Training of Facilitators ~
Deeping Capacity to Lead Equity and Inclusion Sessions

May 16, 2017

Facilitated by:
Kathy Obear, Ed. D.
Alliance for Change Consulting and Coaching
www.drkathyobear.com kathy@drkathyobear.com (413) 537-8012

For a free copy of my books and other resources:

Turn the Tide: Rise Above Toxic, Difficult Situations in the Workplace:
www.drkathyobear.com/book-pdf   www.drkathyobear.com/book-worksheets

…But I'm NOT Racist! Tools for Well-Meaning Whites
www.drkathyobear.com/imnotracist   www.drkathyobear.com/racebook

As a result of participation in this session, you will take away resources to help you:

1. Design and facilitate workshops to deepen the capacity of participants to:
   - Recognize the full breadth of differences on campus
   - Identify the dynamics of inclusion and exclusion in all their areas of responsibility
   - Understand how the dynamics of privilege and marginalization impact faculty, staff and students in their daily lives
   - Address common exclusionary behaviors and microaggressions effectively
   - Use an *Inclusion Lens* to design and revise programs, policies, systems and procedures that aim to serve all students, staff and faculty

2. Create a "container" to maximize learning transfer
   - Create a learning community of compassionate support, and passionate dialogue, coaching, and feedback
       *Each one, teach one
   - Build connections with self and other participants
   - Deepen sense of trust, comfort, support, bravery, belonging, etc.

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.

Table of Contents

Facilitating vs. Teaching

The role of a facilitator is very different from that of a teacher or educator. Rather than giving information or giving your opinion, your role will be to ask lots of questions that help group members share their reflections, feelings and experiences. At times, you may relate to what someone has said and share a bit about yourself to make a connection; however, what is most important is that the group members dialogue with their peers.

Your role is also to try to get as many different voices into the dialogue as possible, and to help them share the air time equitably. So, if 1-2 members talk more frequently or for longer periods of time, your role will be to encourage others to join the conversation, by either relating to what's been said or sharing a differing or new perspective. The following prompts usually help folks get engaged in a dialogue after someone has spoken:
- How do others relate to what's been said?
- Who has a similar experience? Can you say more…
- I'd like some new voices in as we talk about this further…
- I can relate to what you're feeling…anyone else?
- I appreciate what you're saying…anyone have a different perspective or something else to add?

Helpful tips
You may have a few moments where a group member's comments or actions are not aligned with the purpose of the discussion. The following approaches may be useful in these situations:
- If someone **interrupts**: Hold that thought, and we'll come back to you after ___is finished.
- If someone **talks very frequently**: Thanks for your comment, and let's get some other folks into this conversation….
- If **few people are talking**: What I'd like us to do next is go around and have everyone give a brief comment. As always you can pass and we can come back to you later. (Or have them turn to a partner and have a 30 second conversation about the topic, and then open it back up to the large group.)
- If someone **takes the discussion off track**: How might what you're saying be related to what ___ was saying before?
- If **someone doesn't participate at all** in the discussion, check in with them after the session and ask how they're doing…make a point to connect with them before the next session as well.
- If someone **makes a comment you think is inappropriate**, possibly grounded in bias or misinformation: That's one perspective, anyone have another one? OR Interesting point and my guess is there may be other perspectives, what do folks think? OR Another way to think about that is…OR My experience has been a bit different….NOTE: The intent is to have people leave feeling whole as you offer a differing perspective, if needed, while you don't let egregious comments go unnoticed.

Learning Guidelines

1. ENGAGE IN OPEN AND HONEST DIALOGUE
2. PARTICIPATE FULLY (@ COMFORT LEVEL +1)
3. SPEAK FROM PERSONAL EXPERIENCE
4. LISTEN RESPECTFULLY; SEEK TO UNDERSTAND; LISTEN HARDER WHEN YOU INITIALLY DISAGREE
5. MOVE IN, MOVE OUT; ENCOURAGE OTHERS TO PARTICIPATE
6. BE FULLY PRESENT
7. BE OPEN TO NEW AND DIFFERENT PERSPECTIVES
8. ASSUME GOOD INTENT; EXPLORE THE UNINTENDED IMPACT OF COMMENTS AND BEHAVIORS
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!

Workshop & Meeting Guidelines

*To create environments that assist everyone in achieving their academic and personal goals
*To create a positive learning environment for the open and respectful exchange of ideas, perspectives, and opinions
*To promote respectful dialogue, fair discussion of issues, and mutually respectful conversations

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

Common Fears

<u>Directions</u>: Check-off any of the following fears that you have felt or anticipate as you engage in/facilitate conversations about diversity, equity, and inclusion.

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 students…staff…faculty…

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.

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,
dr.jamiewashington@comcast.net**

Diversity and Inclusion BINGO!

Directions: Find someone to talk with and choose a topic to discuss from one of the squares. Sign each other's sheet, then find a new person with whom to discuss a new topic. When you have ALL 6 of the boxes filled in, yell BINGO! And then keep connecting!

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

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. January 19, 2014, (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)

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.

Increase your awareness of what is happening inside of you and around you by using the skill:

PANNING

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*…

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:

1. What differences are present in the group? Which group memberships? and how many from various groups?

2. Who is talking?

3. Who initiates the topics?

4. Whose ideas get discussed in-depth? Whose ideas don't get much discussion and/or are discounted?

5. Who is quiet? Doesn't speak as often as others?

6. Who interrupts others? Who gets interrupted?

7. How much air-time do people take?

8. Who do people look at when they are talking?

9. Who has eye contact with whom while others are talking?

10. Who engages in side conversations?

11. How do decisions get made?

12. Who brings up issues of inclusion and diversity?

13. How do people respond when different issues of inclusion are raised?

14. As you notice interpersonal dynamics that are not inclusive, wonder: Is this an isolated incident or a possible pattern of experience?

15. What issues of inclusion are not being discussed?

16.

17.

