

Disrupting Racist Dynamics and Internalized Dominance: Our Critical Responsibility as Whites to Create Racially Just Organizations

***White Accountability Group Workshop #1
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www.drkathyobear.com/events (access recordings of free videos; upcoming events)

For complimentary access to Kathy's books and other resources:

Webinar: Recognizing & Interrupting Racism in Your Organization

<https://drkathyobear.com/recognizing-and-interrupting-racism-in-your-organization-webinar-confirmation/>

***Webinar: Recognizing Microaggressions* <https://drkathyobear.com/microaggressionswebinar/>**

Webinar: Navigating Difficult Situations, Pt 1 & 2

<https://drkathyobear.com/navigatingsituationswebinar1/>

<https://drkathyobear.com/navigatingsituationswebinar2/>

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

www.drkathyobear.com/imnotracist

www.drkathyobear.com/racebook (supplemental resources, including Book Club Guide)

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

www.drkathyobear.com/selfcarebook www.drkathyobear.com/selfcare

Turn the Tide: Rise Above Toxic, Difficult Situations in the Workplace:

<https://drkathyobear.com/wp-content/uploads/2016/01/Turn-the-Tide-Kathy-Obear.pdf>

www.drkathyobear.com/book-worksheets

www.drkathyobear.com/book-gift (animated video and outline for a Lunch & Learn)

Engagement Guidelines

1. OPEN AND HONEST COMMUNICATION
2. PARTICIPATE FULLY (COMFORT ZONE +1); EXPECT DISCOMFORT IF LEARNING
3. SPEAK FROM PERSONAL EXPERIENCE
4. LISTEN RESPECTFULLY; LISTEN TO LEARN
5. SEEK TO UNDERSTAND; EXPECT DISAGREEMENT & LISTEN HARDER
6. SHARE AIR TIME: MOVE IN, MOVE OUT
7. BE FULLY PRESENT
8. BE OPEN TO NEW PERSPECTIVES
9. EXPLORE IMPACT; ACKNOWLEDGE INTENT
10. EXPECT PEOPLE TO LEARN AND GROW; DON'T FREEZE-FRAME OTHERS
11. TAKE RISKS; LEAN INTO DISCOMFORT; BE BRAVE; ENGAGE
12. RESPECT AND MAINTAIN CONFIDENTIALITY
13. NOTICE/DESCRIBE WHAT YOU SEE HAPPENING IN THE GROUP, IN YOU
14. RECOGNIZE YOUR TRIGGERS; SHARE IF YOU FEEL TRIGGERED
15. TRUST THAT DIALOGUE WILL TAKE US TO DEEPER LEVELS OF UNDERSTANDING AND ACCEPTANCE
16. ENGAGE & EMBRACE THIS OPPORTUNITY; WE WON'T BE FINISHED

Diverse Community Foundations

1. Communities are built through building relationships of trust and commitment
2. We are all doing the best we can (most of the time)
3. We don't know all there is to know
4. Just because you are, doesn't mean you understand: Just because you're not, doesn't mean you don't understand
5. Oppression is pervasive and impacts us all
6. It is not our fault, but we must accept responsibility to create change
7. Conflict and discomfort are often a part of growth
8. Seek first to understand, then to be understood
9. Practice forgiveness and letting go
10. Self-work, healing and self-love are necessary for acceptance of others
11. Acknowledge, Appreciate, and Celebrate Progress
12. There are no quick fixes
13. Individuals and organizations DO grow and change. There is HOPE
14. We're better together, and deeply connected soul to soul.

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

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.

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 group; what happened to help you shift towards greater understanding, accuracy, or acceptance?
14. Talk about a time, you now realize, that your actions/comments were exclusionary and fueled by racial stereotypes?
15. Talk about a time you spoke up and responded when you noticed racist comments or behaviors or interrupted white privilege.
16. When do you remember realizing that whites believed they were superior to people of color, people who were biracial/multiracial, Indigenous peoples? (smarter, more organized, better leaders, more competent, etc.)
17. When do you remember realizing that you believed whites were superior to people of color, people who were biracial/multiracial, Indigenous peoples? (smarter, more organized, better leaders, more competent, etc.)

