\_ 6. Follows through on **broader social and environmental responsibilities**.



## **MCOD Developmental Stage Model\***

### **MONOCULTURAL ORGANIZATIONS**

#### **Stage 1: The Exclusionary Organization**

- Openly maintains the privileged group's power and privilege
- Deliberately restricts membership
- Intentionally designed to maintain dominance of one group over others
- Overt discriminatory, exclusionary, and harassing actions go unaddressed
- Unsafe and dangerous environment for marginalized group members
- Monocultural organization

#### **Stage 2: "The Club"**

- Maintains privilege of those who have traditionally held power and influence
- Monocultural norms, policies, and procedures of privileged culture viewed as the only "right" way: "business as usual"
- Privileged culture institutionalized in policies, procedures, services, etc.
- Limited number of "token" members from other social identity groups allowed in IF they have the "right" credentials, attitudes, behaviors, etc.
- Engages issues of diversity and social justice only on club member's terms and within their comfort zone

### **NON-DISCRIMINATING ORGANIZATIONS**

#### **Stage 3: The Compliance Organization**

- Committed to removing some of the discrimination inherent in the Club organization
- Provides some access to some members of previously excluded groups
- No change in organizational culture, mission, or structure
- Focus: Do not make waves, or offend/challenge privileged group members
- Efforts to change profile of workforce (at bottom of organization)
- Token placements in staff positions: Must be "team players" and "qualified"
  - \* Must assimilate into organizational culture
  - \* Must not challenge the system or "rock the boat"
  - \* Must not raise issues of sexism, racism, classism, heterosexism...

#### **Stage 4: The Affirming Organization**

- Demonstrated commitment to eliminating discriminatory practices and inherent advantages
- Actively recruiting and promoting members of groups that have been historically denied access and opportunity
- Providing support and career development opportunities to increase success and mobility of members of groups that have been historically denied access and opportunity
- Employees encouraged to be non-oppressive through awareness trainings
- Employees must assimilate to organizational culture

### **MULTICULTURAL/INCLUSIVE ORGANIZATIONS**

#### **Stage 5: The Redefining Organization**

- Continuously in meaningful development and transition
- Actively making progress towards developing an inclusive organization
- Moving beyond “nondiscriminatory,” “non-oppressive” to proactively equitable and inclusive
- Actively making significant progress towards creating environments that “value and capitalize on diversity”
- Actively making significant progress towards ensuring full inclusion of all members to enhance growth and success of organization
- All are expected to question limitations of & revise organizational culture and climate to create greater equity and inclusion for all: mission, policies, programs, structures, operations, services, management practices, etc.
- Engages and empowers all members in redesigning and implementing policies, practices, services and programs to: redistribute power/authority; ensure the inclusion, participation, and empowerment of all members; and meet the needs of the increasingly diverse populations served by the organization

#### **Stage 6: The Multicultural Organization**

- Mission, values, operations, and services reflect the contributions and interests of the wide diversity of cultural and social identity groups
- Leaders and members act on the organizational commitment to eradicate all forms of oppression within the organization
- Members across all identity groups are full participants in decision-making
- Actively works in larger communities (regional, national, global) to eliminate all forms of oppression and to create multicultural organizations

**\*Sources:**

- Jackson, B. W (2006). Theory and practice of multicultural organization development. In Jones, B. B. & Brazzel, M. (Eds.), *The NTL Handbook of Organization Development and Change* (pps. 139-154). San Francisco, CA: Pfeiffer.
- Jackson, B. W., & Hardiman, R. (1994). Multicultural organization development. In E. Y. Cross, J. H. Katz, F. A. Miller, & E. W. Seashore (Eds.), *The promise of diversity: Over 40 voices discuss strategies for eliminating discrimination in organizations* (pp. 231-239). Arlington, VA: NTL Institute.
- Jackson, B. W. and Holvino, E. V. (1988, Fall), Developing multicultural organizations, *Journal of Religion and Applied Behavioral Science* (Association for Creative Change), 14-19.
- Marchesani, L. S. and Jackson, B. W. (2005), Transforming higher education institutions using Multicultural Organizational Development: A case study at a large northeastern university. In M. L. Ouellett (Ed.), *Teaching inclusively: Resources for course, department and institutional change in higher education* (pp. 241-257). Stillwater, OK: New Forums Press.

## Indicators of Your Assigned Stage of MCODE

**Directions:** Use the following questions to discuss your assigned MCODE Stage. Make notes and be prepared to share insights and examples.

1. **Demographics** and **degree of multicultural competence** of leaders, managers, and employees
  
2. **Overall culture** of the organization: morale, conflict/tension, written and unwritten rules, etc.
  
3. **Common patterns of behaviors, attitudes, and feelings** of members of privileged and marginalized groups?
  
4. **Common practices/results/impact:** decision-making, communication, recruitment, retention, professional development, supervision, programs, services, etc.
  
5. **What are 2-3 generic/anonymous examples** that illustrate the indicators of this Stage?
  - 
  
  - 
  
  -

## Indicators of a Redefining/Multicultural Organization:

### Stage 5-6

#### Goals:

- ***To engage the entire department/division/organization in a new kind of open dialogue about what it means to create and maintain the new, inclusive organization. To continually innovate, try new strategies, assess impact, and redesign programs, policies, and practices as needed.***
- ***To continually reassess the current state and organizational needs, and implement change as needed to ensure the goals of diversity, equity, and inclusion are achieved in the department/division/organization.***
- Continuously in meaningful development and transition
- Actively making progress towards developing an inclusive organization
- Moving beyond “nondiscriminatory,” “non-oppressive” to proactively equitable and inclusive
- Actively making significant progress towards creating environments that “value and capitalize on diversity”
- Actively making significant progress towards ensuring full inclusion of all members to enhance growth and success of organization
- All are expected to question limitations of & revise organizational culture and climate to create greater equity and inclusion for all: mission, policies, programs, structures, operations, services, management practices, etc.
- Engages and empowers all members in redesigning and implementing policies, practices, services and programs to: redistribute power/authority; ensure the inclusion, participation, and empowerment of all members; and meet the needs of the increasingly diverse populations served by the organization

## A. Leadership

1. Leaders regularly discuss and communicate the division's and the department's vision and commitment to equity and inclusion for all leaders and staff to:
  - a. Create and maintain a safe, inclusive, and equitable work environment that:
    - i. actively engages and includes all staff,
    - ii. supports the full participation and success of all staff,
    - iii. is responsive to the needs of the increasingly diverse staff population,
    - iv. actively eliminates all forms of discrimination, exclusion, and oppression in the workplace.
  - b. Develop, implement, and continually assess policies, structures, programs, practices, and services that:
    - i. support the persistence, success, and graduation of the full breadth of staff and leaders in the organization,
    - ii. are responsive to the needs of the increasingly diverse client population,
    - iii. actively eliminates all forms of exclusion, discrimination, and oppression.
  - c. Hire and retain a racially diverse, culturally competent staff throughout all levels of the organization that (at a minimum) reflects the demographics of the student population across the breadth of differences.
2. Leaders regularly discuss the "business case" ~ compelling reasons why the division's and the department's focus on diversity, equity and inclusion is central to the achievement of their overall divisional strategic goals.
3. Leaders regularly share their personal passion and commitment to achieving the diversity, equity, and inclusion goals.
4. Leaders regularly communicate clear guidelines for expected behavior and clear consequences for exclusionary practices, inappropriate behavior, negligence, etc.
5. Leaders ensure the policies and procedures about workplace safety, harassment, hate crimes, non-discrimination, and inclusion are widely communicated, discussed, and enforced throughout the organization.

6. Leaders ensure that there are safe, confidential processes for reporting and resolving grievances, harassment, etc.
7. Leaders regularly attend programs and meetings exploring issues of inclusion and equity on campus and in the division.
8. Leaders develop and communicate a clear, concise list of multicultural competencies that all staff are expected to demonstrate in their daily work responsibilities.
9. Leaders demonstrate these core multicultural competencies in all aspects of their work activities.
10. Leaders ensure the successful completion of an annual comprehensive cultural audit (snapshot) of their division/department, including gathering baseline data; assessing policies, procedures, programs and services; analyzing demographic and assessment data; and developing measures of success.
11. Leaders engage department staff in dialogues about the results of the cultural audit (snapshot) and the recommendations for improvements.
12. Leaders meet quarterly with other department leaders to:
  - a. Review the current state of equity and inclusion within the division, and within each department
  - b. Develop plans for continuous improvement
13. Leaders provide needed resources and organizational infrastructure to ensure the success of equity and inclusion goals.
14. Leaders hold their direct reports and staff accountable for meeting the diversity, equity, and inclusion goals.
15. Leaders hold periodic open forums with staff to honestly discuss the current work climate and progress towards achieving diversity, equity and inclusion goals.

16. Leaders seek honest feedback from colleagues, members of their department, and clients about:
- a. Their effectiveness as a leader on issues related to diversity, equity and inclusion
  - b. The effectiveness of their staff on issues related to diversity, equity and inclusion

## **B. Planning and Decision-making**

1. Planning processes intentionally include input from clients and staff who are affected by the potential decisions and those who are involved in implementing the decisions.
2. Decisions are based on current data and input from a full range of stakeholders (i.e., climate and satisfaction surveys; utilization data; focus group data; input from open forums; etc.)
3. Decision-makers use the following prompts as they work to minimize any unintended 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 clients, staff, and leaders from various and intersecting privileged and marginalized groups?
  - How might this inadvertently advantage some and disadvantage others?
  - How can we make this more inclusive for members of various and intersecting social identity groups?

## **C. Supervision**

1. Supervisors regularly discuss their commitment to the inclusion and equity vision and goals with direct reports, individually and as a team.
2. Supervisors regularly attend programs and meetings exploring issues of inclusion and equity in the division and organization.
3. Supervisors demonstrate the divisional/departmental core multicultural competencies in all aspects of their work activities.



4. Supervisors communicate these multicultural competencies to their team members and work with each individual staff member to develop a comprehensive professional development plan to demonstrate continuous progress towards demonstrating these competencies.
5. Supervisors require direct reports to set clear, measurable and realistic inclusion and equity goals for their areas of responsibility.
6. Supervisors regularly assess the progress of direct reports on their inclusion and equity professional development goals, individual performance goals, and departmental goals.
7. Supervisors regularly discuss departmental progress towards equity and inclusion goals with direct reports and departmental staff.
8. Supervisors require their staff to participate in the cultural audits (snapshot) at the division and department level.
9. Supervisors work collaboratively with members of the department to review the results of the cultural audits (snapshot) and develop plans to:
  - a. Improve the work environment.
  - b. Align all policies, procedures, programs, and services with equity and inclusion goals.
10. Supervisors immediately respond to reports of inappropriate and/or offensive behaviors from staff in their department(s).

#### **D. Recruitment/Hiring**

1. Processes for recruiting and hiring are reviewed and revised annually to better achieve the goals of diversity, equity, and inclusion.
2. Staff continually expand their professional networks in the field and in the community to develop connections for marketing position openings, identifying potential candidates, etc.
3. Position announcements highlight the preferred multicultural competencies for the specific job responsibilities.

4. All stated “minimum requirements” are essential to the position.
5. Any educational or other credential(s) and years of experience are listed as preferred, unless mandated by laws or regulations.
6. Position announcement and list of preferred competencies are distributed to a wide range of organizations, colleagues, listservs, and publications to maximize the attraction of a racially diverse, culturally competent pool of candidates.
7. All members of Search Committees demonstrate core multicultural competencies in their roles and are committed to the divisional and department goals for diversity, equity and inclusion.
8. All Search Committees are diverse by race and other categories of diversity.
9. Hiring Manager and/or department leader meet with the Search Committee to discuss their commitment to hire a racially diverse, culturally competent staff.
10. Search Committee members receive training to minimize the potential that their biases will impact the selection process.
11. Search Committee members use position description and list of preferred competencies and experiences as a guide as they review resumes, select candidates for interviews, develop interview questions, and evaluate candidates after interviews.
12. Search Committee members and participants in interview processes present a realistic view of the position, the campus environment, as well as the surrounding community with respect to issues of diversity equity and inclusion.
13. Hiring manager works with Search Committee to create a formal process to support the successful orientation and transition of new hires to the campus and local community (i.e., create a “Transition Team;” develop a formal mentoring process for all new hires; develop a plan for the new hire to develop working relationships with department team members and campus partners; etc.)

### **E. Professional development**

1. All staff are required to annually assess their current level of multicultural competence and discuss goals for their professional development with supervisor.
2. All staff are required to participate in regular professional development activities to deepen multicultural competencies (trainings, workshops, courses, conferences, reading group, etc.)
3. Staff meet annually with supervisor to discuss their progress and revise development plans.
4. The division and departments sponsor regular professional development sessions for all staff to deepen their multicultural competencies across the full breadth of differences.

### **F. Performance management**

1. All staff are required to continually assess and increase their level of multicultural competence.
2. All staff are required to demonstrate multicultural competencies in their daily work activities.
3. Supervisors conduct a formal performance session annually with each direct report, as well as informal discussions about performance at least every 3 months.
4. Leaders conduct an annual division-level analysis of performance ratings to assess if there are disparities across race, gender, rank, etc.

### **G. Orientation and transition of new employees**

1. Supervisors conduct orientation and on-going transition meetings with all new employees to:
  - a. Review the division/department inclusion and equity goals
  - b. State their expectations for infusing inclusion into daily work practices
  - c. Identify current level of multicultural competence and plan professional development activities for the next 6-9 months

2. Supervisors meet regularly (weekly or bi-weekly) with new employees to explore:
  - a. How the employee is adjusting and integrating into the department/division
  - b. The employee's need for additional training, support and coaching
  - c. Any conflicts, misunderstandings or barriers they are encountering
  - d. Any needs for additional resources or information

#### **H. Promotions, Interim Appointments, and Re-appointments**

1. A candidate's ability to consistently demonstrate an advanced level of multicultural competence is a central criterion for all promotions, interim appointments, and re-appointments.
2. All processes for promotions/interim appointments are transparent, aligned with equity and inclusion goals, and developed in consultation with the divisional leader or her/his designee.

#### **I. Research/Data Collection/Measurement**

1. Departments regularly collect and analyze data (disaggregated by race, gender, year in school, etc.) on the effectiveness of their programs and services, including:
  - Satisfaction data from clients
  - Utilization data by clients
2. Departments annually collect and analyze disaggregated data about the work environment for staff. Assessment formats include focus groups, employee surveys, interviews, "skip level" meetings, etc.
3. Departments build a shared understanding of the practices that promote inclusion as well as those that result in indifference, exclusion and/or discrimination.

## Steps to Strategic, Sustainable Organizational Change

1. Gain **leadership commitment** and support
2. Form an **Inclusion Change Team**
3. **Clarify and communicate the vision** and institutional benefits of an inclusive, socially just organization: create a sense of urgency and an expectation for shared responsibility
4. **Conduct a Comprehensive Cultural Audit** to assess the current organizational dynamics and organizational readiness for systems change
  - Develop a deep understanding of the experiences of the multiple privileged and marginalized groups in the organization and in the community
  - “Map out” and assess the current organizational dynamics, climate, and structures (policies, practices, procedures, unwritten rules, norms)
5. **Identify the “Promising Practices”**
6. Top leaders and Inclusion Change Team **analyze data** from Cultural Audit and **develop Strategic Plan**
7. **Implement strategic activities**, including **accountability structures**
8. **Evaluate progress and revise** Strategic Plan and activities as needed

## Facilitating Progress Through the Stages of Multicultural Organization Development (abbreviated version)

**Directions:** *Start at the MCOD Stage you have chosen that best reflects the current state of your organization. Review the Strategic Actions and use the following symbols:*

- (v) any Strategic Actions that are currently in process
- (-) any Strategic Actions that are in planning stage
- (\*) any Strategic Actions that seem possible and useful

*Then review the Stages before and after using the same symbols.*

### **Stage 1: The Exclusionary Organization**

***Strategic Actions: The goal is to assess the current state, increase safety, decrease exclusionary and discriminatory practices, and make environment far less dangerous for the physical and psychological well-being of members.***

- Build a shared understanding of the current exclusionary practices and behaviors.
- Gather data about the impact of status quo on members of the department/division, organization, and the reputation of the institution
- Identify any internal and external demands, “levers for change” to shift the status quo (i.e., recent bias incidents, mission and values of the organization, current or potential lawsuits, drop in recruitment and retention, state and national priorities).
- Increase visibility of leaders reinforcing their commitment to create a safe, inclusive organizational environment.
- Identify and communicate clear expectations for expected behaviors and consequences for exclusionary behaviors.
- Ensure that all leaders, managers, and staff participate in required related trainings, including sexual harassment training, grievance procedures, etc.
- Continually monitor and report on efforts and outcomes to create greater safety for all groups in the department/division/organization.
- Gather good practices and benchmarks from peer institutions.
- Identify and work to resolve gaps between current mission/values statements and policies/reporting procedures (i.e., non-discrimination policy, hate crimes policy, sexual harassment, personnel grievances, etc.)

## **Stage 2: “The Club”**

***Strategic Actions: Goals ~ Continue to eliminate discrimination and harassment in the department/division/organization and institutionalize policies and practices to increase the safety of all organizational members. Begin to assess the current state and create the infrastructure to implement strategies to (a) create an inclusive department/division and organizational environment and (b) successfully recruit, retain and promote leaders and staff who demonstrate the skills and competencies to effectively create inclusive organizations provide programs and services to meet the needs of the increasingly diverse client populations you serve. Increase visibility of top leader commitment.***

- Continue and enhance work on all of the Strategic Actions in Stage 1, Exclusionary Organization.
- Create an Inclusion Change Team.
- Form the Change Team ~ Ensure that the membership represents a diagonal slice of the organization/department/division. Adjust members’ workload, as needed, to allow their full participation.
- Team development of Inclusion Change Team. Accelerate the skill and group development of the Change Team through retreats, in-depth equity/inclusion training, and authentic dialogue among members.
- Initial Assessment: Conduct a comprehensive Cultural Audit (clients, staff, leaders, local community members, strategic partners) including climate assessment, data on recruitment, retention, promotion, development and career pathing, performance ratings, demographics by job position and salary, grievances and hate crimes, assignments of stretch opportunities, infusion of equity and inclusion into professional development opportunities, etc.
- Feedback Session: Compile the data and conduct a Feedback Session with top leaders to diagnose results of Cultural Audit and discuss ways to ameliorate the exclusion and inequity.
- Examples of actions that could result from the Feedback Session:
  - Assess the current policies, processes, and practices and identify Discretionary Points where bias could enter these processes and create negative differential treatment by group membership for clients, staff and leaders.
  - Focus on influencing future recruiting efforts to hire leaders and mid-level managers with a demonstrated commitment and track record for creating inclusive organizational environments.
  - Revise, as needed, organizational mission, values statement, and Human Resources policies to address issues of inclusion directly and comprehensively.
  - Increase programs and workshops on equity and inclusion.

- Create a Mentoring Program for staff, high-potential employees, and new leaders from marginalized groups.
- Increase resources for programs and services that promote the adjustment, retention, and organizational success of marginalized groups.
- Leadership Team Development: Work with the top leaders to increase their capacity to demonstrate effective leadership of this Inclusion Strategic Plan.