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

Privileged and Marginalized Group Patterns

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

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

Key Concepts of Privileged/Marginalized Group Dynamics
- Not always about numbers
- Visible and invisible; Innate and chosen
- Multiple group memberships
- Not always about individual behaviors or feelings
- You didn't ask for it and you can't give it back

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

PRIVILEGED GROUP		MARGINALIZED GROUP
Late 30's to 50's	**1. Age**	Younger; Older
White	**2. Race**	Person of Color; People who identify as Biracial/Multiracial
Male	**3. Sex Assigned at Birth**	Female; Intersex
Cisgender	**4. Current Gender Identity**	Transgender; Gender Nonconforming; Gender Queer; Androgynous
President, Vice Presidents, Deans, Directors, Faculty, Supervisors	**5. Hierarchical Level**	Students, Graduate Teaching Assistants, direct service staff
Heterosexual	**6. Sexual Orientation**	Gay; Lesbian; Bisexual; Queer; Questioning
Upper class; Upper middle class; Middle class	**7. Social Class**	Working class; Living in poverty
Graduate or 4-year degree; highly valued school; private school	**8. Educational Level; Credential; Certificate**	High school degree; 1st generation to college; less valued school; public school
Christian (Protestant; Catholic)	**9. Religion/Spirituality**	Muslim, Jewish, Agnostic, Hindu, Atheist, Buddhist, Spiritual, LDS, Jehovah Witness, Pagan, …
U.S. born	**10. National Origin**	"Foreign born;" Born in a country other than the U.S.
Non-disabled	**11. Disability Status**	People with a physical, mental, emotional and/or learning disability; People living with AIDS/HIV+
"American;" Western European heritage	**12. Ethnicity/Culture**	Puerto Rican; Navajo; Mexican; Nigerian; Chinese; Iranian; Russian; Jewish…
Fit society's image of attractive, beautiful, handsome, athletic…	**13. Size, Appearance, Athleticism**	Perceived by others as too fat, tall, short, unattractive, not athletic…
Proficient in the use of "Standard" English	**14. English Literacy**	Use of "non-standard" English dialects; have an "accent"
Legally married in a heterosexual relationship	**15. Marital Status**	Single; divorced; widowed; same sex partnership; unmarried heterosexual partnership…
Parent of children born within a 2-parent heterosexual marriage	**16. Parental Status**	Unmarried parent; do not have children; non-residential parent; LGBTQ parents…
More years on campus	**17. Years of experience**	New; little experience on campus
U.S. citizen	**18. Immigration Status**	People who do not have U.S. citizenship, are undocumented
Suburban; valued region of U.S.	**19. Geographic region**	Rural; some urban areas…less valued region
Light skin; European/Caucasian features	**20. Skin color; phenotype**	Darker skin; African, Asian, Aboriginal features…
Nuclear family with 2 parents in a heterosexual relationship	**21. Family Status**	Blended family; single-parent household; grandparents raising grandchildren; foster family…
Extrovert; task-oriented; analytical; linear thinker	**22. Work Style**	Introvert; process-oriented; creative; circular thinker
	23.	

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

Microaggressions: Characteristics

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

Potential impact and emotional toll on members of marginalized groups

- o Uncertainty – never knowing when they will experience another microaggression
- o Constantly vigilant, always tracking their surroundings
- o 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?"
- o 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
- o Left feeling "I don't belong, I can't be successful here"
- o 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….
- o Feel pressure to "act right" or their actions could be used to reinforce stereotypes about their marginalized group; carry the group on their shoulders
- o Damages the respect they may have for members of privileged groups; may not use them as resources in the future
- o Often invest time and energy trying to diagnose what happened, manage the impact and feelings, decide if and how to respond
- o If choose to "let it go," may judge self as colluding; feel guilty for not stepping up

Behaviors That Seem to Disrupt Dialogues

a. Check-off any behaviors which you have observed
b. Then in the 3rd column, check-off any of these behaviors that you have done
c. Look back over this list, and imagine what needs the person/you were attempting to fulfill with each of these behaviors. Write these unmet needs in the 4th column. Examples of needs: recognition, inclusion, understanding, clarity, safety, connection, mutuality, collaboration, acknowledgement, efficiency, honesty, respect, competence, trust, fun, make a difference, etc.

Others do this		I've done this	Unmet needs
	1. Make inappropriate comments or "jokes"		
	2. Belittle the input or comments of others		
	3. Minimize or rationalize away the frustrations and comments from subordinated group members		
	4. Interrupt others		
	5. Engage in side conversations		
	6. Dominate the conversation		
	7. Make snide or sarcastic comments		
	8. Only interact and make eye contact with people like them		
	9. Give unsolicited "advice;" tell someone how they should have felt or responded differently		
	10. Dismiss or ignore the input of others		
	11. Disregard feedback from group members		
	12. Laugh at or make fun of other group members		
	13. Treat peers with disrespect		
	14. Give someone the "silent treatment"		
	15. Use a negative, judgmental tone		
	16. Use an overly aggressive or forceful style		
	17. Refuse to participate in the discussion or the activity		
	18. Are silent, shut down or withdrawn		
	19. Challenge the validity of the information or statistics being presented		
	20. Question the usefulness of an activity or a discussion		
	21. Give excuses or PLEs (Perfectly Logical Explanations) for disrespectful comments and behaviors		
	22. Raise their voice to try to silence others		
	23. Emphasize their "good intent" and do not also listen to the impact of their actions		
	24. Make negative stereotypic comments about others or self		
	25. Tell others they are "too sensitive"		

Developed By: Kathy Obear, (413) 537- 8012, kathy@drkathyobear.com www.drkathyobear.com

Common Universal Needs/Values
Adapted from R. Gill, L. Leu, and J. Morin (2009). <u>NVC Toolkit for Facilitators.)</u>

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	mattering	trust
creating	meaning	understanding
creativity	mourning	warmth
dependability	movement	wellbeing
dignity	mutuality	
ease	nurturance	