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 inside 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?

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

Common Racist Behaviors and Attitudes of Many of Whites

Directions: review these common 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 Whites Tend to (consciously and unconsciously):

1. believe they have “earned” what they have, rather than acknowledge the extensive white privilege and unearned advantages they receive; believe that if people of color just worked harder...
2. not notice the daily indignities that people of color 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 white cultural norms, practices and values are superior and better
5. internalize the negative stereotypes about people of color and believe that whites are smarter and superior to people of color
6. want people of color to conform and assimilate to white cultural norms and practices
7. accept and feel safer around people of color who have assimilated and are “closer to white”
8. blame people of color for the barriers and challenges they experience; believe that if they “worked harder” they could “pull themselves up by their bootstraps”
9. believe that people of color are not competent and are only hired/promoted to fill quotas
10. interrupt and talk over people of color
11. resent taking direction from a person of color
12. dismiss and minimize frustrations of people of color 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” as whites, 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 people of color to “get over it” and move on quickly
16. get defensive when people of color express their frustrations with current organizational and societal dynamics
17. “walk on eggshells” and act more distant and formal with people of color
18. segregate themselves from people of color and rarely develop authentic relationships across race
19. exaggerate the level of intimacy they have with individual people of color
20. fear that they will be seen and “found out” as a racist, having racial prejudice
21. focus on themselves as an individual (I’m not racist; I’m a good white), and refuse to acknowledge the cultural and institutional racism people of color experience daily
22. pressure and punish whites who actively work to dismantle racism to conform and collude with white racism; criticize, gossip about, and find fault with white change agents
23. expect people of color to be the “diversity expert” and take the lead in raising and addressing racism as their “second (unpaid) job”
24. minimize, under-value, ignore, overlook and discount the talents, competencies and contributions of people of color
25. rephrase and reword the comments of people of color
26. ask people of color to repeat what they have just said
27. assume the white teacher/coach/facilitator/employee, etc., is in charge/the leader; assume people of color are in service roles
28. rationalize away racist treatment of people of color as individual incidents or the result of something the person of color did/failed to do
29. dismiss the racist experiences of people of color with comments such as: That happens to me too...You’re too sensitive...That happened because of _____, it has nothing to do with race!
30. judge a person of color as over-reacting and too emotional when they are responding to the cumulative impact of multiple recent racist incidents
31. accuse people of color of “playing the race card” whenever they challenge racist policies and practices; instead of exploring the probability of negative differential impact based on race, or that racist attitudes and beliefs are operating
32. if confronted by a person of color, 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 people of color for direction, education, coaching on how to act & what not to do

34. compete with other whites to be “the good white:” the best ally, the one people of color let into their circle, etc.
35. if a white person makes a racist 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 people of color
37. if confronted by a person of color, 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 whites on their racist attitudes and behaviors
40. when trying to help people of color, feel angry if they don’t enthusiastically appreciate the help
41. believe there is one “right” way, meaning “my way” or the “white way”
42. engage in “tone policing” of people of color

More productive approaches:

43. track patterns of differential treatment of people of color and intervene to stop inappropriate actions and educate others
44. continually learn more about the experiences of people of color and racism
45. recognize when people of color might be reacting out of cumulative impact, and offer space to talk about issues and their experiences
46. analyze policies and practices to assess any differential impact on people of color and intervene to create change
47. constantly track daily 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.

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

How to tell if you have

WHITE FRAGILITY

TAKE OUR QUIZ TO FIND OUT IF YOU EXHIBIT "WHITE FRAGILITY" TRAITS!

