



Leading White Accountability Groups:

**Create Racially Inclusive Teams and
Anti-Racist Organizations, #1**

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BREATHE, then BREATHE again!

My Intentions

- **Share some approaches, insights, activities, resources, and experiences**
- **Explore dilemmas and questions**
- **Offer space for whatever else can support folks leading White Accountability Groups**
- **Learn with you**

[**www.drkathyobear.com/leading**](http://www.drkathyobear.com/leading)

V8: Radio Show on Leading White Accountability Groups, February 2020

V9: Radio Show on Leading White Accountability Groups, March 2020

As a _____, I enter feeling....
**(feel free to name your racialized group
identity(s) and other related group
memberships)**

**Most of the things worth doing in the world
had been declared impossible before they
were done.**

Louis D. Brandeis

Housekeeping

- **90-minute sessions (6 this fall, more in winter)**
- **I am recording parts of each session**
- **I ask for confidentiality**
- **Do not record on your own**
- **Participate in chat, activities, ask questions, offer dilemmas**

Categories of Competence

(Sue & Sue)

- **Knowledge**
 - **History**
 - **Statistics**
 - **Current dynamics**
 - **Language, terms**
- **Self-Awareness**
 - **Socialization**
 - **Implicit biases**
 - **Behaviors**
- **Skills**
 - **Recognize dynamics**
 - **Respond effectively**
 - **Proactively minimize**
- **Action**
 - **Take consistent meaningful action**
 - **Assess, evaluate, adjust**

Engaging Guidelines

1. Open and honest communication; **anticipate impact** on others before you speak
2. **Participate fully (beyond comfort zone); 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 airtime: Move in, move out**
7. Be fully present
8. **Be open to new perspectives**
9. Explore & take responsibility for 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, maintain confidentiality**
13. Notice/describe what you see happening in the group, in you
14. **Recognize your hot buttons; Share if you feel triggered**
15. Trust that dialogue will take us to deeper levels of understanding
16. **Engage & embrace this opportunity; We won't be finished**

Co-creating our learning community

PASSION LED US HERE



In the chat, please note 1 or both of the following:

- 1. What is a source of your personal passion/motivation/commitment for creating greater equity, inclusion, and belonging in the workplace?**
- 2. What are some of your core values that guide your workplace actions related to equity, inclusion, and belonging?**



imagine

What will be the impact when more and more white leaders and change agents effectively partner with colleagues of color to co-create racial equity and inclusive teams and anti-racist organizations?

Using a scale 0-10 (not at all to completely):

- **How close** is the current climate and culture **to your vision** of racial equity, inclusion, and belonging? Being an anti-racist organization?
- What **changes in behaviors, norms, policies, and practices** could help us move towards your vision racial equity, inclusion, and belonging? Being an anti-racist organization?

WHY NOW!?!?!?

**The critical need for White Accountability
Groups and anti-racist leadership development**

In the CHAT, please note:

- 1. As a _____ (how you identify racially)...**
- 2. Why it is critical we have White Accountability Groups in our organizations? Why Now?!?**



A 3D white figure stands in the center of a complex, three-dimensional maze. The maze is constructed from light blue and white rectangular blocks, creating a series of interconnected paths and dead ends. The figure is holding a white rectangular sign above its head with both arms. The sign features the word "what" in a black, lowercase, sans-serif font, and the word "NOW?" in a bold, red, uppercase, sans-serif font. The lighting is bright, casting soft shadows and highlighting the geometric shapes of the maze and the figure.

what
NOW?



Co-creating the Learning Community

- **Welcome and grounding activities**
- **Share the purpose and intended outcomes for the group**
- **Offer a land acknowledgment**
- **Conveners introduce themselves**
- **Warm up activity(s) to begin group development**
- **Share your intentions as conveners.**
- **Give an overview of the planned flow or agendas for this session and the next few.**
- **Share how the group will work together for their collective growth.**

Group Forming: Jack Gibb

- 1. Who am I?**
- 2. Who are you?**
- 3. What are we here to do?**
- 4. How are we going to do it?**

Reference: "T-Group Theory and Laboratory Method: Innovation in Re-education" by Bradford, Leland P; Gibb, Jack R.; and Benne, Kenneth D. (Eds). New York: John Wiley and Sons, Inc., 1964.