### **Stage 3: The Compliance Organization**

***Strategic Actions: Goals ~ To build and implement an evidence-based Strategic Plan; increase the numbers of staff and leaders from marginalized groups; create structures to ensure they are welcomed, supported and embraced by the organizational community.***

- Continue to collect, analyze, and compare comprehensive data on climate, recruitment, retention, promotions, costs of status quo, etc.
- Top leaders and Inclusion Change Team develop a long-term Inclusion Strategic Plan; Measures of Success and milestones identified and communicated widely.
- Create meaningful dialogue among top leaders and members of marginalized groups and key allies.
- Create a “Reverse Mentoring” Program for top leaders and selected other key leaders ~ match leaders with a marginalized group member ~ goal of mentoring program is to both increase cultural competencies of leaders and support professional development and success of marginalized group members.
- Continue development and training of Leadership Team to increase depth of commitment and consistent demonstration of cultural competencies.
- Clarify and communicate clear expectations for quality of services and quality of organizational experience for all staff and leaders across group identity.
- Identify core competencies expected of all staff and leaders.
- Revise performance system to hold people accountable for demonstrating these cultural competencies.
- Implement a comprehensive initiative to increase the cultural competence of all staff and leaders.
- Integrate cultural competencies into Human Resources and all other training sessions.
- Form Unit Inclusion Change Teams that are linked to the organizational Inclusion Change Team.
- Examine and revise policies, practices, and structures to include the goals of inclusion and cultural competencies expected of all staff and leaders (i.e., job descriptions, department/division mission statements, decision-making processes,



protocol to respond to grievances, hate crimes and sexual assaults, performance evaluations, reward structures, marketing materials, recruiting practices, hiring practices, promotional processes, career development processes, etc.)

- Require Inclusion Plans from all leaders and managers that identify measurable strategies to meet Equity and Inclusion Goals.
- Implement a Mentoring Program for staff and leaders.
- Create meaningful opportunities for members of marginalized groups to meet.
- Create developmental opportunities for members of privileged groups to examine privilege, privileged culture, and explore their role in partnering to create change.
- Require all Search Committees to participate in an Equity & Inclusion workshop designed to eliminate discriminatory practices and increase the hiring of candidates who both demonstrate core cultural competencies and as an aggregate, reflect the group identities of those we serve, hope to serve.
- Examine and revise, as needed, all on-boarding and orientation/training programs of staff and leaders to address issues of equity and inclusion.

#### **Stage 4: The Affirming Organization**

***Strategic Actions: Goals ~ To continue to enhance the safety of all groups and increase the numbers of marginalized group members. Increase attention to access and strategies to ensure success for all staff and leaders. Increase skill and competencies of staff and leaders to create programs, services, and processes to increase engagement and success of increasingly diverse client populations.***

- Top leaders review division/institution-wide data on recruitment, retention, development, career pathing, and promotions every 6 months.
- Conduct Cultural Audits for individual departments and divisions.
- Conduct Feedback Sessions with leaders, managers, and staff to diagnose data from Cultural Audits of their area.
- Charge existing or develop a Task Force to work directly with leader to address issues raised in department/division Cultural Audits
- Train all staff and leaders on how to integrate equity and inclusion into their day-to-day activities.
- Train leaders and managers to identify and revise the “discretionary points” in policies, practices, and unwritten rules where bias and prejudice could result in negative differential impact and exclusion.
- Annual review by top leaders of Inclusion Plans from all leaders and managers in division/department.

- 6-month reviews by top leaders of Inclusion Plans from managers in unit.
- Innovative, effective practices shared across divisions.
- Reward system and processes developed and implemented for champions and areas that make significant progress towards Inclusion Goals.
- Develop the internal capacity of a core group of staff and leaders to effectively use an “Inclusion Lens” in day-to-day activities.
- Develop a group of Internal Trainers/Coaches who can facilitate equity and inclusion awareness and skill sessions across organization.
- Sponsor Dialogue Groups/ Intergroup Dialogue trainings to facilitate authentic dialogue and understanding among members of privileged and marginalized groups.

## **Stage 5: The Redefining Organization**

***Strategic Actions: Goals ~ To engage the entire department/division/organization in a new kind of open dialogue about what it means to create and maintain the new, inclusive organization. To continually innovate, try new strategies, assess impact, and redesign programs, policies, and practices as needed.***

- New norms of the Inclusive Organization are communicated widely.
- Revise performance and reward systems, orientation/on-boarding, and development/training programs to highlight key skills and competencies that support the new norms and inclusive culture.
- Annual analysis and revision of all policies, practices and procedures to eliminate any unintended differential impact and exclusion.
- Create structures to ensure that an “Inclusion Lens” is actively engaged in all planning and decision-making processes.
- Continue to influence all recruiting efforts of staff and leaders to ensure they demonstrate commitment and success in creating and maintaining inclusive organizational environments for all constituents.
- Enhance community outreach efforts and partnership initiatives.

## **Stage 6: The Multicultural Organization**

***Strategic Actions: Goals ~ To continually reassess current state and organizational needs and change as needed to ensure equity and inclusion in the department/division/organization.***

- Implement Continuous Improvement strategies.
- Conduct regular, comprehensive Cultural Audits.
- Revise policies, practices, and norms as needed to maximize inclusion.
- Initiate regional efforts to share good practices, increase inclusion in all regional institutions.
- Partner with local and state government leaders.
- Stay current on efforts of peer institutions and other organizations.
- Continue to influence all recruiting efforts of staff and leaders to ensure they demonstrate commitment and success in creating and maintaining inclusive organizations for all constituents.

### **\*Sources for MCO Theory and Stage Model:**

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## Analyzing Policies, Programs, Practices, and Services with an Inclusion Lens

Use the following questions to use an Inclusion Lens to analyze and revise various policies, programs, practices, and services.

1. Why might this be a **useful idea**?
2. By group membership, **whose needs might be met** by this practice or policy?
3. By group membership, **whose needs might not be met** by this practice or policy?
4. What groups **might** have **extra hurdles or barriers**?
5. What groups might be **unintentionally, negatively impacted** by this decision?
6. Might this policy or practice **unintentionally privilege** some groups and **disadvantage** or **create barriers** for others?
7. **Whose perspectives**, by group membership and experience, might be **useful to seek out** as we consider possible revisions to the practice or policy?

To reflect on recent decision-making processes, discuss:

1. Who was **at the table** when we made this decision?
2. By group membership, who was **not at the table**? Whose voices weren't represented?
3. **Whose input** did we use? What **additional input** could have helped create a better decision?
4. How did we **develop buy-in** from those who are impacted by or implemented the decision? How else could we have developed greater buy-in?

## Next Steps for Individuals and Teams

### 1. Complete a “scan” of yourself using the following questions:

**If people observed you for several days** (in meetings, as you interacted with colleagues and clients, scanned your office area, followed you on Facebook/Pinterest/Twitter, etc.):

- What might they assume about your commitment to equity & inclusion?
- What issues of diversity, equity, and inclusion would they assume you care about?

### 2. Begin a “scan” of your department’s physical environment, including office decorations, pamphlets, marketing, web site, office set-up, etc.

- Imagine you are coming into contact with your office for the first time.
- What impression do you have about the area's commitment to creating a welcoming, inclusive environment for all?
- Are all office areas and public spaces free of any offensive or insensitive images or materials?
- Scan specific visual items and note which ones contribute to a welcoming, inclusive environment, and which could be improved:
  - office decorations
  - pamphlets and other paper materials on display
  - web site statements, pictures/graphics, descriptions of programs and services, marketing
  - office set-up
- How accessible is the office space/web site for people with disabilities (mobility, visual, hearing, learning)?

### 3. Begin to review/analyze policies, programs, and services with an Inclusion Lens

- Who are we serving?
- What groups might not be getting all they need from our area?
- ✓ Identify 2-3 examples of a program, service, procedure, or policy **that has been intentionally designed** to meet the needs of people from different social identity groups.
- ✓ Identify 1-2 examples of a program, service, procedure, or policy **that could possibly be improved** to better meet the needs of people across a full range of social identity groups.

## Marketing Recommendations

### PROCESS GUIDELINES

**Consider the following when developing overall themes and marketing messages:**

- What potential impact will this media have when viewed through multicultural and global lenses?
- Do the images or visual presentations (including videos, PowerPoint presentations, Prezi's, etc.) evoke symbolism relevant in certain cultures?
- Does the language or word choice call upon culturally specific slang, metaphors, idioms, etc.?
- Does the campaign include other elements (e.g., songs, dates, etc.) with historical contexts that might negatively impact people from certain cultures?

**Consider the following when making decisions about who and how people are represented in media and marketing materials and strive for continuous improvement in this area.**

- Notice what is depicted and happening by group membership visually and audibly
- Who is/is not represented? present? depicted?
- How often are people represented? present? depicted?
- In what roles are people of various group memberships?
- What are people doing? With whom are they doing it?
- What is the placement/sequencing order?
- What are the features/characteristics of those depicted?
- What language is being used (titles, adjectives, pronouns, etc.)?
- What feelings and attitudes are depicted or described?
- Which groups are usually pictured/discussed in marketing materials?
- Which groups are often not included?

### CONTENT GUIDELINES

#### **General Guidelines**

- Avoid creating invisibility, stereotyping, and/or trivializing group identities.
- Shift the traditional ways of depicting people based on privileged and marginalized group identity.
- Intentionally include images, text, etc., that subtly challenge stereotypes.
- Depict realistic images and situations.
- Depict an inclusive environment: show a balanced and reasonable mix of group identities.
- Balance images and names by race, gender, gender identity, nationality, etc., in graphics, activities, text, etc.
- Avoid stereotypic images, phrases, names, situations, etc.

**Adapted from materials developed by Elsie Y. Cross Associates**

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## **Images**

- Use images that combat stereotypes.
- When documenting events, proactively and intentionally plan to capture images, videos, etc. that reflect all participants and their diversity.

**Adapted from materials developed by Rachel Luna and Kathy Obear for ACPA, 2014**

## **References**

- Elsie Y. Cross Associates. (n.d.) Marketing tips.
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## **Inclusive Onboarding Practices that Increase Retention**

### **1. Networking ~ Increase connections with colleagues in your region**

- Form a consortium among regional organizations to partner in onboarding activities
- Create a list of regional professional associations and organizations that new employees may be interested in
- Host networking activities to welcome and connect new hires within the organization and with members of the community
- Host regular gatherings over the first 12-18 months for new employees to meet and network among themselves; invite key leaders to attend and network with new employees

### **2. Mentoring**

- Develop a formal mentoring program for all new hires.
- Assign each new employee 2 mentors: one mentor within their department; another mentor from a related department
- Host a gathering 1-2 times/year for all new hires and their mentors

### **3. Transition to the team level**

- Design team-building activities to fast-track the new hires entry into the department.
- Schedule 1-1 meetings with the executive leader of the division and other divisions.
- Schedule a meeting with the President/CEO.
- Schedule “meet and greet” meetings with key colleagues and partners.
- Develop a professional development plan for new hires to ensure they receive critical information about organizational culture, procedures, policies, unwritten rules, etc.

### **4. Create a formal process of “Transition Teams” to support the successful transition of new hires**

- Create “Transition Teams” to provide support to new hires over the first 12-18 months of employment.
- Team members to include a cross section of employees from their area and related departments.
- Have the team members plan how they will individually and collectively support their new colleague.



- Hiring Manager meets with the Transition Team and to review their plan to support the new hire's transition.
- Ensure that their office space is ready when they arrive; have the keys, parking pass, ID card, etc., readily available; make sure the computer, phone, etc., are in working order.
- Find out when they intend to arrive on their first day, and plan to have members of the department available to greet them and help them move in, if possible.
- Plan how to get them introduced to all the key department colleagues and other partners.

#### **5. Supervisors conduct orientation and on-going transition meetings with all new employees to:**

- Review the division/department/organizational inclusion and equity mission and goals
- State their expectations for infusing inclusion into daily work practices
- Identify current level of multicultural competence and plan professional development activities for the next 9-12 months

#### **6. Supervisors meet regularly (weekly or bi-weekly) with new employees to explore:**

- How the employee is adjusting and integrating into the department/division
- The employee's need for additional training, support and coaching
- Any conflicts, misunderstandings or barriers they are encountering
- Any needs for additional resources or information

#### **7. Website resources**

- Expand the organization's website to include a section for prospective candidates that includes the Mission, Vision, Values, and any statements about the organization's commitment to creating an inclusive environment, and hiring and retaining employees who demonstrate the multicultural competencies and skills to meet the needs of the increasingly diverse populations you serve.
- Include links to information about the region, including the housing market, local schools, religious/spiritual organizations, etc.
- Provide easy links to employment related information, including descriptions of benefits, key human resources policies, professional and career development opportunities, etc.

## **8. Create institutional structures that encourage and reward efforts to increase multicultural competencies**

- Create the opportunity for employees to participate in a training program to become an “Inclusion Partner.” Participants would develop deeper skills and competencies to track and recognize comments and practices that could undermine the organization’s commitment to diversity and inclusion, as well as practice effective ways to respond and intervene in situations to create greater inclusion and fairness.
- Require all major committees and task forces have at least one “Inclusion Partner.”
- Schedule several programs each year that explore issues of integrating diversity and inclusion into daily practices, such as: panels of employees/supervisors discussing how they infuse issues of diversity and inclusion into their work; speakers and training sessions on the competencies to effectively serve various segments of the client population; roundtables of employees to share promising practices; staff retreats to increase skills/competencies and share best practices; etc.
- Require all staff to participate in a diversity and inclusion training sessions every 1-2 years.
- Infuse issues of equity and inclusion into all training and educational activities, particularly supervisor and management training.
- Add to the annual planning process: Planned strategies to increase the skills and competencies of current staff to serve the increasingly diverse client population; planned strategies to increase the pool of promising candidates for future job openings; planned strategies to increase the retention of current employees, especially those that demonstrate competencies and skills to serve the increasingly diverse client population.

## **9. Assess current practices and procedures**

- Gather and analyze climate and organizational data on the past 5+ years
- Gather and diagnose data with an Inclusion Lens on most human resources activities, including - hiring pools; employee satisfaction; professional development opportunities; length of stay of new hires; performance ratings; etc.
- Identify and review/revise practices and procedures for reporting and resolving uninclusive or harassment situations.

## Selection Processes for Colleges and Universities

Compiled 2008

### **References**

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- Marchese, T. J. and Lawrence, J. F. (2006). The Search Committee Handbook: A Guide to Recruiting Administrators, (2<sup>nd</sup> ed.). Stylus.
- Moody, J. (2004). Faculty Diversity: Problems and Solutions. Routledge.
- Smith, D. (1996). Achieving Faculty Diversity: Debunking the Myths. Association of American Colleges and Universities, [www.acu.org](http://www.acu.org)
- Turner, Caroline S. V. (2002). Diversifying the Faculty: A Guidebook for Search Committees. Association of American Colleges and Universities, [www.acu.org](http://www.acu.org)

### **This document highlights benchmarks and recommendations to:**

- Increase the probability of recruiting and hiring staff and faculty who demonstrate key multicultural competencies to serve the increasingly diverse student populations at colleges and universities.
- Increase the racial diversity of final candidate pools and increase likelihood that all new hires possess core competencies for creating an inclusive campus community for all students.

### **A. Overall organizational strategies**

The following recommendations focus on changes to overall organizational structures.

#### **1. Networking**

##### **Increase connections with colleagues who can advertise openings and recommend candidates**

- Continue to expand networks with regional colleges/universities with related graduate programs
- Expand community networks to include organizations that serve the needs of people of color and may be a potential source of contacts, potential candidates, nominations, etc.
- Create opportunities to network with recent/pending graduates of masters and doctoral programs in the region
- Form a regional consortium among colleges and universities to partner in advertising, recruiting, spousal hires, joint appointments, etc.
- Create a list of the professional organizations that faculty and staff participate in, and develop connections with the various interest groups/commissions that focus on issues related to race

- Develop relationships with historically Hispanic institutions, historically Black colleges and universities, and Tribal Colleges

## **2. Pool of promising candidates ~ Recruit all year round**

- Encourage all faculty and staff to always be recruiting potential candidates for future job openings: at conferences, regional meetings, community events, etc.
- Continually update a list of promising candidates for future job openings
- Identify the networks and connections of recently hired staff and faculty for potential candidates
- Invite these colleagues to campus events, such as MLK Breakfast
- Invite these colleagues to visit the campus and meet current faculty, staff, and students
- If a promising candidate is not offered the position to which they applied, develop a plan to nurture the relationship and keep them informed of future position openings
- Develop opportunities for people of color to work on campus for short periods of time, such as: internships for graduate students of color; Faculty Fellows positions for post-docs and ABD graduate students; dissertation-scholars-in-residence; Visiting Scholars Program; short-term appointments from HBCUs and Hispanic-serving institutions; inter-institutional exchanges; etc.
- Attend regional Career Fairs for graduate students to build connections and advertise current position openings
- Assign one faculty/staff member per division and/or department who is responsible for developing a deep bench of potential candidates of color for future job openings. Consider giving release time
- Each division should identify a committee to continually plan for potential open positions: keep a current list of potential candidates, expand their networks in regional associations, etc.
- Proactively seek a pool of potential Adjunct faculty from graduate programs at regional colleges and universities

## **3. Promote the college's image as an inclusive, multicultural environment**

- Create a list of presentations/talks that faculty/staff can offer at regional community organizations, colleges/universities, graduate programs, etc.
- Prepare a list of Talking Points for any staff/faculty who present a talk/program at regional organizations ~ so they talk explicitly about the college's commitment to serving the needs of all students, and attracting and retaining faculty and staff who demonstrate the skills and competencies to serve the increasingly diverse student population

- Proactively contact regional organizations, especially those with graduate programs, and offer faculty and staff as guest speakers
- Expand the college's website to include a section for prospective candidates that includes the Mission, Vision, Values, and any statements about the college's commitment to creating an inclusive campus community and hiring and retaining staff and faculty who demonstrate the competencies and skills to support the academic success of the full range of students on campus; links to information about the region, including the housing market; links to descriptions of benefits; etc.
- Create a "research center" on campus that is inter-disciplinary and focuses on issues of diversity, inclusion, and multiculturalism

#### **4. Advertising ~ Expand advertising efforts to include:**

- Review the data about the demographics of applicants from each of the current advertising venues
- Assess the current advertising venues of peer institutions and local corporations/non-profits who attract and retain a racially diverse workforce
- Expand the list of listservs/bulletin boards/newsletters/web sites for posting positions to include the professional organizations that faculty and staff participate in within their field
- Post job announcements on additional venues, such as: National Name Exchange Program, [www.grad.washington.edu](http://www.grad.washington.edu)
- Send all position descriptions and list of preferred competencies and experiences to all staff/faculty, and ask them to help recruit applicants and to send the announcement to colleagues on listservs, etc.
- Send a personalized email with Position Announcements to all recent hires and members of all Diversity Councils, Task Forces, Caucuses, Committees, etc.
- Send Position Announcements to all networks and contacts: department chairs, deans, career centers, faculty advisers, etc.
- Meet with key leaders and groups on campus to brainstorm additional advertising and recruiting strategies (union leadership; key leaders of Diversity Caucuses, Task Forces, etc., Academic Coordinators, expanded leadership team, etc.)

