



Deepening Capacity to Design & Facilitate Foundational Workshops on Diversity, Equity and Inclusion, Part 2

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For recordings of my recent webinars: www.drkathyobear.com/events

For complimentary copies of my books and other resources:

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www.drkathyobear.com/book-pdf | www.drkathyobear.com/book-worksheets
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...But I'm NOT Racist! Tools for Well-Meaning Whites

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

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Purpose of this Webinar:

Increase your capacity to:

1. Create an effective workshop environment to deepen learning and behavior change.
2. Design & facilitate engaging, powerful foundational training sessions to deepen capacity to create greater equity and inclusion in the organization.

Adams, Bell and Griffin (2007) define social justice as both a process and a goal.

"The goal of social justice education is full and equal participation of all groups in a society that is mutually shaped to meet their needs. Social justice includes a vision of society that is equitable and all members are physically and psychologically safe and secure."

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

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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.

Chart: Privileged and Marginalized Groups

PRIVILEGED GROUP		MARGINALIZED GROUP
Late 30's to late 50's/early 60'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, Directors, Managers, Supervisors	5. Hierarchical Level	Individual contributors; 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; 1 st 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, neuro, 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 marriage or 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 in organization; field	17. Years of experience	New; little experience in organization; in field
U.S. citizen	18. Immigration Status	People who do not have U.S. citizenship, are/assumed to be 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; adopted; LGBT household
Extrovert; task-oriented; analytical; linear thinker	22. Work Style	Introvert; process-oriented; creative; circular thinker
	23.	

How Do You Identify?

1. Age	
2. Race/Racialized Identity	
3. Sex Assigned at Birth	
4. Gender Identity and Gender Expression	
5. Hierarchical/Positional Level	
6. Sexual Orientation/Sexuality	
7. Social Class	
8. Educational Level; Credential; Certificate	
9. Religion/Spirituality/Ways of Knowing	
10. Nationality	
11. Disability Status	
12. Ethnicity/Culture	
13. Size/Appearance	
14. English Proficiency	
15. Marital/Relational Status	
16. Parental Status (yours and or the adults with whom you grew up)	
17. Years of experience	
18. Athleticism	
19. Geographic region	
20. Skin color; phenotype	
21. Family Status	
22. Work Style	

Microaggressions

“Microaggressions are the everyday verbal, nonverbal, and environmental slights, snubs, or insults, whether intentional or unintentional, which communicate hostile, derogatory, or negative messages to target persons based solely upon their marginalized group membership.”

Blog by Dr. Derald W. Sue, Microaggressions: More than Just Race - Can microaggressions be directed at women or gay people? Published on November 17, 2010

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

Microaggressions: Characteristics

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

Potential impact and emotional toll on members of marginalized groups

- Uncertainty – never knowing when they will experience another microaggression
- Constantly vigilant, always tracking their surroundings
- Self-doubt ~ given the ambiguous nature of some situations, some might obsess over questions like, “Am I over-reacting? Being too sensitive? Misinterpreting what just happened? Just being paranoid?”
- If they bring it up to the member of the privileged group, often met with denial, defensiveness; fear that this could hurt their relationship, career path
- Left feeling “I don't belong, I can't be successful here”
- May change their behavior in hopes that this may lessen their experiences of microaggressions; may come across as overly friendly, helpful, passive, soft-spoken, ingratiating...
- Feel pressure to “act right” or their actions could be used to reinforce stereotypes about their marginalized group; carry the group on their shoulders

- Damages the respect they may have for members of privileged groups; may not use them as resources in the future
- Often invest time and energy trying to diagnose what happened, manage the impact and feelings, decide if and how to respond
- If choose to “let it go,” may judge self as colluding; feel guilty for not stepping up

Unproductive Meeting Behaviors

- a. In the 1st column, check-off any unproductive behaviors which you have observed in meetings.
- b. Then in the 3rd column, check-off any of these behaviors that you have ever done.
- c. Choose 5+ items, and in the 4th column, note the probable impact of each type of unproductive behavior.