What Could You Do?
1. Over time you have noticed that most students do not greet or interact with a student who is using a wheelchair like they do to other students walking by.
2. You observe a student asking a person you think might be multiracial or biracial, "What are you?"
3. You notice new students getting talked over or ignored in classroom discussions.
4. A professor talks louder and more slowly when addressing a student from Korea.
5. You hear some students making fun of an "overweight" student.
6. You notice when your small group meets to work on a class 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 end of the fall semester, several students are pushing the idea of a Secret Santa party to celebrate Christmas. You notice a few students look down or seem restless.
8. You hear a student asking someone who 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. After class you notice a male student standing really close to a female student. As she backs away, the male student moves closer.
11. After class you overhear a student discussing what accommodations that they will need in the class, and the professor seems distracted and frustrated.
12. You notice that some students seem to react negatively when they see a woman wearing a veil/hijab on campus.
13. In class a student talks about being LGBTQ and a student says, "I'll pray for you."
14. You notice that the activities the group plans to do always require individuals to pay between $20.00-30.00 each.
15. At a party you see a group of U.S.-born students approach an international student in the corner and ask him to teach them swear words in his native language.
16. The professor continues to call two students by the wrong names, confusing them for each other even though they look nothing alike; except they both are men of color.
17. A professor refuses to use the preferred gender pronouns/PGPs and preferred name of a transgender student.
18. You notice some of your friends regularly looking women up and down, staring at their breasts.
19. A professor doesn't agree with a student and seems to raise their voice to silence them and end the conversation.
20. You notice a student wearing a baseball cap with a team "mascot" that is Native American.
21. A friend of yours tells you that their academic adviser told them, "Someone with your type of learning disability will probably not be successful in law school."
22. You overhear someone saying to an African American woman, "You're very articulate!"

23. In a group meeting a woman confronts a male student and he turns and says, "What a B____!"
24. A Latina friend of yours is talking to some of the white students in the hall about a racist situation that happened on campus. One of the other students says, "Why do you have to make everything about race? They were probably just having a bad day…"
25. Students who are Black or Latino having to show 1-2 forms of ID to use a computer lab, while white students do not.
26. You notice that some students repeatedly mispronounce an international student's name.
27. As the class starts to discuss the death of Michael Brown and the subsequent events in Ferguson, Missouri, all of the students and the professor turn to the only African American in the class and ask, "What do you think about what is going on?"
28. While hanging out in the lounge you overhear a few other students making disparaging comments about Islam and Muslims.
29. A professor shows a video in class that includes a scene of two men kissing, and a few students laugh and make derogatory comments under their breaths.
30. Students are forming into project teams, and no one has asked the two international students to join their group.
31. You see a couple of students treating a custodial staff member with disrespect.
32. As some students are talking about how a female student was sexually assaulted at a party over the weekend, you hear one of them say, "Given me a break! Did you see what she wore to that party?!?"
33. Someone at your table leaves their tray as they start to leave. When someone reminds them to bus their dishes, she says, "These workers get paid to clean up after us."
34. When someone points out the racist comment a student just made, their 1st reaction is, "I'm not racist. I was just kidding. I didn't mean it."
35. During a class discussion about sexism you notice that while a female student is talking about her experiences on campus that a couple of men are talking to each other and smiling.
36. As a 1st generation student is talking about some of their struggles on campus, someone says, "That happens to me, too, and it has nothing to do with being 1st generation to college."
37. You overhear a student saying to a woman of color, "You should straighten your hair. You'd be much more attractive."
38. You notice that a student doesn't bring the textbooks to class. Before one class session you overhear a student saying to that student, "No you can't borrow my textbook. What, are you too cheap to buy your own?"
39. When a student gets confused during a class discussion, someone says, "She's having a blonde moment!"

40. 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.
41. A female dean or supervisor is assumed to be the secretary of the department.
42. People shaking their heads as they watch an overweight person putting food on their plate in the cafeteria.
43. A student sees two men holding hands and say, I don't care what you do in your bedroom, just don't flaunt it in public."
44. A comment to a person of color: "You got this job because of your race!"
45. Standing talking to a colleague at the desk of the administrative assistant while s/he is there trying to get work done.
46. Assigning extra credit opportunities that require students paying a significant entrance fee.
47. Managers or professors who chastise publically employees/students if they are a few minutes late but then will casually walk in 10 minutes late and not apologize for keeping others waiting.
48. A manager or faculty 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 professor talking to an "average looking" student who seems to get distracted when a "very attractive" student approaches; and quickly stops talking to the original student and turns their attention to the more attractive one.
50. Asking someone who presents male what his wife does.
51. Asking someone who presents female if they have children.
52. If more than 3 men of color are standing around, people may assume they are "in a gang."
53. An academic adviser telling a student, "Someone with your type of learning disability will not be successful in law school."
54. Search committee comments about only members of privileged groups: "He seems like he'd fit in to the group;" "She'd be a team player."
55. A 6-foot person patting the head of someone who is 5'2", someone they hardly know.
56. Introducing the male presenter as Dr. __, and the female presenter with a doctorate as Ms. __.
57. A team member who often raises and issues is not invited to lunch when the manager organizes an informal gathering among most staff.
58. A professor who expresses frustration when a student discusses the types of accommodations that they will need in the class.
59. Using certain terms to describe situations or people, "That's so gay!" "She's such a retard!" "He's such a pussy!"
60.

Common Unproductive Reactions

Fight Responses

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

Flight responses

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

Freeze responses

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

Flounder Responses

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

Kathy Obear. Ed.D., www.drkathyobear.com kathy@drkathyobear.com

What Could You Do?

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?*

Developed by Naomi Sigg, Director of Office of Multicultural Affairs, Case Western University, 2015 nxs399@case.edu

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...

Developed by Kathy Obear, *Alliance for Change Consulting and Coaching*
www.drkathyobear.com   kathy@drkathyobear.com

Engaging Skills	Examples/Descriptions
Ask the person for more information ~ seek to understand	• 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	• So you're saying that... • So you feel that... • So you think that… • Are you saying that… • So from your perspective…
Explore their INTENT	• 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	• 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	• 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	• I hear that you feel... • I can see that from your perspective you think… • I'd probably feel ____, too...
Explore possible solutions	• 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	• This is what I suggest we do… • I want to…I need…
Summarize the dialogue	• Summarize the dialogue without stating opinions or judging the dialogue. • So we've discussed...we agreed to…

Common Privileged Group Behaviors and Attitudes

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

Developed By: Kathy Obear, kathy@drkathyobear.com www.drkathyobear.com

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 varies 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 on campus

11. <u>Conducting an Environmental Scan</u>
   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

Developed by Kathy Obear, *Alliance for Change Consulting and Coaching*
www.drkathyobear.com   kathy@drkathyobear.com

RACE

**RELIGION/
SPIRITUALITY**

**GENDER
EXPRESSION**

**EDUCATIONAL
BACKGROUND**

VETERAN STATUS

AGE

SOCIO-ECONOMIC CLASS
(OF ORIGIN; CURRENT)

SKIN COLOR

NATIONALITY/ CITIZENSHIP

GEOGRAPHIC REGION

SEX ASSIGNED AT BIRTH (male, female, intersex)

RELATIONSHIP/MARITAL STATUS

CRIMINAL BACKGROUND

IMMIGRATION STATUS

FAMILY MAKE-UP (OF ORIGIN, CURRENT; family constellation; household members)

SEXUAL ORIENTATION

YEARS OF EXPERIENCE
(IN THE FIELD, ORGANIZATION)

SIZE/APPEARANCE/ ATHLETICISM

GENDER IDENTITY
(Cisgender, Transgender)

POSITION & LEVEL IN THE HIERARCHY

DISABILITY STATUS

WORK STYLE
(EXTRO/INTROVERT, RESULTS or PROCESS ORIENTED, ETC.)