#### **5. Develop additional funding streams**

- Set aside funding pools to hire faculty/staff who have highly valued skills and competencies with respect to creating inclusive, multicultural campuses (Target of Opportunity Appointments)
- Create reward incentives that reinforce departments and leaders with a success record of retaining a racially diverse workforce

## **6. Seek feedback on current processes and procedures**

- Gather feedback from recently hired faculty and staff regarding ways to improve the search process

## **7. Create a formal process to support the successful transition of new hires**

- Focus on retention through formal mentoring programs for all new faculty and staff
- Create a template for “Transition Teams” to provide support to new hires over the first 12-18 months of employment
- Dual-careers: Plan how to support the partner/spouse of final candidates who are job searching in the region ~ pay for spouses to come to campus for the final interview; arrange for them to meet regional employers in their field

## **8. Create institutional structures that encourage and reward efforts to increase multicultural competencies**

- Create the opportunity for staff and faculty to participate in a training program to become an “Inclusion Partner.” Participants would develop deeper skills and competencies to track and recognize comments and practices that could undermine the college’s commitment to diversity and inclusion, as well as practice effective ways to respond and intervene in situations to create greater inclusion and fairness.
- Require that all Search Committees have at least one “Inclusion Partner” on the team
- Create resources for the development of new cross-department/division programs and services to meet the needs of students from under-represented groups
- Create resources to support faculty who are developing new multicultural courses and/or infusing issues of diversity into existing courses
- Allocate resources to support faculty and staff research on issues of academic success of under-represented groups
- Schedule several programs each year that explore issues of integrating diversity into daily practices, such as: panels of faculty discussing how they infuse issues of diversity and inclusion into the curriculum; speakers and training sessions on the competencies to effectively serve various segments of the student population; presentations by faculty on their current research related to issues of multiculturalism and diversity; roundtables of interested faculty and staff to share promising practices; faculty and staff retreats to increase skills and competencies and share best practices; etc.
- Require all staff and faculty to participate in a diversity training session every 2-3 years

- Add to the annual planning process: Planned strategies to increase the skills and competencies of current staff/faculty to serve the increasingly diverse student population; planned strategies to increase the pool of promising candidates for future job openings; planned strategies to increase the retention of current staff/faculty, especially those that demonstrate competencies and skills to serve the increasingly diverse student population

## **9. Assess current practices and procedures**

- Gather data on the past 10 years and analyze the race/gender demographics by: job category; pools of all applicants/position opening; pools for 1<sup>st</sup> round interviews; pools for 2<sup>nd</sup> round interviews; candidates recommended for hiring; candidates offered positions; candidates hired; length of stay of new hires
- Gather feedback from recent hires about the search process, and suggestions for improvement
- Gather feedback from recent participants in the interview processes and search committees for ideas for continuous improvement
- Share Lessons Learned with all Hiring Managers and potential chairs of future search committees 1-2 times/year; invite members of the Diversity Council/Task Force to attend

## **10. Define what the college means by a “racially diverse pool” ~ create minimum benchmarks**

- Search Committees should strive to have people of color represent one-third of the initial interview pool
- The 2<sup>nd</sup>/final interview pool should have at least 2-3 people of color in it
- The set of recommended finalists to the Hiring Manager should include 1-2 people of color

## **11. Ensure that the training of Search Committees includes exploring potential bias**

- Review potential for unconscious bias; see Turner, pgs. 15-17
- Debunk common myths about recruiting people of color: see Moody, pgs. 89-92
- Discuss the tendency to assume people of color may be “less qualified,” and therefore, committee members may unconsciously require greater evidence of the skills and competencies of people of color than white candidates
- Discuss the unconscious tendency to hire people who are similar to you by demeanor, style, values, interests, educational background, experience, etc.
- Discuss how the potential for “elitism” can eliminate promising candidates; explore possible unconscious preferences for certain graduate schools and preparation programs
- Discuss how promising candidates may have developed the preferred competencies through alternative job experiences and career pathways, i.e., community organizations, business, volunteer work and community service, military service, government work, etc.

- Emphasize how an effective search process is a powerful tool for retention of staff and faculty; therefore, reinforce the need to ensure that all candidates have a very inclusive, welcoming, and supportive experience throughout the search process

“The more successful search committees believe that racial and ethnic diversity both meets the programmatic needs of the department and advances the institution’s overall mission.” (Turner, pg. 5)

**“All steps taken during the search process can contribute to a solid foundation for the successful retention of faculty of color hired as well as to successful recruitment in the future.”** (Turner, pg. 13)

## **12. Adjunct hiring processes ~ Form a cross-functional team of hiring managers of adjunct/part-time faculty to:**

- Gather current race/gender demographics of adjunct faculty and staff; disaggregate data by job function and division
- Review the recommendations in this document
- Consider similar strategies to increase the hiring of adjuncts/03 who demonstrate the skills and competencies to effectively serve the increasingly diverse student population on campus
- Discuss how can the members of the Diversity Council/Task Force be involved in creating a broader network of potential candidates for adjunct positions

## **B. Individual Position Openings**

### **1. Job Posting/Job Description**

- Review and rewrite (as needed) the current job description to align with the college’s Strategic Plan, Commitment to Equity and Inclusion, and list of Preferred Competencies and Experiences, etc.
- Ensure that the stated “minimum requirements” are essential to the position
- Ensure that the listed core competencies and preferred experiences specifically identify demonstrated multicultural competencies to serve the increasingly diverse college student populations
- In the college overview, emphasize the institutional commitment to creating an inclusive campus environment, and the expectation that all members of the community actively work to create inclusion and create programs and services that meet the needs of the increasingly diverse student population



- Suggested phrase to emphasize the organizational commitment to diversity: “The college is committed to increasing the diversity of the college community and the curriculum. Candidates who can contribute to that goal are encouraged to apply and to identify their strengths and experiences in this area.” (Moody, pg. 97) See also Turner pgs. 17-18.
- Encourage candidates to apply who demonstrate the skills and competencies to serve an increasingly diverse student population ~ “We encourage candidates to apply who have demonstrated experience and competence to support the academic success of the increasingly diverse student population at colleges and universities.”
- List any credential(s) as preferred, unless mandated by laws or regulations
- List any years of experience desired as preferred
- Do not specify a deadline for applications; instead, “The Committee will begin reviewing applications \_\_\_\_.”
- Refer candidates to the college’s website where they can review: Strategic Plan, Mission, Values, Mutual Expectations, etc.

## 2. Developing the list of Preferred Competencies and Experiences for this Position

~These will be used as **Screening Criteria** by the Search Committee

- Gather input for this list from a broad group of constituencies who have reviewed both the revised job description and the position description
- To prompt input, ask: What knowledge, skills, attitudes, and personal traits are critical for the candidate to succeed in this position? Especially as they support the academic success of all students on campus? What skills and qualities do you want to see demonstrated by the person who is selected for this position?
- Search Committee Chair meets with Hiring Manager and Affirmative Action Officer to create an initial draft for Committee review
- Preferred Competencies and Experiences that relate to serving a diverse student population:
  1. Demonstrated experience in serving the full breadth of students at a college/university
  2. Demonstrated ability to collaborate and partner with colleagues across the college community to design and deliver innovative programs and services to support the academic success of all students on campus
  3. Demonstrated experience working effectively on diverse work teams

4. Demonstrated ability to work effectively with students from the full range of differences reflected on college campuses, including, but not limited to: ableness/disability, age, economic/social class, English proficiency, ethnicity, family status, gender identity and expression, national origin/citizenship status, race, religious/spiritual expression, and sexual orientation
5. Experience developing and implementing programs, services, courses, etc., that are designed to meet the needs of the increasingly diverse student population

### **3. Advertising**

- Send the posting with a cover letter to key colleagues at graduate programs and peer institutions who could recommend potential candidates and/or pass along the job posting
- Seek nominations from current staff and faculty
- Send the job announcement to all contacts and networks who have access to potential candidates of color; invite nominations and ask them to circulate the job announcement throughout their networks
- Send a letter to all people who have been nominated and invite them to apply
- Ask leaders and colleagues to make personal contact with potential candidates and invite them to apply

### **4. Develop effective relationships with promising candidates**

- Ensure timely communications, such as: acknowledge receiving the application, call candidates prior to interviews to answer any of their questions and provide information about the interview, contact candidates to gather their questions about the position, the college and the region so this information can be shared with them during the interview or through other means, etc.
- Make personalized contacts with promising potential candidates of color; research their interests and areas of expertise, and discuss how these are valued and will be supported in their future research, professional development, and career paths; avoid sending generic emails and letters to promising candidates

### **5. Develop a racially diverse, culturally competent pool of promising candidates**

- The Hiring Manager and the respective executive leader should confer with Human Resources regularly to assess the racial diversity of the applicant pool prior to the committee's review of applications, and increase recruiting efforts as needed to ensure a robust, racially diverse pool

- Talk directly with contacts who have nominated promising candidates; be explicit about the college's commitment to creating an inclusive campus community and hiring staff and faculty who actively contribute to the academic success of the full range of students on campus

## **6. Forming Search Committees**

- Require that each committee's membership is diverse by race and gender, at a minimum
- Require that all committee members have participated in a diversity training program within the past 2-3 years
- If do not have enough people of color within the department to sit on the committee, pull from across campus and from the surrounding community, local colleges/universities, etc.
- Require that at least 1 member has completed the training for Inclusion Partners
- Require that all members have demonstrated understanding of what skills and competencies are necessary for supporting success of all students on campus
- Require that all committee members are committed to creating inclusion on campus and to serving the increasingly diverse student population
- Identify 2-3 members of the committee that have demonstrated competency in creating inclusive campus environments for all students, staff and faculty
- Appoint one committee member to serve as the "Diversity Advocate" whose role is to partner with the chair to track the team dynamics as members discuss candidates, the demographics of the interview pools, and the fairness and equity of interview dynamics, and as the committee debriefs interviews and makes recommendations
- Membership of the committee should be reviewed and approved by the executive leader of the division

## **7. Charge to Search Committee**

- The Hiring Manager, executive leader of the division, and/or the President meets with the Search Committee
- The executive leader and/or President talk about: the commitment to hiring faculty and staff who not only mirror the diversity of the students but also demonstrate the skills and competencies to effectively serve all students on campus; why having a racially diverse staff and faculty is crucial to college's success; why hiring people who demonstrate the competencies to effectively serve the increasingly diverse student population is critical to the organization's future; their expectations regarding the identification of a diverse pool of candidates who meet the minimum requirements for the position; and emphasize the expectation for fair, inclusive search practices
- The committee is given their Charge by the Hiring Manager and/or divisional leader

- The Committee reviews and discusses the Charge and the list of Preferred Competencies and Experiences

## **8. Preparing to review resumes**

- Chair and a subset of committee, or entire committee, reviews all applications listed in “All Applicant” pool, in case someone meets the minimum requirements, but answered that online question inaccurately
- Review with committee members: What are the core competencies, skills and experiences we are looking for? What types of data and information will give us insights into whether this candidate possesses and demonstrates these skills and competencies?
- Create a Preferred Competencies and Experiences Matrix chart: list the 6-10 key preferred competencies and experiences and assess each resume/cover letter for indicators of these
- Conduct a practice session with the Committee to review several different types of resumes using the Preferred Competencies and Experiences Matrix chart

## **9. Selecting a candidate pool for the 1<sup>st</sup> round of interviews**

- Review the position description and list of preferred competencies and experiences
- Develop a list of potential candidates (8-12 people)
- Note the demographics of this list by race and gender
- If there is not sufficient racial diversity among the candidates (25-30% of pool), then consider creating several smaller pools using different key criteria; form the pool for 1<sup>st</sup> round interviews from the top candidates across all of these smaller pools
- If the potential pool is not diverse enough by race and gender, consider reviewing candidates by race/gender alike groups, and select the top 2-3 from each group to interview

## **10. Preparing for the 1<sup>st</sup> round of interviews**

- Invite the initial set of 8-12 candidates to submit additional materials that demonstrate their competencies and experiences working with the types of students who attend universities and colleges, i.e., articles, course syllabi, workshop outlines, copies of policies and procedures they developed, descriptions of programs they developed, course material they developed, etc.
- Ask each candidate to send a written response to the following questions: 1) Describe your experience working with students, faculty and staff who reflect the full range of diversity on a college campus. 2) Describe 2-3 specific examples that illustrate your skills and competencies for supporting the academic success of the full breadth of college students.
- Committee members review these additional materials prior to 1<sup>st</sup> round interviews

### **11. After each Search Committee interview**

- The committee members use the job description and the list of preferred competencies and experiences to discuss their initial reflections about the strengths and areas of possible concern for the candidate
- The Chair takes notes and prepares a summary of the committee's comments

### **12. Selecting a pool of candidates to invite for 2<sup>nd</sup> round interviews**

- Review the position description and list of preferred competencies and experiences
- Solicit input from all committee members, even if they did not participate in a 1<sup>st</sup> round interview; they can still speak to their assessment based upon the resume, cover letter, and additional materials of the candidate, as well as the evaluations of those who participated in the interview(s)
- Select 6-8 candidates for a 2<sup>nd</sup> round interview
- Select at least 2-3 people of color to participate in 2<sup>nd</sup> round interviews
- Discuss and note the rationale for both selecting and not selecting each candidate for a 2<sup>nd</sup> round interview
- Discuss the rationale for this list of candidates with the Hiring Manager and the Affirmative Action Officer

### **13. Clarify the specific guidelines and requirements for the Presentation session for 2<sup>nd</sup> round campus interviews**

- Review the position description and preferred competencies and experiences as you prepare to discuss the specific outcomes for the Candidate Presentation
- Develop a clear, consistent set of requirements for the Presentation to send each of the candidates you intend to invite to a 2<sup>nd</sup> interview; include a description of the type of audience they can expect
- Ensure that the candidates will have the opportunity to demonstrate several of the key preferred multicultural competencies during the Presentation

### **14. Preparing to bring candidates to campus for the 2<sup>nd</sup> round of interviews**

- Call each candidate and ask them with which individuals and groups they would like to meet during the interview process, i.e., staff/faculty with similar backgrounds and interests, students, recent hires, long-term employees, peers in other divisions, etc.
- Ask them what questions they have about the community, the region ~ gather and send them materials related to their questions, i.e., schools, housing market, spousal employment, etc.
- Review the Presentation requirements in detail with each candidate

- Be prepared to discuss issues raised by the candidate with respect to family and partner needs

## 15. Preparing for 2<sup>nd</sup> round interviews

- Committee members review Interview Guide to ensure there are enough questions and opportunities to explore the preferred skills and multicultural competencies of each candidate
- Suggested questions: Describe an example that illustrates your demonstrated competencies to work effectively with a student population that is diverse by a wide range of group memberships, such as age, parental status, race, ethnicity, economic class, gender identity, national origin, 1<sup>st</sup> language, sexual orientation, educational status of parents, etc. Describe a time you were not as inclusive as you would have wanted to be; what did you learn from that experience? Talk about how you have developed your skills and competencies to serve our increasingly diverse student population. What are some of your areas of strengths in serving a diverse student population; and what are some areas you need to develop further to increase your capacity to serve the full breadth of students on campus? Describe situations that demonstrate your ability to supervise and/or partner with people who are different from you?
- Candidates who are invited for 2<sup>nd</sup> round on-campus interviews should be asked to submit additional materials for review by the search committee and hiring manager prior to their campus visit, such as: a **Portfolio of materials** that demonstrate their commitment to creating inclusive campus communities that serve the needs of all students (i.e., training outlines they have facilitated, committee reports they have chaired, departmental mission statements they have developed, cultural audits they have implemented in their areas of responsibility, programs and services they have championed and developed that serve under-represented groups; letters they've written that were published in the campus or local newspapers; blogs they have written; etc. **Their answers to the following question:** Please describe three recent examples that illustrate the depth and breadth of your multicultural competencies to create campus environments which serve the needs of an increasingly diverse student population.
- On-campus 2<sup>nd</sup> round interviews need to include opportunities for candidates to interact with students who represent a wide range of differences on campus, such as during a public presentation and Q&A session or a group interview with the Student Senate and other interested students; committee members' observations of the candidate's ability to effectively interact with all students should be included in the evaluation materials

#### **16. Call candidate-identified references before candidates come to the 2<sup>nd</sup> interview/on-campus interview**

- Send each reference, prior to the call, the position description and the list of preferred competencies and experiences
- Develop a set of behavioral and performance-based interview questions to explore how each candidate aligns with the preferred competencies and experiences

#### **17. Presenting a realistic view of the position and the college**

- During interviews and discussions with candidates it is important to always present a realistic view of the campus environment, i.e., positive strengths and possible concerns regarding the current culture, climate, and unwritten expectations and norms; any additional expectations regarding advising, college service, research, regional and community involvement, etc.

#### **18. Evaluations**

- Give each person scheduled to meet with a candidate an evaluation, the interview schedule, the job description and position description, and the list of preferred competencies and experiences
- Evaluations should include questions that ask for a summary of the strengths and areas of possible concern for each candidate, and the related data/experience from which they based their assessment

#### **19. Contacting references beyond those supplied by the candidate initially**

- Before the Committee meets to identify their recommendations to the Hiring Manager, the Chair needs to call several additional people for references who have experience working with the candidates
- The Chair could ask the candidate for additional names, and/or let the candidate know that s/he will be calling a few more people for references, beyond the list of names already provided

#### **20. Selecting final candidates to recommend to Hiring Manager**

- Committees should send a list of 3 candidates, unranked to the Hiring Manager
- This list should only include candidates who the committee clearly recommend for hiring
- This list should include at least 1-2 people of color



**21. Reaffirm the policy and procedures for Hiring Managers to use if the 1<sup>st</sup> or 2<sup>nd</sup> interview pools or the final list for hiring is all white and/or all male.**

- Hiring Manager meets with the Chair to review the process to date
- Hiring Manager, and potentially the Affirmative Action Officer, personally reviews all resumes
- If the Hiring Manager finds more people of color to add to candidate pool, Hiring Manager confers with Chair to invite these candidates for interviews
- If no other candidates are found, reopen the search and/or extend the deadline for applying and increase advertising efforts
- Reassess original minimal qualifications and/or position requirements, and revise if needed

**22. Make the offer to the top candidate**

- The Hiring Manager should be prepared to discuss additional “incentives” with the top candidate, such as professional development opportunities, stretch assignments, reduced teaching loads, research opportunities, etc.

**23. Preparing for the new hire’s orientation and transition to campus**

- Create a “Transition Team” to support the new employee’s transition and orientation to the college; include members from the Search Committee, colleagues in the department, peers from other divisions/departments, student leaders, etc.
- Have the team members plan how they will individually and collectively support their new colleague
- Hiring Manager meets with the Transition Team and to review their plan to support the new hire’s transition
- Ensure that their office space is ready when they arrive; have the keys, parking pass, ID card, etc., readily available; make sure the computer, phone, etc., are in working order
- Find out when they intend to arrive on campus, and plan to have members of the department available to greet them and help them move in, if possible

**24. Orientation and transition to campus**

- Design team-building activities to fast-track the new hires entry into the department
- Schedule 1-1 meetings with the executive leader of the division, and other divisions
- Schedule a meeting with the President
- Schedule meet and greet meetings with key colleagues and partners
- Develop a mentoring program to support new hires for the first 12-18 months of campus; create 2 mentors/new hires: one from their area, and one from across the campus community



- Develop a professional development plan for new hires to ensure they receive critical information about the campus culture, procedures, policies, governance structures, etc.
- Sponsor regular gatherings for all new hires to meet and network with each other and campus colleagues

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## **Additional Questions to Consider to Recruit and Retain a Culturally Competent, Racially and Gender Diverse Faculty and Staff**

### **A. Recruiting Practices**

- Are there any unnecessary required “qualifications” or criteria that may limit the potential pool?
- Have you advertised with every related professional organization that has caucuses for people of color and women (across all races)?
- Have you mobilized alumni to help identify potential candidates?
- Is your website updated with relevant information about the local community, partner/spousal hiring assistance, family friendly policies, family care resources, campus climate, tenure policies and practices (stop the clock), etc.
- Are current faculty and alumni highlighted on the website?
- Are departments given access to resources to support “cluster hiring,” targets of opportunity, dual career hiring, or to offer financial incentives?
- Does the school/college sponsor conferences and institutes on Preparing Future Faculty designed to better prepare doctoral students and postdoctoral fellows of color and white women for their next steps in academia?
- Do all faculty and administrators review scholarship/research and conference presentations for potential candidates to network with?

### **B. Hiring Manager/Search Committee Tasks**

- Do all search committees participate in identifying the expected cultural competencies of successful candidates, such as demonstrated capacity to:
  - Create inclusive campus and classroom environments
  - Support the personal and academic success of men and women of color and white women
  - Infuse critical academic and life skills/competencies into the curriculum and pedagogy
  - Collaborate with other faculty on department planning, course development, teaching, research, etc.
  - Mentor junior faculty and doctoral students who are people of color and white women
- Do all search committee members participate in meaningful trainings of Eliminating Implicit Bias?

### **C. Selecting Candidates to Interview**

- Are candidates with “non-traditional” training and experience considered?  
Do search committee members vigilantly track how members talk about candidates from different racial and gender identities? And interrupt all micro-messages and biased comments?

