



## **Leading White Accountability Groups:**

**Create Racially Inclusive Teams and Anti-Racist Organizations, #12**

**Kathy Obear**

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

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**BREATHE, then BREATHE again!**

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**As a \_\_\_\_\_, I enter feeling... noticing...**



**INDIVIDUAL**

**GROUP**

**ORGANIZATION**

**INDIVIDUAL**

**GROUP**

**ORGANIZATION**



# Process Mapping:

Analyze and revise **more complex** policies, practices, products, programs, and services with a **Race/Equity & Inclusion Lens**

**Process Mapping &  
Identifying “*Discretionary Points*”**  
(Carol Brantley, Delyte Frost, and Barbara Riley,  
*Elsie Y. Cross Associates, Inc.*)

**You have 1 minute to draw a  
PROCESS MAP  
of how you make a tuna fish sandwich.**

**Map out an entire hiring process:**  
**All the current *FORMAL & INFORMAL***  
**Policies, Processes, Practices & Norms**

**How many discretionary points?!?!?**

# Discretionary Points ~ Mapping and Analysis

(Carol Brantley, Delyte Frost, and Barbara Riley,  
*Elsie Y. Cross Associates, Inc.*)

## Purpose

*Map out the current state of policies, programs, practices, and services to identify and analyze the Discretionary Points where:*

- **Inattention, indifference, and/or implicit bias** *could possibly undermine the goals of equity and inclusion and result in negative differential treatment.*
- **Staff can analyze and revise with an Inclusion Lens** *to create greater equity and inclusion.*

# **EQUITY** in **HIRING**

# **Discretionary Points**

***Elsie Y. Cross Associates***

- 1. What is our purpose and goal: Hire and retain a racially diverse, culturally competent groups of leaders and staff**
- 2. What are all the *Discretionary Points (EYCA)*?**
- 3. Where action, inaction, inattention, and/or implicit bias COULD impact us meeting our goal?**



## **Position Announcements: What would you add? Change?**

**“Our organization is committed to creating racially equitable and inclusive organizational environments that accelerate the success of the full range of our students, families, and employees. We believe that employees who feel valued and respected will create policies, programs, practices, norms, and services to effectively meet the needs and exceed the expectations of the increasingly racially diverse student and family populations we serve currently and hope to in the future.**

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

**We are committed to hiring and retaining a racially diverse, culturally competent leadership and employee group at all level of the organization who not only reflect the demographics of our students and families but also continue to deepen their skills and competencies to meet the needs of the full range of those we work with & serve.”**

# In your small group, identify **Discretionary Points**:

1. Identify 5-10+ **key CURRENT, common recruiting, hiring & onboarding practices & policies** (formal/written and informal/unwritten) that **PROBABLY** could be improved with a Race/EDI Lens
2. Then, briefly discuss the **probable impact of each** on the goal of ***Racial Equity, Diversity & Inclusion***:
  - +1 to +10**: Positively impacts our EDI goals
  - 0**: Neutral ~ no positive, no negative impact
  - 1 to -10**: Results in probable barriers, unintended negative impact, undermines our EDI goals

***BREATHE!!!***

- 3. For some -1 to -10 and neutral aspects: What are 2-3+ other ways that might help us reach our goals as a racially equitable/inclusive organization?**
- 4. What questions do you have?**
- 5. Take notes for future conversations.**

**How can we get people in our respective areas to buy-into & embed these Race/EDI Lens tools into planning & decision-making? Analyzing & revising?**

**Train, mobilize, empower and require  
people to *use* an  
Race Lens in everything they do**

# **How Can You Influence Others?**

## **Embed Questions in MANY Places**

- **Training for leaders, managers and staff**
- **Meeting agendas**
- **Poster on the wall**
- **Policy & practice checklists: Hiring, Promotion, Performance management, Decision-making, Leading inclusive meetings, Applying for resources, Advertising, Designing webpages, Marketing, Sponsoring a program or speaker...**

**I have all I need to effectively create racially inclusive policies, practices, programs, services, work environments...**

**Strongly Disagree ----- Strongly Agree**  
**0 1 2 3 4 5 6 7 8 9 10**

***BREATHE!!!***

# Tuckman Group Development Stages

<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**

PASSION LED US HERE



1. Today, what is a source of *your personal passion/motivation/commitment* for creating **greater racial equity, inclusion, and belonging** in the workplace?
2. **What are some of your core values that guide your workplace actions related to racial equity, inclusion, and belonging?**
3. **How, if at all, has your source passion & commitment shifted since we started in this group?**

imagine

**What is **your current vision** of a racially inclusive, equitable organization?  
What if **anything has shifted** since we started this group?**

## ***Racial Equity & Inclusion: Suggested Competencies for Leaders & Change Agents***

- a. What are your feelings and reactions as you reflect on how far you've come with these skills and competencies?**
- b. What are some of your stronger areas now?**
- c. What other skills and capacities do you want to develop further?**

# Closing Conversations

1. What has been **the impact** of participating in this learning community?
2. What **feedback do you have for group members** about ways other have helped you have authentic, brave dialogue; greater self-awareness; deeper learning & unlearning; shift racist attitudes and behaviors; respond effectively to racist microaggressions; use a Race Lens in daily activities?

# Closing Conversations

- 3. Moving forward: How will you integrate learnings  
How could we support each other's continuing  
growth and development in the future?**
- 4. Personal action planning**
- 5. What have you appreciated about members in  
this group? Being in this group?**
- 6. Conveners share appreciations and final thoughts**

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