ETHNICITY/ CULTURE

LANGUAGE PROFICIENCY/USE OF ENGLISH

1. Clear **commitment** to creating an inclusive organization.
2. Seeks, develops, and values the **contributions and talents of all members.**
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 address the increasing diversity among the populations they serve.
5. **Acts** on its commitment to **eliminate** all forms of **exclusion and discrimination** within the organization, including racism, sexism, heterosexism, ageism, classism, disability oppression, religious oppression, genderism, 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
- In transition
- Actively working towards developing an inclusive organization
- Moving beyond "nondiscriminatory," "non-oppressive" to proactively inclusive
- Actively working to create environment that "values and capitalizes on diversity"
- Actively working to ensure full inclusion of all members to enhance growth and success of organization
- Questions limitations of organizational culture: mission, policies, programs, structures, operations, services, management practices, climate, 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.

Align Training Topics to Each Specific MCOD 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 students, faculty, staff, and administrators.

- 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 student demographics and demonstrate cultural competence.

Stage 2: "The Club"
- Continue Stage 1 trainings.

- Mandatory training of all students, faculty, staff and administrators to achieve these outcomes:
  - Understand the organization's commitment to creating inclusive environments that support the retention and success of all students, faculty 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 students, staff, faculty, and administrators.
  - 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 faculty, and administrators in workshops to deepen understanding of how the dynamics of power, privilege, and marginalization impact students, faculty, staff and administrators. 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 campus-wide and department-level Inclusion Change Teams.

- Integrate cultural competency development into all Human Resources trainings and other workshops facilitated on campus.

- Design a series of faculty development programs to enhance capacity to create inclusive classrooms, infuse issues of equity and inclusion into curricula, use inclusive pedagogies, and provide effective advising with an Inclusion Lens. Require participation where possible.

Stage 3: The Compliance Organization
- All Stage 2 trainings.

- Offer workshops to leaders, faculty, and staff (require where possible) to deepen capacity to shift current practices to support the retention and success of the full range of student, staff and faculty on campus. 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 Practitioners 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 faculty and staff that both reflect the diversity among students 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 students, faculty, staff and administrators 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 campus-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 on campus, etc..

- Train facilitators to implement an Intergroup Dialogue Program for students, staff, and faculty.

Stage 4: The Affirming Organization
- Continue Stage 3 trainings.

- Expand Inclusion Practitioner 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 faculty who provide training for anyone who serves new students.

- Expand campus-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 students, faculty, 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 students.

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.

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.

Developed by Kathy Obear, Ed. D., Alliance for Change Consulting and Coaching,
www.drkathyobear.com kathy@drkathyobear.com

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…

2. 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?

3. R: RELATE to the person or their comment/behavior
- ➢ I relate to what you're saying, I…
- ➢ I have felt the same way...
- ➢ I remember a time when I...
- ➢ I did the exact same thing...
- ➢ How do others relate to that comment?

- ➢ Who can relate?
- ➢ What you're saying seems to relate to what so-and-so just said...

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

12. S: SHARE: Share about yourself ~ self-disclose with a story or example; your feelings in the moment; the impact of a comment or behavior, etc.
- ➢ My heart aches as you tell that story...
- ➢ As a ___, I... (tell a story, give an example)
- ➢ I'd like to share the impact of your comment...
- ➢ I'm feeling uncomfortable with what you're saying...
- ➢ I'm noticing I'm feeling___, anyone else?
- ➢ I notice I feel triggered right now....
- ➢ That's a trigger word/phrase for me...
- ➢ I need to stop a moment and talk about what just happened. I...

10. Give the "benefit of the doubt" if you directly confront their comment
~ a face saving tactic
- ➢ I trust/know you didn't intend this... I
- ➢ You're probably not aware of the impact of your comment...

Further Resources

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

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

Developed by Kathy Obear, kathy@drkathyobear.com www.drkathyobear.com

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 Islamaphobic…What do others think?

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

1st time:
- ■ Describe the behavior you observed
- ■ State what you want to be different
  * I'd appreciate it if you'd…

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

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

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

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

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

15. Different Communication Styles
a. Direct
  ➢ I think that…I need…
  ➢ It's important that….We need to…

b. Pose possibilities
  ➢ It might be useful…
  ➢ I'd suggest we consider…
  ➢ One way to proceed could be….

c. Competing style
  ➢ State your thought or opinion right after another person, no connection

> I think…Well I think….My idea is to…this is how we should proceed…

d. Debating style
> Reference the other person's ideas in order to negate them or disagree with them

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

Developed by Kathy Obear www.drkathyobear.com

Steps to respond when someone makes an inappropriate remark

1. Check out what you heard:
    Ask them to repeat what they said
    Did I hear you say _____ ?
    I thought I heard you say _____. Am I right?

2. If they disagree with your version, you may decide to end the conversation. If yoususpect they
    are trying to "cover their tracks," you may consider continuing the dialogue:
    I'm glad to hear I misunderstood, because, as you know, those types of comments...."

3. If they acknowledge they said the comment:
a. Explore their intent behind making the comment
    ▪ Help me understand what you meant by that?
    ▪ What were you hoping to communicate with that comment?

b. Explore the impact of their comment
    What impact do you think that comment could have?
    What do you think others would think of you when you make that type of comment?
    What message do you think that comment sends?