### **D. Interview Questions to Consider**

- Describe your experience working with creating an inclusive classroom environment.
  - ✓ What do you hope to accomplish with these tactics?
- Describe how you have intentionally supported the personal and academic success of students who are traditionally under-represented in engineering.
  - ✓ What were the outcomes of your efforts?
- What change have you made to increase your capacity to create inclusive classrooms and support the persistence and success of the full breadth of students you teach and advise?
- Describe how you have intentionally designed your pedagogy and curricula to help all students develop critical life and work competencies to live, work and lead in an increasingly diverse global context.
- How have you continued to deepen your multicultural competencies and capacity to teach and work effectively with students and faculty from the full range of differences on college campuses?
- Talk about your efforts at the local, regional, national, and international level to develop and encourage greater cultural competence and racial and gender diversity among doctoral candidates and junior faculty.
- Describe your research and scholarship that is related to increasing the racial and gender diversity in STEM fields.

### **E. Campus Visit**

- Do all candidates have the opportunity to meet with HR personnel to discuss issues related to spousal/partner benefits, dual career issues, family care, the local community, health benefits, etc.

## **F. Selecting Final Candidates**

- Do Search Committee members intentionally discuss potential evaluation bias and implicit bias as they review candidates?

## **G. Hiring Practices**

- Are people of color and white women hired in groups or “clusters?”

## **H. Mentoring Programs for New Faculty**

- Do all new faculty have support to develop relationships with mentors within the department and outside of the department?
- Are all formal and informal mentors given clear expectations, training, and resources to guide their mentoring activities?
- Are group mentoring opportunities provided for new faculty (heterogeneous groups as well as more homogeneous groups by social identity)?

## **I. Development Practices**

- How are senior faculty held accountable for providing effective mentoring and development of junior faculty?
- Are all new faculty and junior faculty participating in formal and informal mentoring programs?
- Do all pre-tenure faculty have regular access to:
  - Transparent information about tenure requirements
  - Coaching and honest feedback about their progress on tenure requirements: service, teaching, and scholarship, etc.
  - Support and skill development to enhance effective teaching and classroom/lab management capacities
  - Mentoring to support their research and scholarship
  - Support for work–life balance and family responsibilities
  - Meaningful connections with other faculty within and outside of department
  - Travel funds and support for presenting papers and conducting research
  - Institutional support for writing grants
  - Writing groups
  - Release time to write
  - Collaborative course development

- Do all deans meet individually with new faculty once a semester to discuss climate, department dynamics, development opportunities, tenure processes, etc.
- Do all faculty have access to high quality development opportunities, including learner-centered teaching and active pedagogies, culturally relevant pedagogies and curricula, navigating difficult dialogues in the classroom, etc.
- Do all faculty have access to faculty learning communities and opportunities to build interdisciplinary connections and communities of practice?
- Does each department designate at least 1 faculty member to partner with the Chair to lead and support faculty development within department?

## **J. Promotion and Tenure**

- Do all faculty have opportunities to meet with members of the Personnel/P&T Committee each semester to explore questions about portfolio preparation, the tenure process, reappointment, promotion, etc.
- Are there annual assessments, disaggregated by race and gender, of the time spent on research, teaching and service (advising, committees, mentoring under-represented students)?
  - Time to tenure
  - Time to promotion
- Do you offer leave and “stop the clock” provisions for tenure? And part-time tenure-track positions?
- Are the following activities valued in promotion and tenure decisions?
  - Advising and supporting the personal and academic success of students of color and white women
  - Supporting the graduation of students of color and white women
  - Mentoring and supporting the retention of faculty of color and white female faculty
  - Increasing the cultural competence of faculty
  - Collaborative and interdisciplinary research and scholarship
  - Co-teaching, within and across disciplines
  - Research/scholarship collaborations with students
  - Creating inclusive classrooms and curricula that enhance students’ capacity to lead and work effectively in increasingly diverse and global contexts
- Is effective teaching truly valued?

## **K. Continuous Assessment and Improvement**

- Do you assess reasons why white women, men and women of color turn down offers? Leave after 1-3 years?
- Do you track the careers of men and women of color and white women who were not offered positions: Where are they now? How are they contributing?
- Do you conduct annual assessments, disaggregated by race and gender, of salaries, development opportunities, promotion and tenure, and recruiting, hiring, and onboarding practices?
- Do faculty and staff regularly discuss the impact of privilege and marginalization within the department and school?
- Does each department have at least one “Inclusion Partner” who partners with the chair to use an Inclusion Lens to continuously review and revise practices, policies and development activities to support the continuous improvement in the department and individual faculty development?
- Are top academic leaders leading task forces focused on increasing the racial and gender diversity among faculty (recruiting, retention, promotion, tenure)?
- Is there an Assistant/Associate Provost for faculty recruiting and retention?

## **L. Retention**

- How are chairs and department heads incentivized to recruit, retain and promote a more culturally competent, racially and gender diverse faculty?
- How are they held accountable for “moving the needle?”
- Are there meaningful systems to recognize and reward faculty for outstanding contributions to service, teaching, and research?
- Do academic leaders annually collect and analyze data about climate and satisfaction among faculty that is disaggregated by race, gender, hierarchical level/position, etc.
- Do academic leaders and faculty discuss these data annually and explore ways to improve the climate, culture, policies, and practices?
- Do faculty have access to high-quality graduate student assistance and administrative support?
- Are all faculty expected and held accountable for maintaining collegial, professional behavior?
- Do academic leaders annually review faculty job assignments, “stretch opportunities,” seed money for new projects, and rewards for job performance to ensure equity and fairness?
- Are men and women of color and white women encouraged to seek leadership positions in the department and college/school?
- Are academic leaders connected to Board members who are charged with increasing the racial and gender diversity of the entire faculty?

## **M. Organizational Climate**

- Do all faculty and staff understand the expected behaviors to create inclusive classrooms and campus environments as well as the consequences for exclusionary behaviors?
- Are faculty held accountable for creating inclusive classrooms, deepening their cultural competence, mentoring and developing other faculty, supporting the personal and academic success of all students, and creating inclusive dynamics in faculty meetings and other settings?
- Are all faculty and staff held accountable for participating in required trainings on sexual harassment, Title IX, grievance procedures, etc.
- Is there a process of continuous improvement where faculty and staff are engaged in assessing current practices, policies, programs, and services with an Inclusion Lens?
- Are there effective systems for faculty and staff to discuss and/or report and resolve issues and incidents that create a hostile, chilly work environment?
- Do all academic leaders consistently discuss the “business case” for successfully recruiting, retaining, and promoting a culturally competent racially and gender diverse faculty?
- Do academic leaders conduct annual Cultural Audits of individual departments and the overall school/college?
- Are all academic leaders, including chairs, required to submit annual Inclusion Plans that outline meaningful progress and strategies for achieving equity and inclusion goals that are aligned with the institution’s Strategic Plan?
- Do all academic leaders and faculty discuss the unwritten norms and rules as well as how the organizational culture may be unintentionally grounded in, and perpetuating, male-centric, Eurocentric, and heteronormative cultural values and expectations?
- Do all deans annually review and discuss these annual reports with department chairs?
- Is progress towards equity and inclusion goals a central part of chairs’ and other academic leaders’ performance review?
- Are impactful and innovative practices shared annually among academic leaders and faculty?

## **N. Suggested Statement for Position Announcements, Marketing Materials**

Our organization is committed to creating equitable and inclusive workplace environments that accelerate the success of the full range of our leaders and employees. We believe that employees who feel valued and respected will create policies, programs, practices and services to effectively meet the needs and exceed the expectations of the increasingly diverse client’s populations we serve and hope to.

We encourage candidates to apply who have demonstrated capacity to create inclusive work environments, work effectively on increasingly diverse teams, and serve the increasingly diverse clients we serve, want to attract.

We are committed to hiring and retaining a racially diverse, culturally competent staff and leadership at all level of the organization who not only reflect the demographics of our clients but also continue to deepen their skills and competencies to serve the full range of our clients.



## Multicultural Competencies for College Administrators

### **Directions ~ Read each item and:**

- *Check-off* which competencies are an explicit part of your unit's hiring, training/development, and accountability processes.
- *Star (\*)* any additional competencies you believe are necessary for staff in your unit to possess/demonstrate as they intentionally create an inclusive campus environment for all students and staff.

### **A. Knowledge about:**

1. Current campus, division, and unit mission, vision, values, strategic plans, protocols, policies, etc., related to diversity, equity, and inclusion (DEI)
2. The patterns of socialization and common life experiences of members of various privileged and marginalized groups across different cultures
3. The history of various forms of oppression
4. Current structures and dynamics that occur in society and on campus that undermine institutional goals of access, persistence, retention, and success/graduation
5. Potential cultural differences and preferred styles for communication, learning, supervision, feedback, conflict resolution, etc., based on group memberships by race, gender identity, age, sexuality, disabled status, national origin, culture, ethnicity, etc.
6. Common attitudes, perceptions, behaviors, and biases of members of privileged groups that perpetuate the status quo (internalized dominance)
7. Common attitudes, perceptions, behaviors, and biases of marginalized groups that perpetuate the status quo (internalized oppression)
8. Common daily experiences, micro-aggressions and exclusionary actions/comments that members of various marginalized groups experience on campus and in society
9. Common examples of privilege that members of privileged groups experience on campus and in society
10. Examples of attitudes and behaviors that create an inclusive environment that supports the success of all students and staff
11. Examples of practices, policies, procedures, programs, and services that effectively serve the needs of the increasingly diverse student and staff population
12. Ways to effectively facilitate change and create greater inclusion at the individual level, interpersonal level, team and department level

13. Campus and community resources that promote diversity, equity, and inclusion and how to make effective referrals
14. The impact of the intersectionality of multiple privileged and marginalized group memberships in the lives of students and staff
15. Ways to design and offer programs and services that support students and staff who experience the campus through the intersections of their multiple group identities (i.e., LGBTQ people of color; international students with disabilities; students in the U.S. on a visa who are in the process of transitioning their gender identity; etc.)
16. Current theories/models of Social Identity Development for several categories of diversity
17. Current theories and models for student and adult learning and development, and the ability to use and critique them with an Inclusion Lens

### **B. Awareness about:**

1. Your intentions and core values about diversity, equity, and inclusion
2. Your group memberships in the full breadth of categories of diversity
3. How your socialization and life experiences have influenced your values, goals, beliefs, attitudes, perceptions, etc.
4. Group memberships where you are in the one-down/marginalized group; and examples of how you and others get seen and treated as a member of these groups
5. Group memberships where you are in the one-up/privileged group; and examples of privilege you and others receive from these group memberships; as well as how you and others get seen and treated as a member of these groups
6. The biases, prejudice and stereotypes you still carry from socialization experiences about various privileged and marginalized groups
7. How your beliefs about what is "effective" or "professional" have been influenced by your socialization and life experiences in your multiple privileged and marginalized group memberships (i.e., verbal and written communication styles, leadership, dress code, conflict style, leadership style, training, advising, etc.)
8. Your level of multicultural competence - strengths as well as areas needing improvement
9. The impact of your behavior and comments on others given your intersecting privileged and marginalized group memberships
10. How you have been impacted by both internalized dominance and internalized oppression
11. Your common triggers/hot buttons and how you may react unproductively during triggering events
12. The intrapersonal roots of your common triggers that fuel unproductive reactions

### **C. Skills to:**

1. Consistently treat everyone with respect, fairness, and dignity
2. Communicate your commitment to the vision and values of the campus, division and unit with respect to diversity, equity and inclusion
3. Communicate effectively across differences and with members of a diverse team
4. Develop effective working relationships and partnerships within and across differences
5. Facilitate effective discussions and authentic dialogue among members of a diverse team
6. Notice group dynamics with an Inclusion Lens
7. Recognize and effectively respond to exclusionary comments, actions, practices, and policies
8. Engage in productive dialogues about dynamics of inclusion and exclusion within and across group memberships
9. Create an inclusive work environment across the breadth of differences that promotes the success of all students and staff
10. Develop, implement, and continually improve programs, services, practices, procedures and policies that meet the needs of the increasingly diverse student and staff population
11. Effectively utilize the organizational protocols and processes to respond to reports of hate crimes, harassment, workplace violence, etc.
12. Self-reflect to examine your behaviors, intentions, assumptions, attitudes, biases, emotions, etc.
13. Recognize when your biases and assumptions have influenced your actions in the moment
14. Interrupt and reframe your biases and assumptions about various privileged and marginalized groups in the moment
15. Recognize the impact your comments and behaviors have across and within group memberships in the moment
16. Respond effectively after you make an inappropriate, prejudicial, and/or exclusionary comment or action
17. Solicit input and change your behavior based on feedback from others about the effectiveness of your actions with respect to diversity, equity and inclusion
18. Give feedback, using an Inclusion Lens, to others about the impact of their comments, behaviors, programs, services, unwritten norms, etc.
19. Seek and utilize input from members of various privileged and marginalized groups in planning and decision-making processes
20. Develop effective partnerships with staff and faculty across the campus and within the division to continually improve services and programs to meet the needs of the full breadth of students and staff on campus

21. Anticipate and discuss the probable differential impact of proposed decisions, policies, practices, services, etc., across group memberships
22. Provide effective advising, coaching, and mentoring within and across differences
23. Design and implement culturally relevant programs, workshops, and services
24. Provide effective supervision within and across differences
25. Effectively describe the exclusionary comments and behaviors you observe or experience
26. Navigate conflict and misunderstanding on a diverse team, within and across differences
27. Navigate strong emotions and triggering events: when you and/or others feel triggered
28. Recognize the unintended impact of comments, actions, media/publications, programs, policies, etc., across and within group memberships
29. Facilitate dialogue when there is a mismatch between the intent and the impact of someone's behavior, a policy, a decision, etc.
30. "Relate in" and "see yourself in others," instead of judging those who make exclusionary comments and behaviors
31. Effectively use self-disclosure from your multiple privileged and marginalized group memberships to create greater connection, understanding, and learning
32. Coach and train students and staff to deepen and broaden their multicultural competencies

#### **D. Infuse Diversity, Equity, and Inclusion into daily work practices and activities**

1. Track current utilization of programs and services within your area by group membership
2. Continually gather data about the impact, perceptions, and experiences of the programs, services, climate, etc., of your area by group membership
3. Use these data to continually evaluate and revise current programs, services, practices, procedures, facilities, etc., to ensure inclusion for the full breadth of students you serve and the staff in your area
4. 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
5. 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.
6. Continually research national trends and promising practices from peer institutions and other campus departments

## **References**

Pope, R. L., Reynolds, A. L., and Mueller, J. A. (2004). Multicultural Competence in Student Affairs. Jossey-Bass.

Professional Competency Areas for Student Affairs Practitioners, a Joint Publication, ACPA and NASPA, 2010.

## Strategies for Professional Development: Deepening Multicultural Competencies, Creating Inclusive Organizations

**The following are recommendations for the design and implementation of a Professional Development Plan** for student affairs practitioners to both deepen their multicultural competencies and strengthen their capacity to create inclusive organizations.

The overall purpose of an intentional Professional Development Plan is for leaders and staff to learn, practice and implement concepts, tools and skills to create greater inclusion throughout the organization.

### **1. Key Learning Outcomes for professional development sessions include increasing the capacity of participants to:**

- Engage in authentic, productive dialogue about issues of inclusion and marginalization in the organization..
- Understand the organization's commitment to diversity, equity, and inclusion.
- Review the organization's expectation that all leaders and staff help create and maintain an inclusive organizational environment for all.
- Review the current and anticipated demographics of clients, staff, and leaders within the organization and the division.
- Discuss the positive impact of an inclusive organizational environment on the organization's mission and goals as well as the probable negative consequences for failing to create greater equity and inclusion.
- Recognize the full range of differences in the organization and client populations.
- Deepen self-awareness about their own multiple, intersecting group memberships.
- Identify their membership in multiple privileged and marginalized groups.
- Discuss how they get perceived and treated in the organization based on their various group memberships.
- Understand the dynamics of power, privilege and marginalization that occur within organizations and among social identity groups.
- Identify examples of recent progress towards creating greater inclusion and equity in the organization.
- Engage in authentic dialogue about the dynamics of privilege and marginalization in the organization and in the division.
- Explore common attitudes, stereotypes, and behaviors that perpetuate marginalization and exclusion.
- Recognize and discuss examples of when they have acted in ways that undermined the goal of equity and inclusion.
- Recognize microaggressions in the moment.

- Demonstrate effective behaviors and strategies to create greater equity and inclusion in both interpersonal dynamics and organizational practices.
- Create equitable and inclusive programs, policies, and services that meet the needs of the full breadth of clients, staff and leaders.
- Serve as active change agents and allies in creating inclusive environments.
- Identify learning goals and next steps for creating greater inclusion in their spheres of influence.

## **2. Organizational Structures and Actions that Increase the Success of Professional Development Programs**

1. Leaders at all levels of the organization regularly discuss their commitment to create inclusive organizations.
2. Expectations to create inclusive environments are clearly articulated, assessed, and acknowledged in all staff and leader performance plans.
3. Leaders regularly assess and discuss progress towards the organizational goals of equity and inclusion.
4. Staff and leaders regularly discuss ways to infuse issues of diversity, equity and inclusion into daily practices, policies, programs, and services.
5. All staff are required to continually deepen their multicultural competencies and capacity to create inclusion.
6. Supervisors regularly meet with staff to assess and discuss performance indicators and progress towards creating inclusive environments.

## **3. Sample Professional Development Plan**

### ***Formats for Development Sessions and Activities***

Length: Full day and/or half-day sessions yield greater impact than shorter sessions.

Frequency: Holding required sessions every 6-8 weeks continually reinforces the organization's commitment to equity and inclusion. In addition, this schedule provides participants with time in-between sessions to practice and apply their learning.

Pre-work: Giving participants 2-3 tasks to complete before each session increases learning. Examples of pre-work include reading articles, completing self-assessments, and gathering examples or feedback to share in the session.

Homework: Assigning 2-3 next steps reinforces the learning and helps participants apply the tools in their daily activities. Examples of homework include participating in follow-up dialogues with colleagues or leaders, attending related organizational and community programs, researching promising practices among peer institutions, retaking a self-assessment, and discussing ideas and insights with their supervisor and peers.

## **Phase 1: Foundations of Diversity, Equity and Inclusion**

It is important to use the initial sessions to build an effective foundation for skill acquisition, continuing learning, and dialogue. Suggested focus for learning activities include:

- **Create the learning environment** for authentic dialogue, self-reflection, and engagement (clarify organization expectations, negotiate learning community guidelines, discuss hopes and fears concerning these sessions, etc.)
- **Establish the norm of self-disclosure and personal storytelling** by having participants share examples of when they have experienced marginalization in their lives, times they have acted (possibly unconsciously) based on stereotypes and prejudice; and times they have responded effectively to interrupt marginalization and create greater inclusion.
- **Identify the full range of differences in the organization.**
- **Discuss the common dynamics of inclusion/privilege and exclusion/marginalization** among social identity groups.
- **Recognize the memberships among participants in multiple privileged and marginalized groups.**
- **Discuss personal experiences of marginalization** as members of various identity groups.
- **Recognize common themes and patterns of marginalization** that their colleagues have experienced in their lives.
- **(Begin to) Discuss examples of when participants have received unearned privilege, power and status** based on their group memberships.

## **Phase 2: Current Organizational Dynamics**

The purpose of Phase 1 sessions is to give participants both a common set of terms and concepts and the opportunity to engage in authentic dialogue about their own and others experiences of marginalization. The intent of Phase 2 is to develop greater capacity to recognize, understand and respond effectively to dynamics of marginalization in the organization . Suggested focus for learning activities include:

- **Identify the full range of experiences of disrespectful treatment and marginalization** in the organization and in the division. Discuss examples that impact people in at least 10+ identity groups as well as the impact of intersecting identities.
- **Discuss the probable negative impact on student success** of these microaggressions and uninclusive policies, services, practices, and programs.
- **Continue discussing examples of unearned privilege, power and access** that create marginalization on in the organization .



- **Practice how to respond effectively to micro-aggressions and ways to center the discussion of inclusion** during meetings, advising sessions, etc.
- **(Begin to) Identify opportunities to create greater inclusion** in their spheres of influence.

### **Phase 3: Deepen Capacity in Specific Areas of Diversity, Equity and Inclusion**

A critical next step is to provide ongoing opportunities for staff to deepen their multicultural competencies on a variety of social identities, including race, culture, ethnicity, and skin color; sex; gender identity and expression; socio-economic class, formal schooling, and hierarchical level; accessibility and disability; national origin and citizenship; religion, spirituality and faith; sexual orientation; age; size and appearance; and other dynamics of inclusion and marginalization in the organization .