[HTTP://WWW.BEACON.ORG/WHITE-FRAGILITY](http://www.beacon.org/white-fragility)

[HTTP://WWW.BEACON.ORG/ASSETS/CLIENTPAGES/WHITEFRAGILITYQUIZ.ASPX](http://www.beacon.org/assets/clientpages/whitefragilityquiz.aspx)

Which of these feelings have you had when someone has suggested that something you've said or done might be racist? (Check all that apply.)

1. Singled out
2. Attacked
3. Silenced
4. Guilty
5. Shamed
6. Insulted
7. Judged
8. Accused
9. Angry
10. Scared
11. Outraged
12. I've never had any of these feelings!

How have you responded when someone has suggested that something you've said or done might be racist? (Check all that apply.)

1. Cried
2. Denied
3. Physically left
4. Focused on intentions
5. Emotionally withdrew
6. Sought absolution

7. Argued
8. Avoided
9. I've never behaved any of these ways

Which of these statements have you made when someone has suggested that something you've said or done might be racist? (Check all that apply)

1. I know people of color.
2. The real oppression is class [or gender, or anything other than race].
3. I marched in the sixties.
4. You don't know me.
5. That is just your opinion.
6. I disagree.
7. You're playing the race card.
8. You are making me feel guilty.
9. You hurt my feelings.
10. I just said one little innocent thing.
11. You misunderstood me.
12. Some people find offense where there is none.
13. The problem is your tone.
14. I can't say anything right.
15. That was not my intention.
16. I have suffered too.
17. I've never said any of these statements.

What beliefs do you hold about your relationship to racism? (Check all that apply.)

1. I am free of racism.
2. I am the best judge of whether racism has occurred.
3. Racism is intentional; I only have good intentions.
4. I have suffered and faced barriers so I do not have racial privilege.
5. I am a good person, so I can't be racist.
6. It's unkind to point out racism.
7. Racism is conscious bias. I am not biased, so I am not racist.
8. I was taught to treat everyone the same
9. I have friends of color, so I can't be racist.
10. There is no problem; society is fine the way it is.
11. Racism is a simple problem. People just need to open their minds.
12. My worldview is objective.
13. Anyone who thinks I am racist has misunderstood me.
14. I've never held any of these beliefs.

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

PAIRS: EFFECTIVE DIALOGUE SKILLS

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

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

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

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

I: INTERRUPT the dynamics

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

R: RELATE to the person or their comment/behavior

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

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

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

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

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 an accountability 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.

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

http://www.cswsworkshop.org/pdfs/CARC/Overview/3_White_Sup_Culture.PDF

For each, note:

- 1. How is this unproductive much of the time?**
- 2. 1-2 ways some aspect of this MIGHT be useful at times?**

- 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

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?

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 accountability community of white allies & change agents

- c. Support the leadership and professional development of colleagues of color

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Reflections

"When we plant a rose seed in the earth, we notice that it is small, but we do not criticize it as "rootless and stemless." We treat it as a seed, giving it the water and nourishment required of a seed. When it first shoots up out of the earth, we don't condemn it as immature and underdeveloped; nor do we criticize the buds for not being open when they appear. We stand in wonder at the process taking place and give the plant the care it needs at each stage of its development. The rose is a rose from the time it is a seed to the time it dies. Within it, at all times, it contains its whole potential. It seems to be constantly in the process of change; yet at each state, at each moment, it is perfectly all right as it is."

— W. Timothy Gallwey (The Inner Game of Tennis)

Life offers its wisdom generously. Everything teaches. Everyone doesn't learn. Life asks of us the same thing we have been asked in every class: "Stay awake." "Pay attention." But paying attention is not a simple matter. It requires us to not to be distracted by expectations, past experiences, labels and masks. It asks that we not jump to early conclusions and that we remain open to surprise. Wisdom comes most easily to those who have the courage to embrace life without judgment and are willing to not know, sometimes for a long time. It requires us to be more fully and simply alive than we have been taught to be. It may require us to suffer. But ultimately, we will be more than we were when we began. There is the seed of a greater wholeness in everyone.

~ Rachel Naomi Remen in ***My Grandfather's Blessings***