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

d. Ask them to change their behavior
    ➢ I'd appreciate it if you'd stop making these types of negative comments....
    ➢ I respect co-workers who respect me and other team members....
    ➢ I expect you to stop making inappropriate comments...

Tools and Tips:
Responding in Cross-Cultural Conflicts

A. Responding to Common Dialogue Blockers

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

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

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

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

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

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

7. **Don't you think that…**
- I'm wondering if you have a statement behind your question.....
- Do you have a specific example that illustrates what you're trying to ask or say?
- I'm curious what you think about that....

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

9. **He/she's a good person…they never meant to do that….**
- That comment just dismissed and discounted my experience.
- Many "good people" do very inappropriate and harmful things.
- Regardless of the intent, this was the impact of their actions....
- I'm not questioning if they're good or bad, I'm talking about the impact of their actions.

10. **That was not my intent! You misunderstood me!**
- I'm open to hearing your intent, but I'd first appreciate your acknowledging the impact of your comment/actions....
- What was your intent....I hear your intent was _____, and I hope you can also realize the impact was different than what you intended.

11. **That had nothing to do with _____ (an "ism")!! It's just their personality!**
- That may be what you believe, and I have observed/experienced this type of situation so many times...and I have tracked a diversity cut to this...Here's the way I see it...

B. Responding When Someone is Triggered

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

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

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

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

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

E. Responding When You Are Triggered

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

Adapted in part from materials developed by Elsie Y. Cross Associates (215) 248-8100
Kathy Obear, ALLIANCE FOR CHANGE **kathy@drkathyobear.com** **www.drkathyobear.com**

How to be an Ally: Things to Keep in Mind

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

Conversation stoppers

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

Common Dialogue Pitfalls/Traps

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

B. Be Aware of Cumulative Impact

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

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

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

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

C. Recognize Intent AND Impact

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

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

D. Recognize Varying Levels of Differential Risk and Credibility

It is important that all people, marginalized and privileged group members, work to intervene and stop oppression wherever they see it. AND privileged group members are generally given more credibility, listened to more seriously, and have fewer risks when they intervene, as compared to members of marginalized groups. A good ally consistently recognizes opportunities to speak up and intervene, knowing that it is their responsibility to take action, regardless of the risks involved.

E. Recognize and Use your Discretionary Power

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

F. Distinguishing Behavior

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

G. Intervening in Oppressive Situations

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

Adapted from materials developed by Elsie Y. Cross Associates by Kathy Obear **kathy@drkathyobear.com**
www.drkathyobear.com

What if participants are silent or only a few people talk and offer ideas....

1. **Buzz dyad**: partner participants with someone they don't know well...give then 2 minutes to talk about whatever is NOT being talked about, i.e., ideas, reactions, solutions, feelings, etc. Then ask for short report outs from each dyad.

2. **Buzz and brainstorm**: ask each dyad to discuss/list 2-3 ideas; after 2+ minutes, have the group brainstorm their ideas as you chart them. Then group can review and discuss.

3. **Stations activity**: Identify 4-10 topics you want ideas/input on. Put one topic at the top of each piece of chart paper. Divide participants into small groups and assign each group 1 chart. Give them 2-3 minutes to brainstorm and list ideas; then move each group to another "station," and ask them to review what's there, and brainstorm other ideas. Can also ask them to put a check mark by ideas they like.

4. **Individual reflection time**: Give each participant a 3x5 card and ask them to individually write an idea/solution. Collect them anonymously and share with group. Options: chart them all; have people read them into the group; post them on the wall and ask people to go around and read them. Note: You can use this activity to gather feelings and/or reactions as well.

5. **To explore the pros/cons of an idea in more depth:** Give participants time to think about at least 1 pro and 1 con for the idea. Then go around the circle and:
   ▪ Each person shares 1 positive outcome of this idea
   ▪ Then each person shares a possible pitfall or draw back
<u>Variation</u>: Form dyads or triads and ask them to generate 3 pros and 3 possible draw backs without discussing them. Then have groups report these into the room.

6. **Perspective taking**: Form small groups and assign each 1 subgroup to represent. Give them 10 minutes to discuss and be ready to share:
   ▪ What issues might this subgroup have?
   ▪ What concerns?
   ▪ What ideas for moving forward?

7. **Pick-a-question activity**: Ask each person to write a question or issue on a piece of paper that they want discussed by the group. Collect these and put into a basket. Ask for a volunteer to pick out a piece of paper (without looking at it) and respond/answer in the large group. Then invite others to comment.

Taking the temperature of the group
   1. Use a **Standing Continuum**: Ask participants to stand on a continuum from 0-10 that reflects their feelings, attitudes, perceived skill level, perceived knowledge level, readiness....
   2. **3x5 cards**: ask participants to individually write how they're currently feeling ~ gather anonymously, and have people read them into group. Lead a discussion of how people relate to the feelings they heard....

Tips on Facilitating

1. **Model what you are teaching**: Facilitator needs to model values and degree of engagement they hope for participants, including:
   - openness to new ideas
   - respect for differing opinions
   - receptivity to challenges and tough questions
   - willingness to take risks
   - willingness to express feelings
   - willingness to self-disclose
   - accepting of others as capable/competent/worthwhile

2. Facilitator needs to **model/demonstrate/give an example** of each activity before they ask participants to do it.
   - In higher risk or self-disclosing activities, facilitator needs to model a slightly deeper/more risky disclosure than is expected from participants.

3. **To encouraging participation:**
   - Avoid public embarrassment or involuntary participation by an individual in front of the group.
   - In self-disclosure/higher risk activities, provide a way by which individuals can "pass" and choose to not participate in the activity.
   - If an activity may involve physical closeness, model it first and give participants an option of being observers.

4. **Pre/post session**
   - Plan to arrive at least 45 minutes before the seminar to set-up materials/name tags, double-check equipment, adjust temperature/ventilation of room, arrange furniture, post directional signs, get the "feel" of the room, etc.
   - Plan to stay a few minutes after the seminar to mingle with participants who have questions and comments.

5. During small group activities and individual tasks always **wander around** to answer questions, intervene, etc.

6. **Avoid jargon/buzzwords**. Use a very simple layperson's vocabulary. Explain every unclear word or concept used by participant.

7. **Face participants** at all times while you are talking. Some may need to read your lips.