The following **outlines a set of common learning outcomes** for designing these 3.5-4+ hour sessions.

- Discuss their socialization experiences related to this topic (what they observed and “learned” about these identity groups, stereotypes and early messages, experiences of privilege and marginalization, and examples of inclusion.)
- Identify and discuss current terms and language, as well as key historical dynamics and context
- Discuss examples of marginalization, exclusion and privilege in the organization and in local communities
- Practice responding effectively to common microaggressions
- Identify examples of practices, policies, services and programs that are more inclusive and support the needs of all clients
- Set personal learning goals
- Identify next steps to increase inclusion in their sphere of influence

It is important to bring in other voices to add to these conversations. Powerful learning methodologies include: inviting a panel of current and former clients to share their experiences; using video clips of staff and leaders describing examples of marginalization and inclusion in the organization; and reading anonymous, generic examples of exclusion gathered from clients, leaders, and staff.

### **Phase 4: Skills to Create Organization Change**

This purpose of Phase 4 is to empower and deepen the capacity of staff to create change at the systems and organizational level. The following are recommended learning activities:

- Review and discuss a variety of current data (quantitative and qualitative) about the

climate in the organization and in the division for the full breadth of clients, staff and leaders.

- Use an Inclusion Lens to conduct Environmental Scans of programs, policies, communication and marketing methods, services, and programs.
- Review current policies, programs, services and practices that were intentionally designed to create inclusion and support the academic success of all clients, especially members of marginalized groups.
- Identify current policies, programs, services and practices that may (unintentionally) create inequity in the division.
- Plan how to shift these less inclusive policies, programs, etc., to create equity and inclusion.
- Explore current examples of microaggressions and exclusionary behaviors and attitudes that staff notice among clients and colleagues.
- Continue to share changes in organizational practices implemented in units across the division.
- Develop tools and strategies to engage in difficult dialogues and to navigate triggering events.
- Discuss where people still “feel stuck” and identify strategies for creating greater inclusion and racial equity.

A useful learning format is to create “peer coaching groups” that meet regularly during the professional development sessions as well as outside of these structured meetings. Discussing issues and dilemmas in a mixed group across units, hierarchical level, and social identity groups deepens critical thinking, promotes creative problem-solving, and builds relationships for further learning.

## **Phase 5: Create High-Performing Units and Division**

The intent of Phase 5 is to use an Inclusion Lens to engage in authentic dialogue about the current culture and climate within the division. Providing the structure for authentic dialogue about unit, inter-unit, and divisional dynamics challenges leaders and staff to reflect on the effectiveness of the organization, apply the principles and skills of inclusion to their daily work practices with each other, and create more inclusive ways of operating.

Key areas to assess and explore include - vision, mission, and values; leadership practices; group dynamics; communication; planning and decision-making; recruiting and hiring practices; marketing activities; performance management systems; retention and promotion; conflict resolution and problem-solving; crisis management; and innovation. Effective learning methodologies include anonymous assessments (surveys, focus groups), working retreats, and facilitated dialogues.

## **Phase 6: Develop a cadre of Inclusion Partners within the division**

The purpose of developing a small group of Inclusion Partners is deepen the internal capacity of the division and to ensure the sustainability of these professional development efforts and organizational changes. A useful model is to select a group of 10-15+ staff that receive additional skill development after completing Phase 1 & 2 professional development sessions. Ideally, there should be at least one Inclusion Partner from every unit within the division. Inclusion Partners can serve in various roles within the division, such as:

- Providing an Inclusion Lens during staff meetings, on departmental committees, etc.
- Serving on Search Committees to raise issues of equity and inclusion
- Facilitating Peer Coaching Group discussions in-between sessions
- Facilitating small group discussions during professional development sessions
- Co-facilitating future professional development sessions for the division
- Co-facilitating inclusion training sessions for staff served by the division

## Align Training Topics to Each Specific MCOB Stage

### **Stage 1: The Exclusionary Organization**

- Mandatory trainings for all constituencies on eliminating harassment and discrimination to communicate clear guidelines for expected behavior and consequences for exclusionary actions.
- Mandatory, comprehensive leader training and development, including Board members, to achieve these outcomes:
  - Identify all areas where discrimination and harassment occur.
  - Eliminate practices, policies, and actions that are exclusionary, harassing, and discriminating.
  - Implement policies, practices, and accountability structures to ensure the physical and psychological safety of staff and leaders.
- Mandatory training for all members of search processes to achieve similar outcomes as above as well as how to recruit and hire candidates who reflect the current and future client demographics and demonstrate cultural competence.

### **Stage 2: “The Club”**

- Continue Stage 1 trainings.
- Mandatory training of all leaders and staff and administrators to achieve these outcomes:
  - Understand the organization’s commitment to creating inclusive environments that support the retention and success of all leaders and staff.
  - Understand the clear guidelines for expected for behaviors that support equity and inclusion and clear consequences for exclusionary practices.
  - Learn and practice core foundational tools and concepts for creating inclusive programs, policies and services (group membership, prejudice and bias, privileged and marginalized groups, differential treatment and experience based on group membership, common microaggressions and exclusionary dynamics experienced by members of marginalized groups, tools to respond).
- Mandatory, comprehensive leader training and development to achieve these outcomes:
  - Recognize the current organizational culture and climate.
  - Understand the impact of the current state on members of privileged and marginalized groups.
  - Learn and practice leadership skills to create inclusive organizations, including participative leadership, effective supervision, setting clear expectations, effective discipline and performance management, leading inclusive teams, and conflict resolution.

- Identify the expected breadth and depth of multicultural competence of leaders and staff.
- Identity strategic activities to eliminate discrimination and exclusionary dynamics and create increasing equity and inclusion in your spheres of influence.
- Practice how to use data and other tools to analyze and revise current programs, policies and services with an Inclusion Lens.
- Understand the clear role and responsibility of leaders to champion and lead the organization to create culture and climate change.
- Understand the accountability structures to ensure strategic change occurs
- Required participation of all staff and leaders in workshops to deepen understanding of how the dynamics of power, privilege, and marginalization impact leaders and staff. Topics include - race, class background, disability status, gender identity, hierarchical level/position, sexuality, religion and spirituality, etc. People choose which 4-6 to attend each year.
- Mandatory training for all members of search processes, including Hiring Managers and Chairs.
- Implement trainings and retreats for all organization-wide and department-level Inclusion Change Teams.
- Integrate cultural competency development into all Human Resources trainings and other workshops facilitated in the organization .

### **Stage 3: The Compliance Organization**

- All Stage 2 trainings.
- Offer workshops to leaders and staff (require where possible) to deepen capacity to shift current practices to support the retention and success of the full range of clients, staff and leaders in the organization. Skills include:
  - Capacity to analyze current programs, policies and services with an Inclusion Lens to identify the gaps, unintended negative impact, and missed opportunities.
  - Ability to revise current policies, programs and services and create new ones that more effectively support retention and success.
- Implement an Inclusion Partners Program to continually create greater internal capacity within each department.

- Implement department and unit level trainings intended to provide participants the following tools and experiences:
  - Increasing capacity to engage in authentic and productive dialogue to identify and discuss dynamics of the current climate and culture that either enhance retention and success or create unintended, negative differential treatment and experience.
  - Discuss and negotiate Working Agreements/Norms for the department/unit that are designed to create greater equity and inclusion.
  - Increase capacity to identify and implement new ways of engaging each other, developing programs, policies and services, and effectively navigating conflict among department members.
- Implement mandatory supervisory training with outcomes similar to the leader training in Stage 2.
- Implement leader and manager training on how to proactively create inclusive recruiting, hiring, and onboarding systems that increase capacity to attract and hire an increasingly diverse and culturally competent leadership and staff that both reflect the diversity among clients and demonstrate the capacity to create inclusive practices and organizations.
- Implement/revise all orientation and onboarding training programs.
- Implement/revise all mentoring training programs.
- Offer next level of trainings to deepen capacity of leaders and staff to recognize and respond to microaggressions and other exclusionary dynamics in the moment. Require where possible.
- Implement training for leaders and managers on responding to organization-wide critical incidents.
- Implement a Training of Facilitators Program to develop a cadre of facilitators to lead small group discussions at open forums, design and facilitate workshops in the organization, etc....
- Train facilitators to implement an Intergroup Dialogue Program for staff, and leaders.

#### **Stage 4: The Affirming Organization**

- Continue Stage 3 trainings.
- Expand Inclusion Partners Program to continue to deepen internal capacity at the department and unit level.
- Hold annual department and divisional level retreats to engage in authentic dialogue about the current state, analyze relevant data, identify more effective practices and services, and plan how to implement and evaluate.
- Provide trainings for people who may become Search Committee Chairs and Hiring Managers in the near future (build the pipeline).

- Expand the Training of Facilitators Program to include staff and leaders who provide training for anyone who serves new clients.
- Expand organization-wide training sessions to include more advance skill development, including: navigate triggering situations; recognize the impact of intersectionality of multiple privileged and marginalized group memberships in the retention and success of leaders and staff; recognize and minimize dynamics of internalized oppression and internalized dominance; leadership and career development for members of marginalized groups, etc.
- Implement trainings for anyone who participates in recruitment activities or provides feedback to the Search Committee.
- Implement an expanded mentoring and development training program to create a sustainable pipeline of culturally competent future leaders who reflect the demographics of the current and future clients.

### **Stage 5: The Redefining Organization**

- Continue Stage 4 trainings to ensure continuous improvement.
- Expand the climate and culture change efforts to include the local communities and region.

### **Stage 6: The Multicultural Organization**

- Continue Stage 5 trainings to ensure continuous improvement.

### **Resources:**

Jackson, B. W (2006). Theory and practice of multicultural organization development. In Jones, B. B. & Brazzel, M. (Eds.), *The NTL Handbook of Organization Development and Change* (pps. 139-154). San Francisco, CA: Pfeiffer.

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## Inclusion 101 Training Guide: Building an INCLUSIVE, RESPECTFUL Campus Community *Developed in 2008*

Note: There are so many useful activities to teach about issues of inclusion and social justice. In this document, I have outlined many of the ones I have found to be especially effective with traditional aged college students, staff, and faculty. Many of these may be familiar to you ~ they have been used, adapted, and shared over the years. Unfortunately, I do not know the original creators of some of these activities. I am grateful to all those who have come before so that we may keep building on their creative work!

### HIGH-LEVEL OVERVIEW OF DESIGN

#### Overall learning outcomes for the session: Content and Process Outcomes

***Note: While the CONTENT learning outcomes are key, the PROCESS outcomes, the means to the end of accomplishing the Content outcomes, are equally critical***

#### **CONTENT learning outcomes, foundational capacity to:**

1. Recognize the breadth of differences on campus
2. Recognize that we all have many group memberships
3. Understand that privileged and marginalized groups exist
4. Recognize privileged and marginalized group dynamics
5. Engage in authentic dialogue about common privileged and marginalized group dynamics on campus
6. Identify their multiple privileged and marginalized group memberships
7. Engage in authentic dialogue about experiences of microaggressions and other exclusionary situations on campus
8. Interrupt disrespectful/exclusionary treatment on campus
9. Recognize opportunities to create greater inclusion proactively

#### **PROCESS outcomes for the session:**

1. Feel connected to the other participants; valued, respected, a part of a learning community
2. Have their ideas, comments and feelings heard and used in the session – they have a voice
3. Comfortable and connected enough to share their experiences, thoughts, and feelings (maybe even attitudes)
4. Slightly nudged and challenged to consider new and differing perspectives
5. Energized to help create and maintain a respectful, inclusive campus community
6. Willing to do their part to notice disrespectful treatment, speak up, support others...



### **Facilitating Notes:**

\* Lean much more towards facilitating the discussion and dialogue among the participants, and less towards lecturing, teaching, and presenting modes of learning...while the content outcomes are important in this session, the process of participants engaging each other and learning from each other is more important than their “getting” the concepts and tools perfectly. Setting a tone for how to live in an inclusive community and laying the conceptual groundwork will help them in the next part of their learning journey as they take courses, participate in meetings, attend workshops/programs, etc.

**\* Be prepared to shift the logistics of some activities if participants are living with a visual, hearing, or mobility disability.**

## **List of Activities**

### **1. Welcome**

### **2. Icebreaker/Warm-up activity**

- Categories
- and/or BINGO

### **3. Learning Guidelines**

### **4. Activity to deepen feelings of safety and trust AND begin to discuss core concepts, such as: bias/prejudice, group memberships, privileged and marginalized groups, and common privileged and marginalized group dynamics**

- Concentric Circles
- Or Core Group discussion

### **5. Activity to identify the breadth of “differences that make a difference”**

- Common Ground Activity

### **6. Activity to explore privileged and marginalized group dynamics**

- Card Activity
- Or Let Me In!
- Summarizing common privileged and marginalized group dynamics: Input or large group discussion

**7. Activity to identify multiple privileged and marginalized group memberships**

- Self-assessment Activity

**8. Activity to begin to recognize common privileged and marginalized dynamics**

- Gallery Activity

**9. Activity to explore ways to respond and intervene to create greater inclusion**

- Small group discussions and report outs
- Role plays

**10. Action Planning Activity**

- Individual reflections to identify next steps for continued learning and ways to create inclusion on campus

**11. Closure Activities**

- Button Grab Bag
- Closing Circle

## Detailed Lesson Plan

### 1. Welcome

**Time needed:** between 3-5 minutes

**Welcome participants**

**Review learning outcomes, agenda/flow and logistics of session**

### 2. Icebreaker/Warm-up Activity(s)

#### Categories

**Purpose:**

- An active icebreaker to warm up the participants
- A low-risk activity to begin to introduce the concept of group membership

**Time needed:** between 15-20 minutes

**Instructions:**

- Stand in the center of the standing circle of participants
- Call out a category you are a part of
- Invite anyone who also is a member of that group to move quickly across the circle and to find a new place in the circle (like musical chairs)
- The last person to find a space in the circle is “it” and stands in the center and continues the process by calling out another category
- Continue this process until about 20+ have been called out
- Call an end to the activity
- Suggested processing questions:
  - What did you notice during this activity? How is this like what you and others experience on campus? (invite 4-5 different responses)
  - How are people treated if they are considered to be a little too “different?” (invite several responses)
  - How does it feel to be in the center? When does this happen in people’s lives?
  - Imagine what life would be like if we were to move towards differences, if we valued and sought out people who were different from us...

## **BINGO**

### **Purpose:**

- An active icebreaker to warm up the participants
- A low-risk activity to facilitate authentic dialogue among participants, to increase feelings of connection and comfort
- Introduce the key learning outcomes of the session

**Time needed:** between 15-20 minutes

### **Preparation:**

- Create a customized BINGO handout where each of the prompts/questions relates directly to the learning outcomes of the session (use 6 or 9 prompts, depending upon time available)
- Bring enough prizes so many of the participants can “win”
- Possible prompts/questions:
  1. How are you feeling about being here? What do you hope to discuss in this session?
  2. Who are you? And what are some of the ways you already work to create a respectful, inclusive campus community?
  3. Why do some people feel nervous when talking about issues of diversity and inclusion?
  4. Talk about your passion for creating an inclusive campus community. Where does it come from?
  5. What do you think it feels like to be considered a little “too different” on this campus? What comments and treatment might they experience?
  6. Describe a time you noticed someone being treated with disrespect and you spoke up to create greater inclusion.
  7. Describe a time you were treated with disrespect and someone else spoke up to create greater inclusion.
  8. What are some diversity issues that you know a lot about? What are some you don’t know as much about?
  9. Identify 10+ groups that get treated with disrespect on campus and in society.
  10. Identify 10+ groups that are given a high social status and treated with extra respect and privilege on campus and in society.
  11. Discuss 10 things that everyone on this campus deserves to experience and feel.
  12. Discuss 10 things that no one on this campus should ever have to experience or feel.
  13. Identify where you get stuck around issues of diversity and inclusion ~ what do you want to know more about? or know how to handle more effectively?

**Instructions:**

- Post these directions on a chart or PPT slide: Find someone to talk with and choose a topic to discuss from one of the squares. Initial each other's sheet, then find a new person with whom to discuss a new topic. When you have ALL 6/9 of the boxes filled in, yell BINGO! And come get a prize! then go back and keep helping others win BINGO.
- Model how to begin the activity with a person.
- Ask for any questions.
- Start the activity.
- After 1/3 of the people have gotten prizes, give the group a 1-minute warning to complete their current conversation.

**Suggested processing questions**

- How are you feeling now compared to when we started BINGO? and what do you think helped you shift? (others have the same issues or feelings I do; I'm not alone; I feel more connected to people; we had honest conversations; I realized everyone here wants to create an inclusive environment....)
- Note: You can take the time to discuss a few of the questions, like: Why are some people nervous to talk about issues of diversity? Or, you can transition to the next activity.)
- Transition: The prompts and questions in the BINGO are an overview of what we'll be discussing in this session. For the next activity...

### 3. Establish Learning Guidelines

**Learning Guidelines/Norms****Purpose:**

- Invite participants to discuss what Learning Guidelines will help them learn and engage in authentic dialogue
- Review key Learning Guidelines

**Time needed:** between 5-10 minutes

**Instructions:**

- State: As in most meetings or programs, this discussion will work best if we all follow some Learning Guidelines/Norms
- State: Please take a moment and individually review the list of Learning Guidelines, and Choose 2-3 that you think will be particularly useful in this discussion whether on the list or any others
- Share Pair: After about a minute, put people into pairs and ask them to share the 2-3 Guidelines they each felt would be useful in this session

- Large group: Ask for 5-6 people to talk about a learning guideline and why they feel it would be useful in the discussion
- Transition: Ask if there are any others that people want to highlight? And then ask if everyone will work to engage others within these guidelines.

### **Suggested List of Learning Guidelines**

1. ENGAGE IN OPEN AND HONEST DIALOGUE
2. PARTICIPATE FULLY (AT A +1 COMFORT LEVEL)
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!

## **4. Activity to deepen feelings of bravery and trust AND begin to discuss core concepts**

### **Concentric circles (or Share Pairs)**

#### **Purpose:**

- To engage in authentic dialogue
- To deepen feelings of trust, bravery, comfort, connection
- To share stories that illustrate core concepts: prejudice/bias, group memberships, privileged and marginalized groups, discrimination, unlearning prejudice/liberation, being an ally/speaking up for social justice

**Time needed:** 30+ minutes

#### **Set-up:**

#### **Move the group into 2 concentric circles**

- We're going to do an activity where you'll talk with different people about diversity issues
- Please count off in 2's: 1,2,1,2.... all the ones come form a circle and then face outwards
- All the two's come stand in front of someone you may not know as well

- OR please find a partner and one of you stand/sit in an outer circle facing inward, and the other face them to form an inner circle

**Directions:**

- State: For the next 2 minutes have a two-way conversation with your partner about the following: (Note: Consider starting at #3 if you feel the group is ready; most groups begin to get restless after 4 share pairs)

**1. Talk about a time in your life when you felt that you mattered ~ when you were a part of a group or situation where you felt included; important; valued, connected to others; you were respected for who you are**

**NOTE: Give a brief example from your own experience**

- **Debrief:** Let's get a few "pop-outs" about what you talked about...Who will share a quick story of a time you felt valued/you mattered (3-5 is plenty). What happened that helped you feel you mattered? You were respected and valued?
- **Next round:** Will the inner circle move one person to your right to find a new partner?

**2. Talk about a time you felt you were treated less than, by someone or a group because of their attitudes towards some difference you had...or they perceived you had....**

- What happened...how did you feel?
- What did you do?
- What, if anything, did you or someone else do to intervene and create more inclusion, understanding, stop the disrespectful treatment?

**NOTE: Give a brief example from your own experience**

- **Debrief:** Gather 4-5 stories; then ask the whole group to collect a few more brainstormed phrases for each of the following:
  - What were your feelings when you were treated less than?
  - What did you do?
  - Raise your hand if someone else spoke up to intervene?
  - What are some of the differences people have that tend to get treated as less than in society? on campus?
- **Next round:** Will the outer circle move one person to your right to find a new partner?