Others do this	Unproductive meeting behaviors, when someone:	I've done this	Probable impact
	1. Makes inappropriate comments or "jokes"		
	2. Belittles the input or comments of others		
	3. Minimizes or rationalizes away the frustrations and comments of group members		
	4. Interrupts or talks over others		
	5. Engages in side conversations		
	6. Dominates the conversation		
	7. Makes snide or sarcastic comments		
	8. Only interacts and makes eye contact with people like them; people they like		
	9. Gives unsolicited "advice;" tell someone how they should have felt or responded differently		
	10. Dismisses or ignores the input of others		
	11. Disregards feedback from group members		
	12. Laughs at or makes fun of other group members		
	13. Treats peers with disrespect		
	14. Gives someone the "silent treatment" or "cold shoulder"		
	15. Uses a negative, judgmental tone		
	16. Uses an overly aggressive or forceful style		
	17. Refuses to participate in the discussion or the activity		
	18. Is silent, shut down or withdrawn		
	19. Challenges the validity of the information being presented to serve a personal agenda		
	20. Questions the usefulness of an activity or a discussion to serve a personal agenda		

	21. Gives excuses or PLEs (Perfectly Logical Explanations) for disrespectful comments and behaviors		
	22. Raises their voice to try to silence others		
	23. Emphasizes “good intent” and does not also listen to the impact of actions		
	24. Makes negative stereotypic comments about others or self		
	25. Tells others they are “too sensitive”		
	26. Repeats or rewords what members with lower status have just said		
	27. “Hears” and acknowledges ideas only if they come from members with higher group status		
	28. Does not engage or “hear” comments from members with lower group status		
	29. Judges or dismisses input from members of lower status groups if they express anger or frustration		
	30. Only asks members of lower status groups to repeat what they have just said		
	31. When confronted, frames the situation as an “attack”		
	32. Go to lunch or socializes only with certain group members		
	33. Acknowledges and praises only certain group members		
	34. Rolls their eyes or makes other negative nonverbal behaviors when others are talking		
	35. Chastises others publicly		
	34. Critiques and questions only the ideas and materials presented by lower status members		
	35. Bullies other group members		
	36. Has a patronizing or condescending manner		
	37. Derails the planned format and agenda to serve a personal agenda		
	38. Criticizes the personal character of group members		
	39. Takes credit for the work or ideas of others		
	40.		
	41.		

Common Universal Needs/Values

Adapted from R. Gill, L. Leu, and J. Morin (2009). NVC Toolkit for Facilitators.

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

Examples of Microaggressions

1. Over time you have noticed that most people do not greet or interact with someone who is using a wheelchair like they do with others walking by.
2. You observe a colleague asking a person you think might be multiracial or biracial, "What are you?"
3. You notice some of the newer staff getting talked over or ignored in meetings and more informal discussions.
4. Someone talks louder and more slowly when addressing someone from Korea.
5. You hear some people making fun of an "overweight" client.
6. You notice when your task force meets to work on a project, the men only talk to men; whites only talk to whites; and overlook, don't engage other members.
7. During a discussion about how to celebrate the winter holiday season, several staff are pushing the idea of a Secret Santa party to celebrate Christmas. You notice a few people look down or seem restless.
8. You hear someone asking a person they think is Asian, "Where are you from? And where did you learn to speak English so well?"
9. Someone is writing, "That's so gay!!" on the bulletin board.
10. You notice a man standing really close to a woman. As she backs away a couple of times, the man continues to move closer.
11. You overhear a staff member discussing what accommodations that they will need in the workplace, and the supervisor seems distracted and frustrated.
12. You notice that some colleagues seem to react negatively when they see a woman wearing a veil/hijab.
13. Over a casual lunch, one staff member talks about being LGBTQ and a colleague says, "I'll pray for you."
14. You notice that the activities the manager is planning for "teambuilding" will require individuals to pay between \$40.00-50.00 each.
15. At a party you see a group of U.S. born colleagues approach a new staff member from another country and ask him to teach them swear words in his native language.
16. The manager continues to call two staff by the wrong names, confusing them for each other even though they look nothing alike; except they both are men of color.
17. A supervisor refuses to use the gender pronouns and name of a transgender employee.
18. You notice some of your friends regularly looking women up and down, staring at their breasts.
19. A manager doesn't agree with a staff member and seems to raise their voice to silence them and end the conversation.