8. **Put all directions in writing.**

9. **Distribute handouts/packets** at beginning of seminar, during breaks or when participants are involved in activities.

10. **Carry an extra set** of handout originals for last minute duplication. Bring a copy of any PowerPoint on a thumb drive.

11. Call the person in charge of logistics the day before the workshop to double check all details.

12. Giving instructions ~ key elements:
- Tell participants that you will be giving them detailed instructions.
- Ask them to wait to begin until you are finished.
- Give an overview of the task/activity: purpose; how it relates to other information; what they will get out of participating; etc.
- Cover the following details: format (individual work, small group discussion, etc.), how they will be divided into smaller groups, time frame, location, materials needed, level of expected participation, what they will need to do at the end of the task, etc.
- Assign a small group leader, if needed
- Model the activity as needed
- Invite questions for clarity
- Begin activity

13. Processing questions for each level of "SAGA" (Materials adapted from a presentation by members of The Ohio State University Counseling Center, Columbus, Ohio, 1979.)

a. Sharing
- ✓ What were your reactions to this activity?
- ✓ How are you feeling right now?
- ✓ What are your thoughts about all of this?
- ✓ What overall thoughts or comments do you have?
- ✓ Take a moment and write down your reactions and feelings about this activity.

b. Analyzing
- ✓ What happened during this activity?
- ✓ What were your responses when....?
- ✓ How did the time factor affect you?
- ✓ How did you feel when ___ happened?
- ✓ What did you do when ___ happened?
- ✓ What happened when...
- ✓ What kinds of conflict existed and why?
- ✓ How did you feel when....
- ✓ How many felt _____? Why? What did you do?
- ✓ When so-and-so did _____, how did you feel? what did you do?

c. Generalizing
- ✓ What principles came out of this activity?
- ✓ So what does all this mean about effective _____?
- ✓ So, who can make sense out of all of this?
- ✓ What can we conclude about effective _____?
- ✓ So what are the elements of effective _____?

d. Applying
   - ✓ What does all of this mean for you in your roles and responsibilities?
   - ✓ What are the things that you want to do differently?
   - ✓ What are 3 things that you will "take home" from this experience?
   - ✓ Take a few minutes and write down 5 things you want to remember.
   - ✓ How could we _____ differently?
   - ✓ What do you want to talk with your supervisor about _____?
   - ✓ If a similar situation occurs in the future, how do you want to handle it?
   - ✓ What do you plan to do as "homework" to prepare yourself to better handle these situations?

14. Closed-ended Questions: Closed-ended questions are asked in such a way that they elicit a ONE WORD response. Examples:
   - ✓ Do you feel angry?
   - ✓ Don't you think this would be a good idea?
   - ✓ Is it really bothering you that much?
   - ✓ Was he really devastated?
   - ✓ You're not going to do that, are you?
   - ✓ Are you thinking about confronting her?

Closed-ended questions often "lead" a person to an answer or response. They can be helpful when trying to suggest a feeling or idea. They often are less effective techniques because they narrow the person's focus and limit possible responses.

Words that often begin a closed-ended question: Are, Do, Did, Is, Have, Has, Don't, Were, Where, Was, You're, Can, Could, Would, Should, Will, When, Who, What is + a qualifier.

15. Open-ended Questions
Open-ended questions leave the other person a lot of room to answer the question in their own way. They often make people think about their answers. These questions put the responsibility for forming the focus of the discussion on the other person. EXAMPLES:
   - ✓ How are you feeling about this?
   - ✓ What are your reactions? thoughts?
   - ✓ What do you want to do?
   - ✓ How are you affected by this?
   - ✓ How did they react? feel?
   - ✓ What are you going to do?
   - ✓ What have you thought about doing?
   - ✓ Help me understand what you mean by _____.
   - ✓ Tell me more about what you mean.

Words that often begin an open-ended question: What, How, Why, Tell me more, Help me understand. If you use WHY questions, then some people may feel that you are criticizing them. EXAMPLES:
   - ✓ Why did you do that? (Help me understand what your thoughts were when you did …)
   - ✓ Why do you feel that way? (Tell me more about how you feel _____.)

16. Pauses ~ While it may feel challenging to pause and let the group be in silence, there are many advantages to using pauses effectively:

- ✓ show a transition
- ✓ give participants a break, time to reflect, catch-up
- ✓ adds pressure to participate
- ✓ capture attention
- ✓ diminish distracting behaviors
- ✓ emphasize a point
- ✓ create anticipation
- ✓ keep facilitator from dominating
- ✓ give you time to think
- ✓ slow down the pace

References

Adams, M., Bell, L. A., & Griffin, P. (Eds.). (2007). *Teaching for diversity and social* justice (2nd ed.). New York: Routledge.

Cooper, S. and Heenan, C. (1980). *Preparing, Designing, and Leading Workshops: A Humanistic Approach*, Boston: CBI Publishing.

Inclusion 101 Training Guide ~
BUILDING AN INCLUSIVE, RESPECTFUL CAMPUS COMMUNITY
Developed 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

58

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 LESSONPLAN

1. Welcome

Time needed: 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. ASSUME GOOD INTENT; EXPLORE THE UNINTENDED IMPACT OF COMMENTS AND BEHAVIORS
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: between 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: between 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 doing 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+ minutes

Set-up:
1. Enough playing cards for 1/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)
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!!! (15+ minutes with the debrief)

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

Time needed: (10+ to 30 minutes)

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

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: 20-30+ 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 1st 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? Why?

   * Sometimes or often think about? Why?

2. 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: 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 (post on chart/PPT slide):

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?

70

* 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 collect 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

71

- Large group discussion

Role plays

Time needed: 30-40+ 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

2008 Design Developed by:

Kathy Obear, Ed.D., *Alliance for Change Consulting and Coaching*
Kathy@drkathyobear.com www.drkathyobear.com

73

Self-Assessment: Effective Design and Facilitation Skills
Revised by Kathy Obear, Ed. D., 2011

Directions: Read each of the following and rate your current level of knowledge and skill in each of the five sections using the following scale.

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

A. Designing training sessions:

_____ 1. I assess the learning needs of participants before I design the training session.

_____ 2. I gather background data on the demographics and experiences of the participants before I design the training session.