**3. Think about a time you used to feel uncomfortable, uneasy or biased about a certain group, but something happened, and you SHIFTED to feel more accepting. What was the turning point in your awareness? What helped you to be more open minded and let go of your assumptions and discomfort a bit?**

**NOTE: Give a brief example from your own experience**

- Debrief: Gather a few stories, if possible; OR ask, “What helped you shift?”
- Transition: We all can tell stories of what helped us shift we can continue to create those opportunities for ourselves, as well as invite others to be open to shifting their perspectives and learned biases.
- Last round: Will the inner circle move one person to your right to find a new partner?

**4. A time you noticed something disrespectful and spoke up to create greater respect, inclusion...to try to educate...to stop the negative treatment.**

- Debrief: Ask for a show of hands of how many people spoke up. You can ask for a few examples and/or transition: It is critical that we all continue to broaden our ability to recognize disrespectful moments and to choose courage and speak up to create greater inclusion for our next activity....

### **Core Group discussion**

- Instead of using the format of Concentric Circles, you can have participants discuss the same prompts in small groups
- Form “Core Groups” by asking participants to find 2-3 other people who they don’t know very well AND who are different from them in some way.
- NOTE: Plan to use these Core groups at least 1-2 more times during the session OR in follow-up activities.

## **5. Activity to identify the breadth of “differences that make a difference” on campus**

### **Common Ground activity**

**NOTE:** There are many versions of this activity. The facilitator can call out the group memberships, have the participants initiate which groups they call, or a hybrid version.

#### **Purpose:**

- Participants experience the breadth of differences that exist on campus
- Participants broaden the number of differences that they pay attention to
- Group development of comfort, connection and greater safety



**Time needed:** 30+ minutes

**Set-up:**

**Move the group into a large standing circle**

- Transition: As we continue to get to know each other, we know that we are each unique individuals, AND, at the same time, we each are members of many different groups.
- Directions to the group:
  1. Anyone can call out a group, but you have to be a member of that group
  2. When someone calls one out, they take a big step into the center
  3. Anyone else who also is a member of that group can join them in the center of the circle.
  4. Notice who's in the inner circle, who's in the outer circle
  5. Then the inner circle steps back to rejoin the full group
  6. A couple of rules: Even if you are a member of a certain group that is called, you don't have to step in if you're not wanting to share that with this group. Please just pay attention to your thoughts and feelings about why you aren't sharing that with the group. 2nd rule: No outing! If a group is called, and you notice that someone who you think belongs to that group didn't move in, you can't point that out or call them out. Everyone gets to decide if and when they move into the inner circle. NOTE: Give an example that is low risk: who didn't get enough sleep last night, who is a student...
  7. As we do this activity, notice your thoughts, feelings, and reactions, as well as what groups get called.

**Demonstrate:**

- Here's an example ~ Anyone who grew up in a city... (suburb...a rural area...)
- Any questions?

**Begin the activity:**

**NOTE-** Track how relevant the groups are to your purpose. If they start to get too light or superficial, model some that are some of the "differences that make a difference" to how people get seen and treated in society and on campus.

- You can even intervene half-way through and prompt: "Now let's focus on more of the "difference that make a difference" to how people get seen and treated in society, and on campus."
- Track which group identities have not been called and find ways to introduce them if they group doesn't. Common ones that may not get called: educational background, sexual orientation, gender identity and expression, size/appearance, race...
- Give a "last call" when you sense the activity is winding down

### Debrief:

Turn to a new partner and discuss; then discuss as a large group

1. What did you notice during this activity? About yourself? About us as a group?
2. Any differences that exist in society or on campus that we didn't name?
3. What, if any, impact did this activity as a group have on you?

### Transition:

It is critical to student success that we create a campus environment where people from all types of groups are a part of our community; and feel respected, valued, and appreciated for their differences, even if we might disagree with each other.

## 6. Activity to explore privileged and marginalized group dynamics

### Card Activity

**Purpose:** An interactive experience to feel what it's like to be an in-group or out-group; less physical than "LET ME IN!"

**Time needed:** 15-30 minutes

### Set-up:

1. Enough playing cards for 1 per participant
2. A range of cards: Ace, K, Q, J, 10..8..6..5..3..2

### Directions:

1. I'm going to give each of you a playing card
2. Now, without looking at your card, trade it 5 times with others. Make sure you do not know what card you have after your last trade
3. (When everyone has finished trading) Now hold the card out in front of you so others can see it, but you can't
4. Now, stand up and come into the center of the room
5. For the next 3-minutes we are going to talk to each other. You can talk about anything you'd like, and there's only one rule:  
\*You must treat each other based upon the value of their playing card: Ace is high, then K, Q, J, 10 = the higher cards get better treatment; 2, 3, 4, 5, 6 get not very good treatment; and the middle cards get so-so treatment
6. Any questions?
7. Begin the activity

**NOTE: Facilitators participate. This activity will probably "make the point" after 2-3 minutes.**

**Debrief prompts** (Can be discussed in pairs first, or as a large group)

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1. What card do you think you have? Why?
2. What happened? What did you notice during this activity?
3. What were you feeling during the activity? Did your feelings change over time?
4. What were some of the subtle ways people were treated less than?
5. What were some of the ways people were given more attention and better treatment?

**Making Meaning, possible prompts:**

1. What about this activity felt familiar?
2. What feelings or moments do you relate to?
3. What has it been like when you were in an “in-group?” privileged group?
4. What has it been like when you were a member of an “out-group?” marginalized group?
5. What are some of the in/out groups that existed in your high school? on campus?
6. What could be some of the exclusionary dynamics that might occur on campus?
7. What can you do if you observe, experience, or hear about some exclusionary comments or actions?

**Optional small group share: Ask each person to share 3 stories with their partners**

1. One where they experienced being treated like a LOW CARD
2. One where they experienced being treated like a HIGH CARD
3. One where they experienced being treated like a MEDIUM CARD

**NOTE: Debrief in large group**

**LET ME IN!!!**

**Purpose:** A chance to physically experience being in the in-group or the out-group

**Time needed:** 15+ minutes

**Directions:**

1. I need 5-6 volunteers to come form a circle in the middle of the room. This activity could involve some physical movement.
2. Please hold hands
3. **NOTE:** Unobtrusively whisper to the circle of students to “Don’t let anyone join your group”
4. Now I need a volunteer to come up and join their group
5. **NOTE:** Monitor the level of physicalness to make sure no one gets in a position to be hurt
6. **INVITE** others to come and join the circle until 8+ people are participating
7. **STOP** the activity once enough has happened to discuss (3-4 minutes)

**Debrief, possible prompts**

1. What happened? What did you notice during this activity?
2. What strategies did you use to try and join the group?
3. How and why did you keep people out?
4. What were you feeling as you tried to join the group?
5. What were you feeling as a member of the in-group?

**NOTE:** Invite responses until some of the key points get made:

- In-groups tend to keep others out
- Groups get stronger, more group-identified, when “different others” try to join
- Individuals may want to let people in, but the group can put pressure to keep them out
- People may try many different, escalating strategies to join the group: asking permission, asking politely, gently trying to pull hands apart, trying to force their way in, breaking in by going into the center of the circle, etc.
- Some people give up
- Some don’t even try to join
- Some may try to form their own group, but are usually still focused on the original in-group
- Feelings of joiners: increasing frustration, powerless, anger, indifference
- Feelings of in-group: camaraderie, confusion, guilt at colluding, solidarity, discomfort, irritation at those that let others in, enjoying the in-groupness/power, etc.

### **Input/Large Group Discussion on Privileged and Marginalized Group Dynamics**

**Purpose:** To summarize the key points of common Privileged and Marginalized Group Dynamics  
An opportunity for conceptual and reflective learners to make meaning of the experiential activity

**Time needed:** between 10-30 minutes

#### **Set-up:**

1. Engaging lecture: reference the handout and PPT slide
2. Large group discussion, suggested prompts:
  - So, what do people who have a High Card/are in the Inside circle get just because of their privileged group identity? How do they get treated? What gets assumed about them? What privileges and types of access do they get?
  - And people with a low card/not in the Inner Circle, how do they get seen and treated, just because of their marginalized group membership? What do they miss out on? Have to work extra hard to get?
  - NOTE: As a summary, you can reference the handout/PPT slide as you transition to the next activity

## 7. Activity to Identify Multiple Privileged and Marginalized Group Memberships

### Self-assessment Activity: Identifying Your Multiple Privileged and Marginalized Group Memberships

#### **Purpose:**

- Participants reflect on their group memberships on 20+ different categories of difference
- Reflect on the impact of their combined privileged and marginalized group memberships

**Time needed:** between 25-35 minutes

#### **Directions:**

- Explain how the worksheet lists 20+ categories of difference and then the privileged group(s) and the corresponding marginalized group(s) within a U.S. societal context
- Ask participants to individually think about their own group memberships in each of the listed categories, and
- For each category of difference, CIRCLE their group membership
- For some they may circle something on both sides, give an example: private high school AND 1<sup>st</sup> generation college student
- Invite them to write-in their specific group membership, if it is not listed
- And to add more categories of difference that impact how people get seen and treated on campus
- Then count up their # of groups in each column
- And notice their feelings, reactions, insights
- As people are finished reflecting, ask them to make some notes individually about the following questions:
  1. Which of your group memberships do you...
    - \* Rarely think about and why?
    - \* Sometimes or often think about and why?
  2. What are your reactions as you look at full balance among your multiple group memberships?
  3. Which 2-3 group memberships seem to impact how you get seen or treated ~ more positively or more disrespectfully?
- Move people into groups of 2-3 to share their reflections to the above prompts
- Large group debrief

## 8. Activity to begin to recognize common privileged and marginalized group dynamics

### Gallery of Stories

#### **Purpose:**

- Participants read/hear examples of what people from marginalized groups have experienced on campus
- Broadens and deepens understanding of current privileged and marginalized group dynamics on campus
- Creates empathy, energy to create greater inclusion

**Time needed:** between 40-60 minutes

#### **Set-up:**

- Materials needed: 2 pages of blank copy paper/participant; pens
- Distribute paper, pens as needed
- Give directions
- Give participants 5+ minutes to write their examples

#### **Directions:**

Write about TWO actual situations or patterns of uninclusive and/or disrespectful treatment that marginalized group members experience on campus.

Write one (1) example/piece of paper. May have happened to you, or you witnessed it, or heard the story about from a credible source:

- Recent situation or pattern of experience (within last 2-3 years)
- Occurred on campus or in the local community
- Anonymous/Generic: NO NAMES or key references
- You can share one or more of the following:
  - \* What is/was the situation?
  - \* By group membership ~ who were the main players and their central group memberships?
  - \* How did you feel? Others feel?
  - \* What was the impact of this situation on you? Others?
  - \* What, if anything, did someone do to create greater inclusion?

#### **Create Small Groups**

- Ask each person to trade their examples with 5 different people
- Then ask them to form small groups of 6-8, mixed by group membership

#### **Directions for Small Groups**

- In a moment, people will read the stories aloud to the small group

- One person reads 1 story, then the next person in the circle, and so on
- Do not talk about the stories, just keep reading them
- Silently as you listen, begin to notice your feelings and reactions, and any patterns you notice
- One person collects up the stories as they are read, so a facilitator can come around and pick them up
- We will circulate these stories a couple of times so that each small group will read about 40+ stories before we talk about them
- Any questions?

### **Debriefing in Small Groups**

- After 10-15 minutes, end the reading of the stories
- Ask group members to discuss the following prompts among themselves (post on chart/PPT slide)
  - \*In your small group share and discuss:
    1. What are your feelings and reactions as you hear these stories?
    2. What's 1 example that stood out to you and why?
    3. What impact could this have?
    4. What are other examples that these reminded you of?

**Note: This activity is called the “Gallery” because we used to post the stories on the wall and have participants silently read them, and then discuss.**

## **9. Activity to explore ways to respond and intervene to create greater inclusion**

### **Small group discussions and report outs**

**Time needed:** 20+ minutes

**Directions:** Keep people in the same small group and invite them to choose a few stories and discuss the following:

- What could someone do to create greater inclusion ~
  - \* in the moment
  - \* after the moment
  - \* proactively
- Large group discussion

## **Role plays**

**Time needed:** 30-45 minutes

### **Directions:**

- Form mixed small groups of 5-6 people
- Have them choose 1 situation from the Gallery activity or another that they anticipate occurring on campus
- Give them 5 minutes to prepare a 2-minute demonstration/skit for the large group that shows how someone could effectively respond to the situation to create greater inclusion that would do one or more of the following:
  - \* Stop the uninclusive, disrespectful behavior
  - \* Help the participant(s) see a differing perspective
  - \* Support those impacted
  - \* Re-affirm the campus values of social justice and inclusion

## **10. Action Planning Activity**

### **Action Planning ~ Individual reflections**

- Ask participants to individually think about/write down 3-5 specific actions they will take to help create greater inclusion on campus
- A variation: Have them write what they will STOP doing, START doing, and CONTINUE doing
- You can have them do a share-pair, small group, or the button grab bag to share their ideas



## 11. Closure Activities

### **Button Grab Bag**

**Purpose:** To share action steps with others, bring some closure, and have participants share motivational comments

**Set-up:**

- Need at least 1 button/participant (can order from Donnelly-Colt, Syracuse Cultural Workers)
- Quickly pass them out

**Directions**

- Ask participants to have a quick one-on-one conversation with several different partners, and to keep moving around until you bring them back together as a group
- Tell them that with each partner, please share 1-2 action steps they plan to take on campus to create greater inclusion, and also trade their button
- Then go talk to another person, and trade your button
- NOTE: Depending on the time available, people may have 3+ exchanges.
- Call the group back and ask folks to reflect on the button they now have.
- You can then mention that everything happens for a reason, and messages come to us from all places...and so this button today may have a personal how message for you...
- Ask for 5+ people to quickly share in the large group about what message their button is bringing them at this moment...and also mention that for some, the message may not yet be clear, but in a few days, they might get some insight....

### **Closing Circle**

- Gather participants into a closing circle (standing or chairs)
- Invite their closing reflections, possible prompts:
  1. As I leave, I feel...
  2. What I have appreciated about this group...
  3. What I've appreciated about our session together is....
  4. As a member of this community I will...
  5. One learning I'm taking with me is...
- Share your closing reflections and appreciations

## Examine Your Socialization Experiences

1. How do you identify racially?
2. Describe the racial demographics of your neighborhood, school, family, social groups...
3. When do you remember being told there were different races? What were you told?
4. What were some of the prevailing messages and images of whites and people of color as you were growing up?
5. Were there times that you didn't believe that race and racism really existed or mattered very much?
6. What were your experiences interacting (or not) with people of different racialized groups?
7. Share some early experiences when you realized people were categorized by race and skin color.
8. How were people of your race and other racialized groups treated? Depicted? Talked about?
9. What various roles and responsibilities did people of different races have? Were shown to have?
10. When did you realize you were treated differently based on your race/skin color?
11. Share some significant moments or turning points that shaped you as a \_\_\_\_\_ (how you identify racially?)
12. Share a time you witnessed racist actions/comments. How did you feel? What did you do?
13. What are 1-2 ideas or assumptions/biases *you used to have* about another racial
14. group; what happened to help you shift towards greater understanding, accuracy, or acceptance?
15. Talk about a time, you now realize, that your actions/comments were exclusionary and fueled by racial stereotypes?
16. Talk about a time you spoke up and responded when you noticed racist comments or behaviors or interrupted white privilege.

## Authentic Dialogue Prompts: Building Community Among White Allies

**Directions ~ With your partner, share and relate to each other as you discuss:**

1. Share an example of a time you spoke up and effectively engaged someone whose comment or behavior was biased or misinformed: How did you feel? What did you do/say?
2. When are you at your best as an ally or change agent?
3. What are some of your fears as you engage issues of race and racism?
4. What biases or stereotypes do you still notice within yourself?
5. When and where do you get stuck? How do you feel when you are stuck and less effective?
6. What would feel supportive from colleagues? To help you continue to grow and develop skills?
7. When have you:
  - a. Felt fear when interacting with people of color?
  - b. Felt fear when interacting with whites?
  - c. Felt guilt or shame?
  - d. Felt anger towards people of color?
  - e. Felt anger towards whites?
8. What are 5+ ways you see people benefiting from white privilege?

9. What are some examples of how whites have intentionally used white privilege to help dismantle racism?
10. When have you seen others use white privilege to gain an unfair advantage or greater access?
11. What racist thoughts do you still have?
12. What are 1-2 examples (over the past 1-2 years) when you have acted based on some racial stereotypes or racist thoughts?
13. When do you remember realizing that whites believed they were superior to people of color, people who were biracial/multiracial? (smarter, more organized, better leaders, more competent, etc.)
14. When do you remember realizing that you believed whites were superior to people of color, people who were biracial/multiracial? (smarter, more organized, better leaders, more competent, etc.)

## **Dig Into Your Roots: What's Fueling Your Behavior?**

**When you notice or are confronted about your racist actions, ask yourself:**

1. What were the racist biases fueling my actions or inactions?
2. When and how were these taught and reinforced around me?
3. If the person had been white, how might I have reacted? How have I treated whites in similar situations?
4. When have I done or thought this before?
5. How can I interrupt this racist pattern in the future?

## Interrupt & Shift Our Racist Internalized Dominance

**When we notice we have a racist thought, we need to ask ourselves:**

1. **Is it true?** Really true? (Adapted from Byron Katie, *The Work*)
2. What is my **evidence** that this is more true for people of color than whites?
3. When **whites exhibit the same behavior**, how do I make meaning of that?
4. **Who does it serve** for me to think this thought right now?
5. What is **my pay-off** for having and maintaining this racist thought?

**To be more effective, more of the time:**

**Respond in ways that...**

- Interrupt racist dynamics,
- Engage others to reflect on the impact and intentions of their racist actions,
- Educate why the comment, behavior or policy has a racist impact, and
- Build connections and relationships with whites for further dialogue, learning, and organizational change

## From “White Supremacy Culture” ~ Kenneth Jones & Tema Okun, changework

[http://www.cwsworkshop.org/pdfs/CARC/Overview/3\\_White\\_Sup\\_Culture.PDF](http://www.cwsworkshop.org/pdfs/CARC/Overview/3_White_Sup_Culture.PDF)

- Perfectionism
- A sense of urgency
- Defensiveness
- Quantity over quality
- Worship of the written word
- Paternalism
- Either/or thinking
- Power hoarding
- Fear of open conflict
- Individualism
- Progress = Bigger, More
- Objectivity
- Right to comfort

## How MIGHT these advantage whites and disadvantage people of color on campus?

1. Information sessions to advertise on-campus job opportunities for students occur in the late evenings.
2. New students get to choose their residence hall as soon as they submit their housing deposit.
3. To apply to be an Orientation Coordinator (paid position) students need experience as an Orientation Leader (unpaid position.)
4. Tenure and promotion processes place a high value on student evaluations.
5. In the hiring process candidates are required to report their salary history.
6. Using SATs and ACT scores for undergraduate admission decisions.
7. Greek Life policies at PWIs that require historically/majority Black, Latinx, APIDA, Native American Greek organizations to maintain baseline membership or run the risk of losing campus recognition.
8. Bereavement policies only cover deaths of family members.