20. You notice the organization’s website talks about people of color, but never mentions anything related to Native Americans or Indigenous Peoples.
21. A colleague asks a team member, “How did you get hired with your type of learning disability?”
22. You overhear someone saying to an African American woman, “You’re very articulate!”
23. In a group meeting a woman questions a male colleague and he turns and mutters, “What a B_____!”
24. A Latina friend of yours is talking to some of the staff in the hallway about a supervisor’s comment she felt was racist. One of the white staff says, “Why do you have to make everything about race? They treat everybody that way! They are an equal opportunity obnoxious person!”
25. Clients who are Black or Latino are more often asked to show 1-2 forms of ID when they check out and pay their bill, while white clients are not.
26. You notice that some team members repeatedly mispronounce or shorten a colleague’s name who is from Pakistan.
27. In the break room, staff are talking about immigration issues and turn to the only Latino in the group and ask, “What do you think about what is going on?”
28. While walking past the coffee station, you overhear a few people making disparaging comments about Islam and Muslims.
29. The events manager schedules a high-profile awards ceremony in a venue that requires all awards recipients to climb 6 steps onto a stage.
30. You notice that the manger seems to pick the same few, more experienced employees for special projects and more valued/visible “stretch opportunities.”
31. You see a couple of clients treating a custodial staff member with disrespect.
32. As some staff are talking about a female colleague who is rumored to have filed sexual harassment charges against a male supervisor, you hear one of them say, “Given me a break! Do you see what she wears to work?!?”
33. In the organization’s cafeteria, someone at your table leaves they 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 colleague just made, their 1 st reaction is, “I’m not racist. I was just kidding. I didn’t mean it.”
35. During a meeting about the need to hire and retain more women in leadership, you notice a couple of men having a side conversation and smiling.
36. During a teambuilding retreat, a newer, younger staff member is talking about some unproductive team dynamics and an older colleague says, “That happens to me, too, and it has nothing to do with being new.”

37. You overhear a white colleague saying to a woman of color, "You should straighten your hair. You'd be much more attractive."
38. You overhear a colleague talking about how their child is attending community college and takes the bus to the campus. Someone says, "What, are you too cheap to buy them a car?"
39. When a woman gets confused during a meeting, someone says, "She's having a blonde moment!"
40. A supervisor listens intently and considers new ideas when a more experienced employee raises them, but quickly shuts down new or younger staff who ask questions or offer innovative ideas.
41. A female supervisor is assumed to be the secretary of the department.
42. You see people shaking their heads as they watch an overweight person putting food on their plate in the cafeteria.
43. A colleague sees two men holding hands and cuddling, and mutters, "I don't care what they do in their bedroom, but do they have to flaunt it in public."
44. Someone comments to a person of color: "You got this job because of your race!"
45. You often see people standing and talking to colleagues at the desk of the administrative assistant while s/he is there trying to get work done.
46. In a required training online course, the videos are not captioned.
47. A manager publicly chastises an employee if they are a few minutes late to a meeting, but then will casually walk in 10 minutes late and not apologize for keeping others waiting.
48. A male manager of color is working on the weekend in jeans and a t-shirt and is assumed to be a maintenance worker.
49. You observe a supervisor talking to an "average looking" staff member who seems to get distracted when a "very attractive" staff member walks by and quickly stops talking to the original person and turns their attention to the more attractive one.
50. The trainer in a leadership workshop talked about how Columbus discovered America.
51. A leader visiting the project team greets several members by name, then just nods as they greet the only person born outside the U.S., and doesn't use their name.
52. Three men of color were talking at the coffee station, and someone walked by and "joked", "You're not starting a gang, are you?"
53. You hear colleagues all too frequently use derogatory terms to describe situations or people, "That's so gay!" "She's such a retard!" "He's such a pussy!"
54. During a hiring process, one of the committee members has positive comments only for the white men and white women candidates: "He seems like he'd be a good fit;" "She'd be a team player."

55. A 6-foot person pats the head of someone who is 5'2", someone they hardly know.
56. Introducing the male leader as Dr. __, and the female leader with a doctorate as Ms. ____ or by her first name.
57. A manger frequently announces new practices or changes the focus of task forces without including those who have to develop or implement the decisions.
58. A team member who often raises issues is not invited to lunch when the manager organizes informal gatherings among most staff.
59. At a coffee break you overhear a colleague say, "The realtor brought a Mexican family to view the house next door. I just hope my neighbor doesn't sell to them."
60. You notice the group tends to not engage their colleague who is hard of hearing, even when they offer an idea.
61. An athletic coach called the captains together and asked, "Who is gay on the team?"
62. Someone called security to investigate a man of color who was walking through the building. He was a supervisor from another department.
63. An employee transitioned from female to male. The supervisor refuses to use his pronouns and constantly refers to him by his previous name.
64. A team member suggests to translate key forms and policies into the most common 1 st languages of the customers, and the manager refuses to support this.
65. A colleague with children asks a new female employee, "Do you have kids?" When she says "No," the person says, "What a shame. You'd make a wonderful mother."
66. While reviewing resumes, someone asks about a candidate who is a recent Veteran, "I wonder if he has PTSD?" No one suggested he be given an interview.
67. A middle-aged white woman seemed surprised as she said to the black male passenger in the seat next to her, "You are so well-spoken and have a Masters!"
68. You hear a colleague say, "These Chinese and Arabic names are too hard to pronounce."
69. A colleague recounted how an academic advisor had told her daughter, "You want to go into Engineering? Most females drop out in their 1 st or 2 nd year."
70. Several mid-level managers are talking about the expensive vacations they took with their families during a team meeting. A few lower level staff sit silently.
71. As a task force was updating the organization's policies, someone suggested they revise any irrelevant gender-specific language. No one in the group supported this idea.
72. A major organizational event is schedule on a high Jewish holiday.
73. A white teenager says they want to go to a specific junior high where the students are predominantly black and Latinx. Her parents comment, "You're so smart. You should go to a different school."