_____ 3. I use some type of conceptual model(s) as I design activities. (Examples: "What, So What, Now What," Gibb: Who am I? Who are You? What are we going to do? How are we going to do it?" or the Experiential Learning Cycle: Do, Reflect, Analyze, Generalize, Apply.

_____ 4. I write specific, realistic, and behavioral learning outcomes that are linked to the learning needs of participants.

_____ 5. I write clear and understandable designs and lesson plans.

_____ 6. I develop effective warm-up/icebreaker activities that leave participants feeling energized, engaged and motivated to learn.

_____ 7. I sequence activities to teach foundational concepts and skills before more complex ones.

_____ 8. I design activities that meet the varying learning styles of all learners.

_____ 9. I effectively use a variety of learning methods and tools, including experiential learning, small group activities, journaling, media, role plays, etc.

_____ 10. I create multiple opportunities for participants to teach each other in a participative, democratic learning environment.

_____ 11. I design activities so they are inclusive of all participants across social group identities.

_____ 12. I use the principles of Universal Design in all learning activities to create maximum accessibility to the material and activities.

_____ 13. I develop useful handouts and learning tools that help participants both deepen their learning and apply the concepts and skills to their lives.

B. Facilitating training sessions:

_____ 14. I create learning environments that are safe, respectful, and challenging.

_____ 15. I use effective listening and communication techniques, including clarifying, paraphrasing, open-ended questions, etc.

_____ 16. I demonstrate empathy effectively.

_____ 17. I use silence effectively.

_____ 18. I use humor appropriately and effectively.

_____ 19. I manage time effectively.

_____ 20. I introduce activities and give directions well.

_____ 21. I effectively teach key concepts, definitions, and terms as I process activities and facilitate discussions.

_____ 22. I process activities using open-ended and closed-ended questions effectively.

_____ 23. I use processing questions to move participants through the Experiential Learning Cycle to help them make meaning of activities and apply their insights to create change (Do, Reflect, Analyze, Generalize, Apply; or What? So What? Now What?)

_____ 24. I effectively move discussions and activities along and keep the group focused and "on track."

_____ 25. I acknowledge and appreciate people's participation.

_____ 26. I summarize discussions and make transitions effectively.

_____ 27. I encourage group members to participate and engage them in the process through my choice of activities and my facilitation style.

_____ 28. I use "Connecting Language" that bridges one person's comments to another's.

_____ 29. I effectively find some relevant point in participant comments, even those that seem way off the topic.

_____ 30. I effectively help participants recognize assumptions and help them differentiate between observable facts and interpretations.

_____ 31. If I believe someone is on a tangent, I can effectively acknowledge their point, and redirect the conversation back to the group's topic.

_____ 32. I minimize how much I use the "telling" style, and maximize how often I pose questions or dilemmas to facilitate dialogue among participants.

_____ 33. I am able to "relate in" and "see myself in the participants" to find compassion and make a connection with them, rather than judging them or distancing from them.

_____ 34. I use self-disclosure and share feelings, thoughts, opinions, and personal experiences effectively.

_____ 35. I easily "go with the flow" and am flexible with the agenda as I adjust to the needs of the group in the moment.

_____ 36. I consider feedback and coaching from group members and co-facilitators.

_____ 37. I can "meet the participants where they are" and not demand or expect them to be farther along in their understanding or skill development.

_____ 38. I can easily stay in the facilitator role and not become a participant in the learning process.

_____ 39. I effectively use my voice and nonverbal behavior to facilitate learning and engage participants.

_____ 40. I effectively name and discuss group dynamics with participants in the moment and use them as "teachable moments" to facilitate deeper learning.

_____ 41. 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 with an Inclusion Lens

_____ 42. I talk about the college's commitment to diversity and inclusion.

_____ 43. I state that it is everyone's responsibility to help create a campus climate that is respectful and inclusive for all community members.

_____ 44. I effectively discuss the common daily indignities and micro-aggressions that people from subordinated groups experience on campus.

_____ 45. I effectively discuss specific behaviors and actions that help create an inclusive campus environment.

_____ 46. I consistently demonstrate respect for all participants across dominant and subordinated group memberships.

_____ 47. I pay attention to the multiple group memberships of participants and notice patterns of participation, including who's talking, who is quiet, who interrupts, who gets interrupted, who takes leadership, whose ideas "plop" or are ignored, etc.

_____ 48. I notice what issues of diversity are discussed effectively and which ones are ignored or not addressed productively.

_____ 49. I recognize and interrupt prejudice, stereotypes, and exclusionary group dynamics that occur in the session.

_____ 50. 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 dominant and subordinated groups.

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

_____ 51. I effectively navigate discussions where group members are feeling and expressing deep emotions, including anger, sadness, fear, frustration, hopelessness, etc.

_____ 52. 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.

_____ 53. I effectively respond to participant behaviors I believe are distracting, including dominating, interrupting, side-tracking, side conversations, etc.

_____ 54. I acknowledge comments which sound inappropriate or triggering.

_____ 55. I engage people in dialogue when I experience one of their comments as inappropriate or triggering.

_____ 56. I recognize that "resistance" and challenges from participants are often doorways to deeper understanding and learning for the group.

_____ 57. I effectively navigate conflict and disagreement among group members.

_____ 58. I respond effectively to challenges and engage "resistance" from group members without taking it personally or feeling deeply triggered.