## Traps and Potholes for Allies to Avoid: A Beginning List

**Tanya Williams, Ed.D., and Kathy Obear Ed.D.**

1. PLEs ~ Perfectly Logical Explanations (EYCA)
2. Yeah, but... (EYCA)
3. That happens to me/my group, too... (EYCA)
4. I know someone who...and they don't agree with you... (EYCA)
5. I don't see it that way; therefore, it doesn't really happen... (EYCA)
6. That doesn't happen to me (so it doesn't exist) ...(EYCA)
7. Don't you think that...
8. You're overreacting...you're too sensitive... (EYCA)
9. He/she's a good person...they never meant to do that...
10. That was not my intent! You misunderstood me!
11. Colluding and trying to maintain the status quo culture
12. Trying to keep your status, membership in "the club" while saying you are creating change
13. Fear of losing your access, connections, and future career opportunities
14. Attached to what people will say about you
15. Afraid of the consequences and backlash if you speak truth to power
16. Thinking you know all you need to know; feeling you have arrived; done all your self-work
17. Believing you have the right answer, you know exactly what is needed
18. Perfectly logical explanations, PLEs
19. Having some information and skills, but nowhere near enough competence
20. Acting alone or in isolation
21. Going it alone or only with other privileged group members; not having accountability structures and meaningful relationships with people in the corresponding marginalized group
22. Motivated by wanting to "help" people in marginalized identities
23. Reacting out of rescuing, patronizing, or condescending energy

24. Motivated by guilt, shame, or pity
25. Unclear why you do ally work; not clear on your motives and self-interest, i.e., reclaiming your humanity as you partner to create true equity and inclusion for all; understanding how oppression negatively impacts you in your privileged
26. Wanting recognition and appreciation for your contributions
27. Taking over and dominating conversations
28. Assuming leadership roles in cross identity groups with thoughtful group dialogue
29. Not partnering with and following the leadership of people from the corresponding marginalized identity(s)
30. Reacting out of self-righteous energy
31. Social justice arrogance: believing you “get it” and others “don’t get it”
32. Believing there is a progression from mediocre ally to “super ally”
33. Personal attacks on people who “don’t get it”
34. Shaming others or yourself for not knowing enough, doing enough, etc.
35. Acquiescing to anything people from marginalized groups say and do
36. Disappearing from conversations and deifying people from marginalized groups
37. Defensiveness to feedback from people from both marginalized and privileged groups
38. Resistance to looking at impact of your behavior
39. Unwilling to explore how you may be reacting out of internalized dominance
40. Holding back out of perfectionism, fear making a mistake, or being wrong
41. Fear of intense emotions (yours or others), especially anger and deep pain
42. Not seeing all people as worthy human beings, deserving of respect and dignity
43. Hiding your prejudicial thoughts and implicit bias
44. Fear of being vulnerable
45. Disengaging from other members of your privileged group(s)
46. Calling yourself an ally without engaging in active change work with people from the corresponding marginalized identity(s) ~ the people you say you are an ally to

47. Only working on a single identity; not seeing and working with the intersections and simultaneity of multiple identities
48. Having a very shallow definition and vision of change work: focused on diversity and increasing demographics without systemic, sustainable organizational change to create inclusive, socially just organizations
49. Doing for others what they can do for themselves
50. Thinking there is a checklist, a to-do list of “right” ally behaviors

## Suggested Competencies for White Allies & Change Agents

There is a wide range of competencies that I believe whites can deepen on their own or in community with other whites. While this is not a comprehensive list, my hope is that it is a useful tool to spark conversation, assess your current level of competence, and identify goals for professional development. It may also be a good resource in learning communities for white people to plan their discussion topics and skill practice sessions.

**Directions:** Use the following scale as you reflect on the following competencies (knowledge, self-awareness, and skill) and rate how often you effectively demonstrate each of these:

**1 = Rarely      2 = Occasionally      3 = Often      4 = Most of the time      5 = Almost Always**

### A. Knowledge about race, racism, white supremacy, white culture, etc.

- \_\_\_\_\_ 1. I recognize how I was socialized as a white person and how these experiences still impact me today.
- \_\_\_\_\_ 2. I understand the common patterns of racialized socialization and racist life experiences of people of color, Indigenous peoples, people who identify as multiracial or biracial, and white people.
- \_\_\_\_\_ 3. I understand how the history of racism and colonization in the U.S. and around the world impacts current dynamics and experiences.
- \_\_\_\_\_ 4. I understand the damage and devastation whites have perpetuated on people of color over the centuries and currently.
- \_\_\_\_\_ 5. I understand how the cumulative impact of multiple, persistent racist microaggressions and institutional racism negatively impact people of color and the quality of their lives.
- \_\_\_\_\_ 6. I recognize how institutional racism permeates societal institutions, including the legal, policing, and justice system, housing, health care, education, employment, the military, politics, the media, entertainment, etc.
- \_\_\_\_\_ 7. I identify the common racist attitudes, perceptions, behaviors, and implicit biases of whites that perpetuate the status quo (internalized dominance).
- \_\_\_\_\_ 8. I identify the common attitudes, perceptions, behaviors, and beliefs of people of color that support the status quo (internalized racism).

- \_\_\_\_\_ 9. I recognize the common daily indignities and racist microaggressions that people of color experience.
- \_\_\_\_\_ 10. I understand multiple ways to effectively facilitate change and create greater racial justice in organizations.
- \_\_\_\_\_ 11. I am aware of how people may experience and interpret comments and nonverbal behaviors differently based upon their cultural perspective and their racial identity.
- \_\_\_\_\_ 12. I understand how white cultural values and norms are infused into formal expectations and workplace culture as well as informal, unwritten rules for success.
- \_\_\_\_\_ 13. I understand how white culture is infused into organizational policies, practices, programs, and services.
- \_\_\_\_\_ 14. I recognize how whites most often get the privilege of being seen at the Individual Level and not viewed as a representative of all white people.
- \_\_\_\_\_ 15. I recognize that people of color are generally viewed at the Group Level and their attitudes and behaviors are assumed to be reflective of all members of their racial group(s).
- \_\_\_\_\_ 16. I recognize the full breadth of unearned white privileges that whites receive in society and in organizations.
- \_\_\_\_\_ 17. I understand the pervasive white privileges that I still receive, even as I work for racial justice.
- \_\_\_\_\_ 18. I understand I am seen and experienced as white, at the Group Level, even if I work for racial justice.

### **B. Use a Race Lens to notice and respond effectively to interpersonal dynamics**

- \_\_\_\_\_ 19. I intentionally notice/track the full range of common racist dynamics that occur during meetings, conversations, workshops, etc.
- \_\_\_\_\_ 20. I describe the details or “facts” of what I observe without judgments, assumptions, interpretations, or conclusions (Panning).
- \_\_\_\_\_ 21. I recognize and effectively respond to racist microaggressions that occur in my presence, included racially coded terms and phrases.

- \_\_\_\_\_ 22. I consistently recognize and respond to racial implicit bias.
- \_\_\_\_\_ 23. I recognize and intervene when whites are expecting or demanding that people of color educate them.
- \_\_\_\_\_ 24. I effectively bring up and discuss issues of race and racism. I “keep race on the table” as one of the factors to be considered.
- \_\_\_\_\_ 25. I notice and effectively intervene when people try to change the subject to avoid talking about issues of race and racism.

### **C. Engage whites effectively**

- \_\_\_\_\_ 26. I encourage whites to participate in conversations about race and engage them in the process.
- \_\_\_\_\_ 27. I ask questions and listen deeply to increase understanding, especially if I initially disagree.
- \_\_\_\_\_ 28. I use effective listening and communication techniques, including clarifying, paraphrasing, open-ended questions, silence, “connecting language,” etc.
- \_\_\_\_\_ 29. I am able to “relate in” and “see myself” in other whites to find compassion and make a connection with them, rather than judging them or distancing from them.
- \_\_\_\_\_ 30. I effectively share stories and personal experiences to relate in and build connections with whites.
- \_\_\_\_\_ 31. I effectively use self-disclosure to authentically share my feelings, thoughts, and beliefs.
- \_\_\_\_\_ 32. I minimize how much I use the “telling” style and maximize how often I pose questions or dilemmas to facilitate dialogue with whites.
- \_\_\_\_\_ 33. I demonstrate compassion and empathy when engaging other whites.
- \_\_\_\_\_ 34. I effectively “leave no one behind” and find ways to include all whites in the discussion.
- \_\_\_\_\_ 35. If a white colleague tries to shift the focus to one of their marginalized groups, I effectively acknowledge the dynamic and redirect the conversation back to race and racism.

- \_\_\_\_\_ 36. I “meet whites where they are” without judgment, and do not demand or expect them to be farther along in their understanding or skill development.
- \_\_\_\_\_ 37. I effectively name common white cultural dynamics among whites and use these as “teachable moments” to facilitate deeper understanding and learning.
- \_\_\_\_\_ 38. I can let go of my planned agenda, “trust the process,” and effectively engage what is happening in the moment.
- \_\_\_\_\_ 39. I consistently demonstrate respect, compassion, and empathy for all white participants.
- \_\_\_\_\_ 40. I effectively navigate discussions where whites are feeling and expressing deep emotions, including anger, sadness, fear, frustration, guilt, shame, hopelessness, etc.
- \_\_\_\_\_ 41. 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.
- \_\_\_\_\_ 42. I acknowledge comments which sound inappropriate or triggering.
- \_\_\_\_\_ 43. I speak up and interrupt racist microaggressions and exclusionary behaviors.
- \_\_\_\_\_ 44. I engage people in meaningful dialogue when I experience one of their comments as inappropriate, racist, and/or triggering.
- \_\_\_\_\_ 45. I consistently communicate clear guidelines for expected behaviors that promote racial justice as well as clear consequences for exclusionary practices and inappropriate or racist behavior.
- \_\_\_\_\_ 46. I recognize that “resistance” and challenges from whites are often doorways to deeper understanding and learning for them and for the group.
- \_\_\_\_\_ 47. I respond effectively to challenges and resistance from whites without taking it personally or feeling deeply triggered.
- \_\_\_\_\_ 48. I effectively navigate conflict and disagreement among whites in discussions about race and racism.
- \_\_\_\_\_ 49. I can use triggering events as “teachable moments” for the group.

- \_\_\_\_\_ 50. I respond effectively to challenges and feedback from people of color without taking it personally or feeling deeply triggered.
- \_\_\_\_\_ 51. I effectively explore the unintended impact of racist comments and behaviors while also holding space to explore the person's intentions and possible implicit bias.
- \_\_\_\_\_ 52. I facilitate productive dialogue when there is a mismatch between the intent and the impact of someone's behavior, a policy, a decision, etc.
- \_\_\_\_\_ 53. I recognize effective behaviors of whites that further learning and community building.
- \_\_\_\_\_ 54. I give effective feedback to other whites about the impact of their attitudes and behaviors.
- \_\_\_\_\_ 55. I support and coach other whites to deepen their capacity as effective change agents.

#### **D. Recognize and engage organizational dynamics**

- \_\_\_\_\_ 56. I communicate why racial justice is one of my core values and why I am committed to racial justice work.
- \_\_\_\_\_ 57. I effectively discuss a wide range of compelling reasons that position racial justice as a critical factor in the organization's success.
- \_\_\_\_\_ 58. I effectively create work environments that support the success and full participation of people of color and whites.
- \_\_\_\_\_ 59. I create fair and equitable selection and hiring processes that consistently identify racially diverse, culturally competent pools of final candidates.
- \_\_\_\_\_ 60. I effectively intervene to shift white cultural norms and dynamics of white privilege, to create greater equity and inclusion.
- \_\_\_\_\_ 61. I consistently use a Race Lens to analyze policies, practices, programs, and services to identify institutional racism and any negative differential impact on people of color as well as any undeserved privilege and access for whites.
- \_\_\_\_\_ 62. I continuously engage with others to revise any policy, practice, program or service to ensure they meet the needs of people of color as well as whites.



- \_\_\_\_\_ 63. I ensure that all planning processes intentionally include equitable participation and full consideration of input from people of color and whites.
- \_\_\_\_\_ 64. I effectively collect and analyze data about the experiences and perceptions of people of color and whites in the organization.
- \_\_\_\_\_ 65. I use these data to effectively evaluate and revise current policies, programs, services, practices, procedures, facilities, etc., to ensure racial equity and racial justice.
- \_\_\_\_\_ 66. I continually research and share national/international trends and promising practices to help organizations achieve greater racial justice.

### **E. Self-work and healing**

- \_\_\_\_\_ 67. I continuously use a Race Lens to self-reflect and examine my behaviors, thoughts, feelings, biases, and attitudes and my impact on others.
- \_\_\_\_\_ 68. I am aware of the racist and white supremacist biases, assumptions, and stereotypes that impact my thoughts, judgments, decisions, and actions.
- \_\_\_\_\_ 69. I am aware of how my beliefs about what is “effective” or “professional” \_\_\_\_\_ has been influenced by my racist socialization and white culture, (i.e., leadership; communication styles; decision-making practices; dress, attire, and appearance; dialogue; conflict styles; meeting management; supervision; etc.)
- \_\_\_\_\_ 70. I continually interrupt, reframe, and unlearn these racist biases, stereotypes, and assumptions.
- \_\_\_\_\_ 71. I recognize and honestly talk about the racist attitudes I still hold on to and how they have fueled racist behaviors.
- \_\_\_\_\_ 72. I understand how my white identity impacts how I am perceived, experienced, and treated by others.
- \_\_\_\_\_ 73. I effectively listen to, receive, and appreciate feedback from people of color and utilize their input to improve my practice.
- \_\_\_\_\_ 74. I continually seek and utilize feedback about my behaviors and attitudes from other whites and utilize their input to improve my practice.

- \_\_\_\_\_ 75. I am aware of my common triggers and their intrapersonal roots.
- \_\_\_\_\_ 76. I am aware of my “early warning signals” that I am beginning to feel triggered.
- \_\_\_\_\_ 77. I recognize when I am reacting out of alignment with my core values.
- \_\_\_\_\_ 78. I recognize when I am operating out of guilt and shame.
- \_\_\_\_\_ 79. I am able to effectively navigate my own triggered feelings of anger, fear, stress, grief, guilt, shame. etc., so that I do not “work my issues on others.”
- \_\_\_\_\_ 80. When I react unproductively, I effectively navigate that moment, apologize, acknowledge the impact of my actions, and commit to changing my behavior in the future.
- \_\_\_\_\_ 81. I actively do my healing work around my triggers in the moment: explore the roots; feel my feelings, shift unproductive thoughts, attitudes, and intentions, etc.
- \_\_\_\_\_ 82. I regularly do my ongoing deep healing work to release and heal old issues, resentment, fear, guilt, shame, etc.

### **F. Deepen partnerships with people of color**

- \_\_\_\_\_ 83. I effectively listen to and believe people of color when they tell me about the dynamics of racism they experience.
- \_\_\_\_\_ 84. I notice and effectively respond when whites interrupt people of color, take over the conversation, and re-center whiteness or white issues.
- \_\_\_\_\_ 85. I effectively partner with people of color to create change.
- \_\_\_\_\_ 86. I effectively follow the leadership of people of color.
- \_\_\_\_\_ 87. If I am called racist, I effectively listen to the feedback, ask questions to deepen my understanding, and acknowledge the person’s perspective.
- \_\_\_\_\_ 88. If I realize I have done something racist, I readily acknowledge my behavior and apologize for the impact.
- \_\_\_\_\_ 89. I strategically consider how and when to engage in order to optimize the chances for meaningful change. I don't “win the battle, but lose the war,” especially if that puts people of color at greater risk.

## **G. Learn with a community of white allies and change agents**

- \_\_\_\_\_ 90. I intentionally build a community of white allies for support and to accelerate my learning, growth and healing.
- \_\_\_\_\_ 91. I use other white allies to create greater accountability for my actions as a change agent.
- \_\_\_\_\_ 92. I actively create space to support other whites in their development and healing processes.
- \_\_\_\_\_ 93. I help other whites recognize and release the fears, guilt, shame, and racist biases that are fueling their behaviors.
- \_\_\_\_\_ 94. I effectively partner with other whites to create change.
- \_\_\_\_\_ 95. I hold other whites accountable for their behaviors and efforts to create change.
- \_\_\_\_\_ 96. I am committed to “staying in it”; I am committed to racial justice for the long haul.

**After rating your current demonstrated competence, go back through the list and:**

**Identify 8-10 of your greatest strengths.**

**Identify 5-8 areas you want to develop further; note ways you might increase your competence in each of these areas.**

*Check-off* which competencies are an explicit part of your unit’s hiring, training/development, and accountability processes.

*Star (\*)* which additional competencies you believe are necessary for people in your unit to demonstrate as they intentionally create greater racial justice and inclusion in the organization.

We must be vigilant and persistent as white change agents as we continually deepen our capacity to create greater racial justice. Unlearning racism is a lifelong process of healing and re-education. I hope you choose to stay in it for the long haul. If you do, I guarantee that when you wake up each day and look in the mirror, you will realize you are closer to living a life of integrity and purpose.

## Checklist for Allies and Accomplices: Tools and Strategies to Increase Your Capacity and Effectiveness as Change Agents

**Directions:** Read each of the following and rate how often you **effectively demonstrate** these skills:

**1 = Hardly ever    2 = Rarely    3 = Occasionally    4 = Often    5 = Almost always**

1. Consistently track interactions and group dynamics: work to create balance of engagement among all members; and speak up when you notice exclusionary comments and behaviors.
2. Cultivate relationships with other members of privileged groups who actively work to dismantle oppression and create inclusive organizations. Talk honestly about where you get stuck and ask for feedback and coaching.
3. Continue to deepen your awareness about privilege and dominant culture, and how these operate in you, others, and organizations/systems.
4. Recognize and change in the moment when you are operating out of stereotypes, privilege, and/or dominant cultural beliefs.
5. Track patterns of negative differential treatment on members of marginalized groups and intervene to stop inappropriate actions and educate others.
6. Support others when they question or challenge uninclusive or disrespectful behaviors or policies, so they are not alone. Recognize that marginalized group members have a far greater risk if they challenge and speak up.
7. Recognize and intervene when unconscious bias and prejudice are impacting opinions and decisions.
8. Continually learn more about the experiences of members of marginalized groups and oppression.
9. Recognize when members of marginalized groups might be reacting out of cumulative impact and offer space to talk about issues and their experiences.
10. Analyze policies, programs, services, and practices to assess any differential negative impact on members of marginalized groups and shift practices to create change.

11. Track current utilization of services and assess the degree of satisfaction and usage by members of marginalized groups.
12. Regularly assess the climate and culture of organizations and analyze the data for any differential experiences from members of marginalized groups.
13. 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, hiring and promotion, etc.
14. Ask questions to seek to understand BEFORE disagreeing or defending your position.
15. If your behavior has had an impact on a member of a marginalized group, avoid defensively talking about your intent. Instead, listen thoughtfully to their feelings and perspective; acknowledge the impact; make amends and change your behavior as needed.
16. In meetings and conversations, ask these questions, “How might this impact members of different marginalized groups?” “What perspectives and input might we be missing from different marginalized groups?”
17. Talk with members of privileged groups who seem to be colluding, “going along to get along” ~ help them consider the consequences of their actions and shift their behaviors.

## **Prepare, Envision & Take Action**

1. How will you maintain your level of passion, energy, motivation, and commitment to create change?
  
2. Who is in your community of support? How will you expand your community (within and across racial identities) to ensure you maintain the necessary support, personal development, and accountability to work in coalition to create meaningful, sustainable change?