Tuckman Group Development Stages

[https://project.pm/team-development-](https://project.pm/team-development-tuckman/#:~:text=Bruce%20W.%20Tuckman%2C%20a%20psychologist%20at%20Ohio%20State,Tuckman%20both%20jointly%20worked%20on%20the%20last%20stage.)

[tuckman/#:~:text=Bruce%20W.%20Tuckman%2C%20a%20psychologist%20at%20Ohio%20State,Tuckman%20both%20jointly%20worked%20on%20the%20last%20stage.](https://project.pm/team-development-tuckman/#:~:text=Bruce%20W.%20Tuckman%2C%20a%20psychologist%20at%20Ohio%20State,Tuckman%20both%20jointly%20worked%20on%20the%20last%20stage.)

- 1. Forming (Gibb: Who am I/you? What/How are we doing?)**
- 2. Storming/Norming**
- 3. Norming/Storming**
- 4. Performing**
- 5. Adjourning**

More connecting prompts

- **Why did you want to join this group?**
- **What is a source of your passion?**
- **How are you feeling as a member of this White Accountability Group?**
- **What has been your experience in similar types of groups that helped you learn? Were any dynamics not as useful to your development?**
- **What are your hopes and concerns or fears, if any, as we work together? Describe the type of learning environment where you can be present, authentic, self-reflective, brave, and open to new and differing perspectives.**

Racial Equity & Inclusion: Suggested Competencies for Leaders & Change Agents, **(prework)**

- a. What are **your feelings and reactions** as you reflect on these skills and competencies?**
- b. What are some of **your strengths**?**
- c. What other **skills and capacities** do you want to **develop further**?**

Expected Competencies (1)

- 1. Create racially inclusive, high-performing teams and work climates** where all are respected, valued, feel a sense of belonging, able to contribute to their full potential...
- 2. Develop racially inclusive** products and services.
- 3. Continually deepen your self-awareness, knowledge and capacity to engage** in meaningful dialogue about race, racism, whiteness, white privilege, white supremacy culture, racially equitable and inclusive organizations, etc.

Expected Competencies (2)

4. Continually **deepen your capacity to engage** in meaningful dialogue about race, racism, whiteness, white privilege, white supremacy culture, racially equitable and inclusive organizations, etc.
5. **Recognize racist attitudes, behaviors, and microaggressions** in yourself and others.
6. **Effectively interrupt** racist dynamics and microaggressions in the moment.
7. **Respond effectively when given feedback** about the impact of comments, actions, and/or inactions.

Expected Competencies (3)

- 8. Recognize and shift dynamics of white privilege in the moment.**
- 9. Use a Race Lens in all planning and decision-making processes.**
- 10. Use a Race Lens to analyze all current policies, programs, practices and services and revise, as needed, to eliminate negative differential impact on People of Color and create racial equity and inclusion.**

Expected Competencies (4)

- 11. Recognize and shift unproductive white cultural dynamics in your organization to create a more inclusive, racially just organizational climate and culture.**
- 12. Implement a system of development and accountability to ensure accelerated progress towards becoming a racially inclusive, anti-racist organization.**

Feelings and reactions to the competencies?

What do you hope to learn and develop in these sessions?

A dirt road winds through a lush green field, leading towards a bright, glowing light source in the distance, creating a sense of hope and direction. The road is light-colored and contrasts with the vibrant green grass on either side. The background is filled with soft, out-of-focus green and yellow light, suggesting a sunrise or sunset.

**We can't teach
what we
don't know;**

**we can't lead
where we
won't go.**

Malcolm X

Honestly Assess Your Current Capacities:

Are you ready? Prepared?

(www.drkathyobear.com/leading)

- 1. Self-Assessment: Effective Design and Facilitation Skills**
- 2. Expected Competencies**
- 3. Racial Equity & Inclusion: Suggested Competencies for Leaders & Change Agents**
- 4. Depth and breadth of self-work, healing internalized dominance, white supremacist and racist beliefs**

Feelings and reactions so far?

What do you hope to learn and develop in these sessions?



**What else? Questions, dilemmas,
resources, strategies....**