_____ 59. I can use triggering events as "teachable moments" for the group.
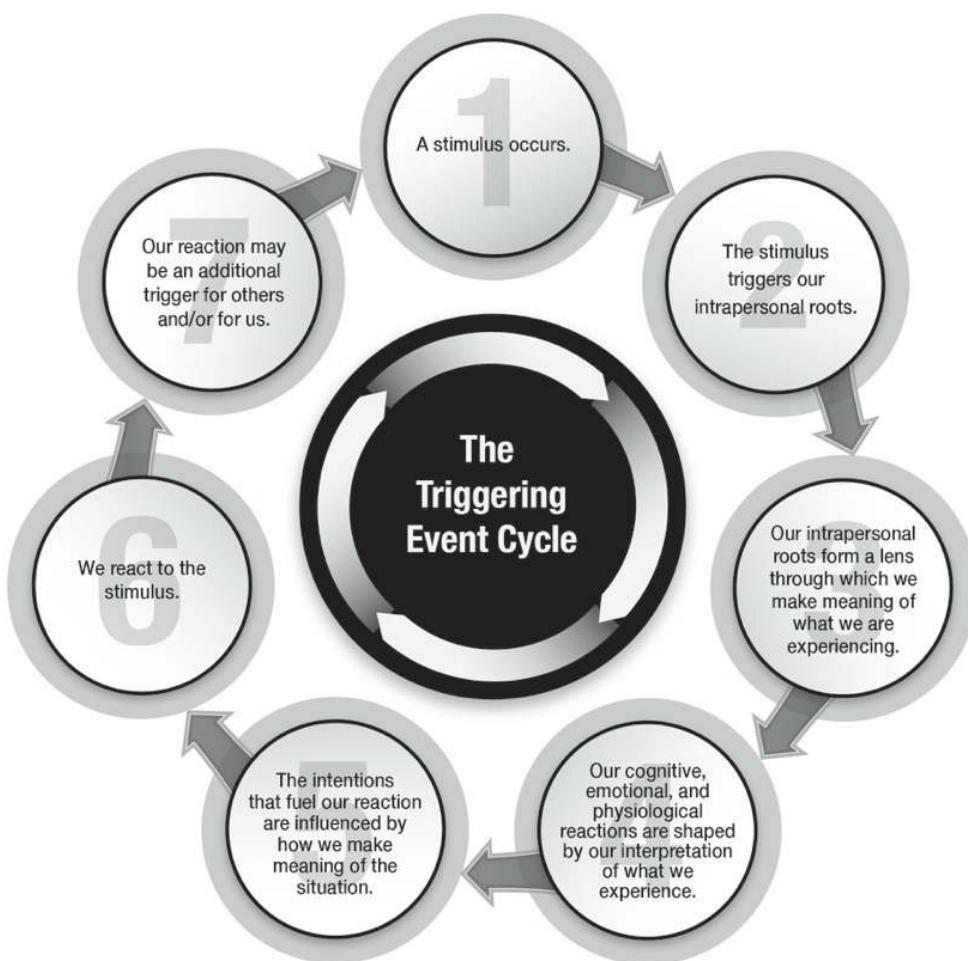
E. My self-work as a facilitator

_____ 60. I am aware of my biases, assumptions, and stereotypes for the full range of dominant and subordinated groups.

_____ 61. I continually interrupt, reframe, and unlearn my biases, stereotypes, and assumptions about dominant and subordinated groups.

_____ 62. I understand how my various dominant/insider and subordinated/outsider group memberships impact how I am perceived and experienced by others.

_____ 63. I understand how my various dominant/insider and subordinated/outsider group memberships impact how I make meaning of situations, and then how I react/respond.

_____ 64. I am aware of how my beliefs about "what is "effective" _____ has been influenced by my socialization and experiences in my multiple dominant and subordinated group memberships (i.e., facilitation, dialogue skills, conflict resolution, training, meeting management, supervision, advising…)

_____ 65. I continuously self-reflect to examine my behaviors, assumptions, feelings, and attitudes and their impact on others with an Inclusion Lens.

_____ 66. I continually seek and utilize feedback about my behaviors and attitudes from members of dominant and subordinated groups; and utilize their input to improve my practice.

_____ 67. I am aware of my "early warning signals" that I am beginning to feel triggered.

_____ 68. 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."

_____ 69. I am aware of my common triggers and their intrapersonal roots.

_____ 70. I actively do my work around my triggers: explore their roots; do my healing work; etc.

_____ 71. I actively expand my understanding of issues of diversity, inclusion, and social justice.

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

The Triggering Event Cycle

1. A stimulus occurs.
2. The stimulus triggers our intrapersonal roots.
3. Our intrapersonal roots form a lens through which we make meaning of what we are experiencing.
4. Our cognitive, emotional, and physiological reactions are shaped by our interpretation of what we experience.
5. The intentions that fuel our reaction are influenced by how we make meaning of the situation.
6. We react to the stimulus.
7. Our reaction may be an additional trigger for others and/or for us.

Kathy Obear. Ed.D., www.drkathyobear.com kathy@drkathyobear.com

Common Examples of Triggering Events

Directions: Use a 0-10 scale to rate how much of a "trigger" each of the following is for you when you are engaging in dialogues about issues of inclusion, race, and racism.

> 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

A. When someone(s):

___   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 others
___   4.   dismisses my point or that of others
___   5.   demonstrates disruptive behavior including joking, side conversations, or laughing at me or others
___   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
___   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. publically criticizes other members of their marginalized group(s)

B. For me, when I:
___ 40. make a mistake or error
___ 41. do or say something biased, offensive or oppressive
___ 42. do not know the answer to a question
___ 43. fear I do not know how to effectively respond in a situation
__ 44. start to cry or lash out in anger
___ 45. 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 triggers for you:

Developed by Kathy Obear, kathy@drkathyobear.com www.drkathyobear.com

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 race and racism.

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 pages)

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)?**

Developed by Kathy Obear, kathy@drkathyobear.com www.drkathyobear.com

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 <u>situation</u> remind you of recent events?

3. **Unfinished business, unresolved or unhealed past issues, traumas, and "wounds:"** Does this <u>person</u> remind you of anyone? Does this situation remind you of past traumas?

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

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

- Respect, dignity
- Trust
- Planning, order
- Fairness
- Clarity, understanding
- Openness, honesty
- Direct communication
- Respectful disagreement
- Recognition, acknowledgement
- Appreciation
- Competence, effectiveness
- Success, to make a difference
- To be kept informed and updated
- Harmony, peace…

- Safety, security
- Integrity
- Innovation and creativity
- Ease and simplicity
- Connection
- Mutuality, partnering, collaboration
- For approval
- For acceptance, belonging
- Inclusion
- Consideration
- Dependability, follow-through

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

- To assert, regain my power and authority
- To have control
- To win the argument; prove them wrong
- To get my way
- To make people change; "fix" them
- To make people learn
- To be right
- To shut them down, put them in their place
- To make them feel the pain and hurt I feel

- To be seen as the expert, smart
- To prove I am competent
- To gain prestige and status
- To be admired; avoid disgrace
- To be liked
- To fit in
- To seen as a "good one," an ally
- To be perfect
- To gain certainty and predictability
- For everyone to feel happy
- To avoid deep emotions and conflict
- To make others engage as I want them to

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