### **What is possible? List a wide range of possible next steps:**

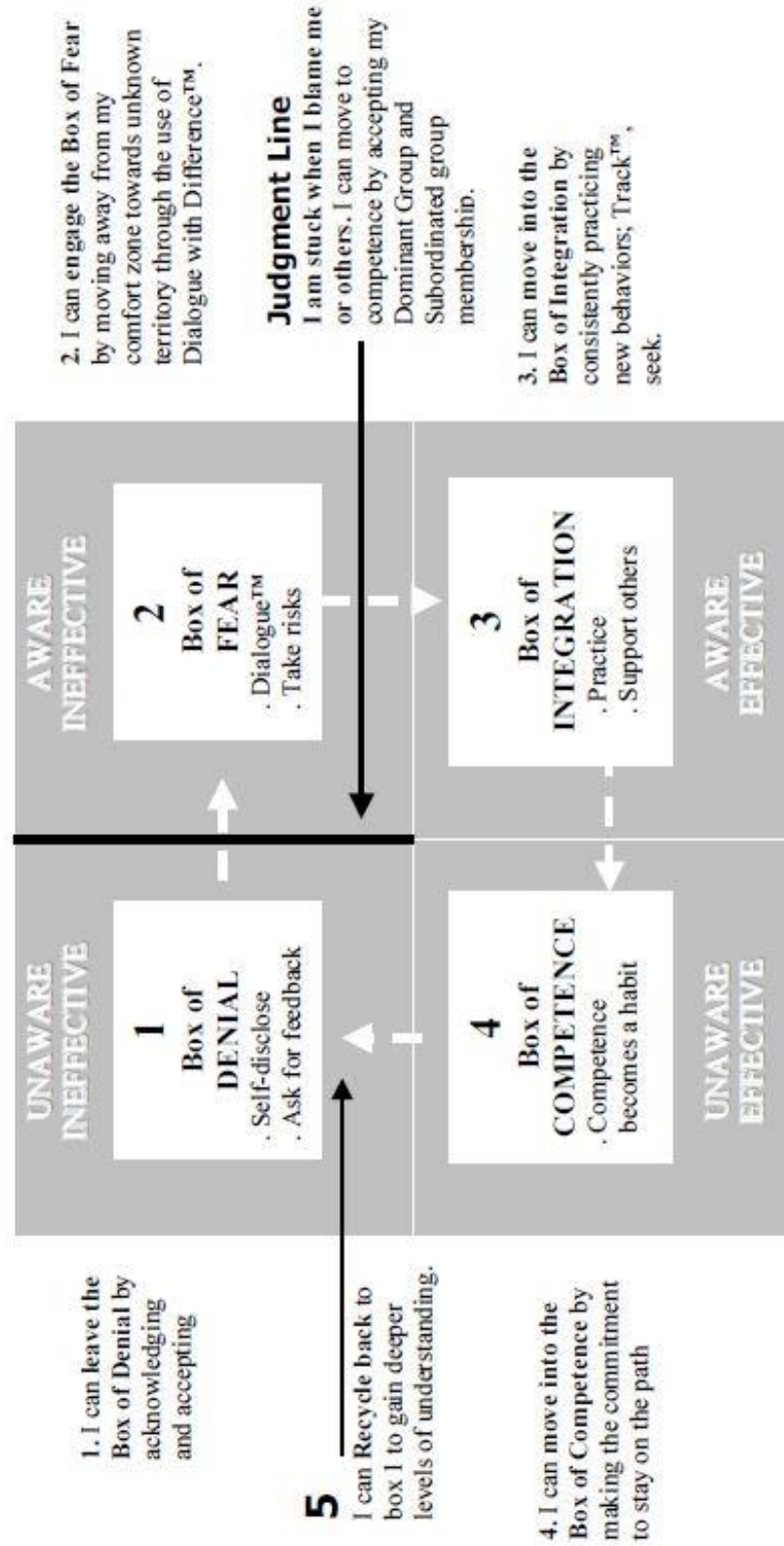
#### **Identify 3-5 actions you will take to:**

- a. Create greater racial justice in your organization
  
- b. Develop a broader community of white allies & change agents
  
- c. Support the leadership and professional development of colleagues of color

**Adapted from materials developed by Shannon M. Jolliff-Dettore - Director of LGBTQ Services  
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## Path to Competence™ Diagram

*Moving to Competence within Diversity*



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from *Conscious-Unconscious Competence* by Abraham Maslow.



## JUDGEMENT LINE

### 1. DENIAL (Unaware/Unskilled)

- Don't see dom/sub dynamics
- Dom and Sub may believe some stereotypes
- Relatively unconscious about how stereotypes influence my attitudes and actions
- Actions negatively impact subordinated group members
- Unconscious re: privileges dominant group members receive
- Dominant group members struggle to take in clear, direct, critical feedback

#### Move along path:

- Own Group Identities
- Acknowledge other's reality
- Track
- Self-disclosure
- Ask for feedback

### 2. FEAR (early awareness/low skill)

- Walking on eggshells
- Afraid to offend
- Afraid prejudice may show
- Track/See dom/sub dynamics more; learning more
- Hesitant/unskilled to respond
- Fear of being confronted by subordinated group
- Dom group members may feel overwhelmed, powerless, guilt, shame
- Sub group members feel they need to take on every issue

#### Move along path:

- Track
- Take risks; speak up even if raggedy
- Dialogue
- Talk with other D/S members

### 4. COMPETENCE (highly skilled)

- Committed to staying on Path; continued learning
- Relatively unconsciously tracking, making effective interventions
- Consistently track, recognize & respond to shifting dom/sub dynamics
- Use self as instrument; honest about attitudes, behaviors, mistakes
- Outcome usually matches intent
- Continue to do own work: Not about being perfect
- If make a mistake, own my behavior and make amends

#### Recycle as I encounter new group identity!

### 3. INTEGRATION (very aware/more skilled)

- Deliberate attention to issues
- Track & intervene in dom/sub dynamics to shift outcome
- Dom group members check impact on sub group members without waiting for feedback
- Sub group members check for intent before stating impact
- Increasing dialogue with members of my dom groups
- Still very conscious of needing to focus on dom/sub issues

#### Move along Path:

- Dialogue, track, ask for feedback
- Intervene more; take more risks
- Engage within my identity group

**JUDGEMENT LINE—STUCK in blame of self and others. MOVE: Claim my judgments of others as parts of me....Accept the judgments of myself and release them. Own all my group identities.**

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## Path to Competence™ Worksheet,

Delyte Frost, Ph.D., Chambers Group, LLC

<b><u>Path Element</u></b>	<b>Privileged Group Behaviors and Comments</b>	<b>Marginalized Group Behaviors and Comments</b>	<b>How to Move Along the Path</b>
<b>Denial</b>			
<b>Judgment</b>			
<b>Fear</b>			
<b>Engagement</b>			
<b>Competence</b>			

## Social Identity Development Worksheet

<b>"Stage" of Identity Development</b>	<b>Privileged Group Behaviors and Comments</b>	<b>Marginalized Group Behaviors and Comments</b>	<b>How I can progress through the Stages</b>
Believe socialized stereotypes; collude actively and/or passively			
Early awareness; begin to question socialized messages and the status quo; recognize privileged and marginalized dynamics; struggle with Internalized Dominance and Internalized Oppression			
Deepening awareness; immersion; anti-dominant group & culture; surround self with like-minded; self-righteous indignation			
Re-emerging; integrating new insights; deeper self-work and healing			
Internalize new identity into full self and full breadth of intersecting identities; into all aspects of your life			

**Adapted from articles by: Dr. Beverly Tatum; Drs. Jackson & Hardiman**

## Supervising Across Difference

### **Consider these questions/prompts as you develop relationships across group identities**

#### **1. To begin to get to know the staff member**

- What do you enjoy doing?
- What are you passionate about?
- How do you spend your time outside of work?
- What were your favorite subjects and activities in previous schools?
- What types of work tasks do you enjoy?
- What is a project or effort you were involved in that you are especially proud of?
- Why did you choose to work here?
- What are your goals for while you are here?

#### **2. To begin to explore some areas of diversity**

- Tell me more about your life outside of work.
- What are some of your other passions and commitments besides working?
- How do you get energized and rejuvenated?

#### **3. As you co-create an initial plan for professional development**

- What are some of your strengths?
- What are some skills and capacities you want to develop?
- What are some of the different position or career paths you have considered?
- Have you thought about \_\_\_\_\_?
- Where do you see yourself in 5 years? 10 years?

#### **4. If you begin to wonder if the staff member is experiencing challenges or bias in the workplace**

- Check your assumptions...Stay curious...Maintain a genuine sense of curiosity
- Stay open to what could be happening to the staff member that you may not be aware of
- Get grounded in your intention to be useful and of service
- Explore their experiences in the workplace
  - How are things going for you these days?
  - What's working well?
  - Any team or organizational dynamics that are challenging or difficult? creating barriers or obstacles?
  - Why do you think would help us be more productive and inclusive as a team?
  - What are some of your sources of support here?

## 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, Instragram
  - 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

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



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

<b>Ethnicity/ Culture</b>	<b>Nationality/ Citizenship</b>
<b>Food Availability/ Security</b>	<b>Revenue producing/ Not revenue producing</b>
<b>Size/Appearance/ Athleticism</b>	<b>Relationship/ Marital Status</b>
<b>Disability Identity and/or Health Status</b>	<b>Socio-Economic Class (of origin; current)</b>

<b>Mental Health Status</b>	<b>FAMILY MAKE-UP (of origin, current; household members)</b>
<b>Years of Experience (in the field, organization)</b>	<b>Political Affiliation</b>
<b>Veteran/Military Status</b>	<b>Age</b>
<b>Academic credit courses &amp; services/ Non-credit courses &amp; services</b>	

## How Much Do You Need Self-Care?

### A Checklist for Change Agents

**Directions:** Use the following scale to rate each of the following statements.

**1 = Rarely   2 = Sometimes   3 = Much of the time   4 = Most of the time   5 = Almost always**

1. I feel tired and stressed out all the time.
2. I feel overwhelmed.
3. I drop what I am doing to handle the next crisis that occurs.
4. I keep pushing myself to tackle a seemingly never-ending to-do list.
5. I have little time to be creative or innovative.
6. I interrupt time spent with friends, family, and/or my partner to respond to work demands.
7. I work late several nights during the week to try to catch-up.
8. I work on the weekends and miss out on socializing with friends, family, and/or my partner.
9. I do not get to participate in important family events due to work.
10. I over-sleep and miss important events.
11. I am more forgetful and confused.
12. I make silly, avoidable mistakes.
13. I miss deadlines and/or drop the ball on important tasks.
14. I cut back on sleep to get more things done.
15. I wake up in the middle of the night and obsess about all I have to do.

16. I cancel and cut back on leisure and self-care activities to get things done.
17. I experience stress-related physical symptoms (headaches, twitches, body aches, etc.)
18. I get sick from over-working and not taking care of my health.
19. I am irritable, judgmental, and more easily triggered.
20. I over-react and can't moderate my emotions.
21. I resent other people who seem to live more balanced lives.
22. I use alcohol and/or drugs to relieve my stress.
23. I over-eat and/or eat foods that are not healthy for me to relieve my stress.
24. I am unhappy with my weight and body size/shape.
25. I gain unwanted weight.
26. I binge watch (tv, movies, Netflix) to relieve my stress.
27. I zone out on social media to relieve my stress.
28. I over-do other activities to relieve stress, such as: shopping, gambling, sex, working out, etc.
29. I feel weary and less motivated to create change.
30. I feel hopeless and helpless.
31. I feel apathetic and cynical.
32. I feel less joy, enthusiasm, and happiness in my life.
33. I do the bare minimum to get by.
34. I feel like I am just going through the motions.
35. I am not interested in socializing with friends.

- 36. People in my life are complaining about how tired and unavailable I am.
- 37. People in my life are complaining about my life choices.
- 38. The quality of my relationships with intimate partners, friends, family members, and/or work colleagues is negatively impacted by my over-working and life imbalance.

## How Have I Focused on Self-Care in My Life as a Social Justice Change Agent?

**Directions:** Reflect on your own journey as a social justice change agent and ways you have centered or disregarded your own self-care in the process. The following prompts may be useful as you journal.

1. What were some of the early messages you learned about taking care of yourself? How did you learn these messages?
2. What were some of the early messages you learned about taking care of others? How did you learn these messages?
3. What were some of your early messages about the role of work and service in your life?
4. Who would encourage you to take care of yourself?
5. Who would criticize you if you took care of yourself?
6. What were some of the images and messages about how to be a social justice change agent and the role of self-care in social change work?
7. **When, if at all, do you remember feeling close to burnout?** Experiencing burnout? How did you make meaning of these times of burnout? What did you say to yourself when you were burned out?
8. What, if any, costs or **difficulties did you experience** when you were feeling more burned out?
9. What, if anything, has helped you recover from burnout?
10. In what ways do you intentionally construct your life to minimize the chance of experiencing deep burnout, if at all?

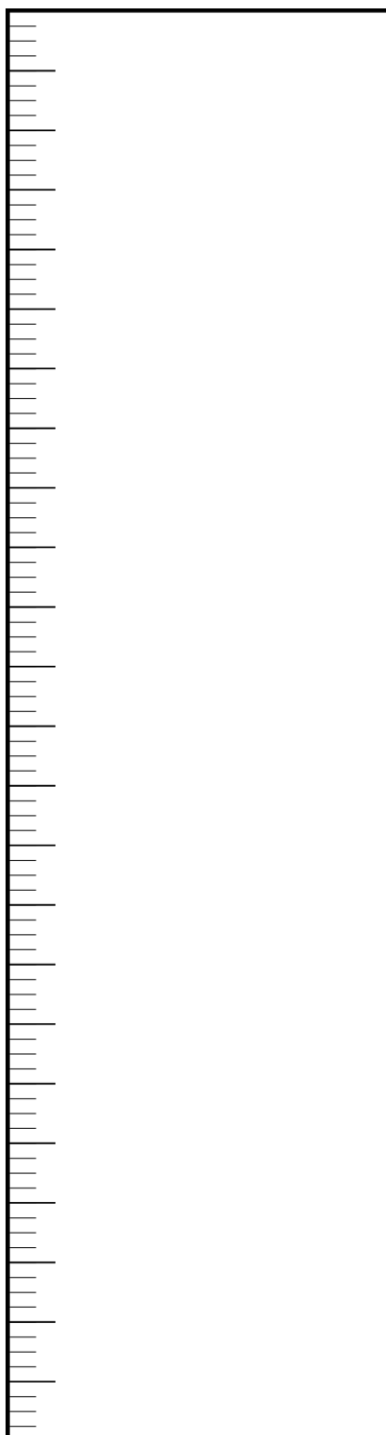
## Identify How You Spend Your Time

Developed by Kathy Obear, *The Center for Transformation & Change*

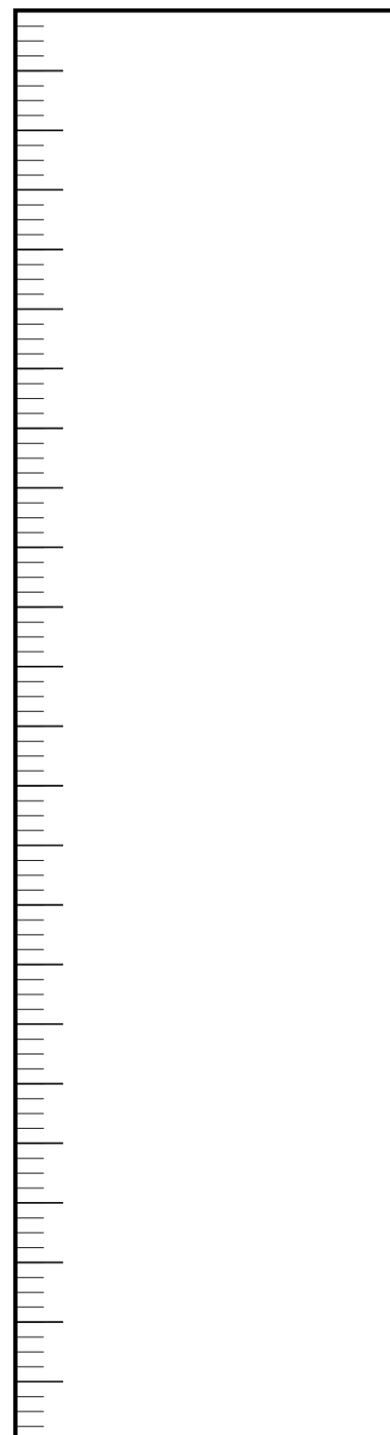
**WORKDAY**

**DAY OFF**

**Common workday  
activities:**



**Common day off  
activities:**





## How Satisfied Are You?

**Rate each of the following using a 0-10 Scale:**

**0 = Not at all ..... 10 = Completely**

- \_\_\_ 1. work life, career
- \_\_\_ 2. life vision and dreams
- \_\_\_ 3. physical health
- \_\_\_ 4. exercise, fitness
- \_\_\_ 5. emotional and mental health
- \_\_\_ 6. eating
- \_\_\_ 7. sleep
- \_\_\_ 8. time with family and friends
- \_\_\_ 9. love life
- \_\_\_ 10. play, fun, adventure
- \_\_\_ 11. meditation, religious/spiritual/ways of knowing practices
- \_\_\_ 12. activities that add joy and happiness to your life
- \_\_\_ 13. rest, relaxation, rejuvenation
- \_\_\_ 14. emotional care and release
- \_\_\_ 15. stress management
- \_\_\_ 16. activities that enrich your learning, creativity, intellectual growth
- \_\_\_ 17. ways to be of service, pay it forward
- \_\_\_ 18. financial health

## Feelings and Emotions

Major source: Raj Gill, Lucy Leu, Judi Morin, NVC Toolkit, 2009

**Sit with your reactions/reflections/experiences.... Check-off/Circle any that you felt/feel. Add any others to the list.**

Aggravated	Distressed	Jealous
Agitated	Distrustful	Jubilant
Alarmed	Drained	Lonely
Alienated	Dumbfounded	Longing
Ambivalent	Eager	Mean
Amused	Edgy	Mortified
Angry	Embarrassed	Nervous
Anguish	Empowered	Numb
Annoyed	Empathetic	Outraged
Anxious	Enraged	Overwhelmed
Appreciative	Envious	Panic
Apprehensive	Exasperated	Paralyzed
Appalled	Excited	Peaceful
Awe	Exhausted	Perplexed
Ashamed	Exhilarated	Powerless
Bitter	Fascinated	Preoccupied
Bored	Fearful	Puzzled
Burned out	Forlorn	Raging
Calm	Frightened	Regretful
Carefree	Furious	Relieved
Confident	Grateful	Remorseful
Confused	Gratified	Repulsed
Crushed	Grief	Resentful
Defeated	Guilty	Sad
Deflated	Hateful	Surprised
Dejected	Heartbroken	Sympathetic
Depleted	Hesitant	Tender
Depressed	Hopeless	Tense
Despair	Hurt	Terrified
Determined	Impatient	Touched
Disappointed	Incensed	Unsettled
Discouraged	Indifferent	Useless
Disgusted	Indignant	Vulnerable
Disheartened	Infuriated	Wary
Disillusioned	Insecure	Weary
Dissatisfied	Inspired	Worried
Distracted	Irritated	

## My Declarations: Self-Care

**Directions:** Below, write some declarative statements about your beliefs and intentions as you choose to center self-care in your life:

1. I deserve to take care of myself, and I will.
2. I can only serve others if I continue to replenish my energy reserves.
3. I will put myself on top of my to-do list so I can be helpful to others.
4. There is always enough time to take care of me.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.



## My Plan for Healing My Intrapersonal Roots

1. How I will get support and help to navigate my current life issues (financial pressures, relationship dynamics, burnout from deadlines and numerous responsibilities, illness, grief and loss, etc.):
  
2. How I will release the stress and pressure from the cumulative impact of recent events (talking with others, exercise, stress release activities, meditation...):
  
3. How I will work with others to resolve unfinished business and heal old wounds:
  
4. How I will identify and release my fears and anxieties:
  
5. How I will rearrange my life to find healthy ways to meet my needs more frequently and consistently:
  
6. How I will examine, heal, and shift my ego-centered desires (be in control, avoid conflict, be right, make others learn and change, be perfect, to be liked, prove I am competent, etc.)
  
6. How I will identify and shift assumptions, stereotypes, shoulds, expectations and judgments:

## 10 Descriptors of Inclusive Organizations

Which describes your overall organization? Pockets?	Data? Evidence?	What is useful? Not useful?	What might facilitate progress?	Ways to mitigate resistance?
1. You can come if you want				
2. You are welcome to be here!				
3. We treat everyone equally				
4. We create a welcoming environment				
5. We want everyone to have a sense of belonging				
6. We do what we can to support your success				

<b>7. We intentionally work to accelerate your success</b>				
<b>8. We remove systemic barriers, obstacles, and hurdles to your success</b>				
<b>9. We require everyone to increase their capacity to infuse equity and inclusion into everything they do</b>				
<b>10. We skill up everyone and hold them accountable to dismantle institutional oppression &amp; dynamics of privilege and marginalization in all policies, practices, programs, and services</b>				