74. A manager mumbles as an accommodations meeting for a new employee is starting, "I don't know why we have to do this."
75. A frustrated customer asks a lower level employee to do something that is against organizational policy. As the staff member explains why they can't, the customer gets angrier, raises their voice, and demands to speak with a manager. When the manager come over, the customer is very sweet and polite.
76. When parents try to register their child for school, the form only has two options to list their names: mother and father.
77. A team leader talks more slowly and with a louder voice to a team member whose English is their 2 nd language. Later, when the employee offers an idea, the leader interrupts them and changes the subject.
78. A younger employee offered an idea that many thought was innovative and exciting. A 58-year old team member looked frustrated as they turned to a colleague and muttered, "I suggested that last week and no one liked it then...."
79. A new team member asked a question in a meeting and offered an alternative idea for the project. One of the more experienced staff said, "When you are here longer, you can criticize me."
80. A colleague said, "I've been so schizophrenic lately...I can't seem to decide on anything!"
81. The policy is that employees need to pay their own travel expenses to conferences and later get reimbursed by the organization.
82. A team leader walks quickly up to the desk of the administrative assistant and interrupts them talking to a colleague, "I need 25 copies of this immediately for my meeting."
83. A white team member comes back from a vacation at a beach and says to a Latina colleague, "I'm now as dark as you!"
84. You overhear a white colleague complaining about the diversity training, "Why do we have to label everyone? I see people as people. I am color-blind. I don't see race."
85.
86.
87.
88.

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

What Could You Do? ADDRESS IT!

Directions: Choose 1-2 examples of microaggressions and exclusionary situations. Write each one in the left-hand column. Then discuss and note how you could ADDRESS the situation in the other column.

Consider as you discuss:

- What is the probable impact if **no one speaks up** in this situation?
- What could be the **positive outcomes if someone does intervene** and speak up?
- What could you do to **ADDRESS*** the situation?
 - **A** = Acknowledge (that something occurred)
 - **D** = Dialogue (in the moment or afterwards)
 - **D** = "Document" (tell someone; use the Bias Reporting System)
 - **R** = Redirect (the conversation)
 - **E** = Educate (the person)
 - **S** = Stop (the exclusionary behavior)
 - **S** = Support (the people impacted)

Microaggression, Exclusionary Situation	<i>WHAT COULD YOU DO?</i>

Developed by Naomi Sigg, Director of Office of Multicultural Affairs, Case Western University, 2015
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PAIRS: EFFECTIVE DIALOGUE SKILLS

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

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

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

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

I: INTERRUPT the dynamics

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

R: RELATE to the person or their comment/behavior

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

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

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

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

More Skills to Engage at the Interpersonal Level

Steps to Engage in Difficult Dialogues

1.
 - Get grounded in positive intentions ~ The DESTINATION:
 - Create a teachable moment
 - Stir cognitive dissonance
 - Demonstrate respect and dignity
 - Leave them feeling whole...
 - Plant seeds...Influence hearts and minds...
 - Help person(s) explore the impact of their behavior, understand the reasons their behavior has a negative impact on others/building an inclusive community
 - Re-establish the boundaries for civil discourse
 - Do no harm!
 - Make a human connection; build the relationship for future dialogue
 - Support those impacted by the comments/actions

P.A.I.R.S. ~ Skills to Engage

- P:** PAN the environment yourself (as data to diagnose; name your pan as an intervention)
A: ASK questions to explore
I: INTERRUPT the process
R: RELATE to others, their comments
S: SHARE, use self-disclosure as your response

2.
 - Based on what you PAN, engage others in the conversation
 - I noticed that....I overheard your conversation and thought I heard you say....
 - I notice that folks were laughing...I'm curious what that's about?
 - I noticed how quiet everyone just got...I'm wondering what is going on for folks?
 - It seems some people were impacted by that statement.
 - I'm noticing you're speaking with a lot of energy and emotion...
 - We've had some comments from this side of the room, what are your thoughts and reactions? (looking at the other side of the room)
 - I'm wondering if people are feeling triggered right now?
 - The energy in the discussion seemed to shift after...

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

- Gives you time to center, better understand the comment, choose a response
- May help the person hear themselves and reflect on what they said, the impact...

4: A: ASK clarifying questions

- I want to make sure I understand your point...you think that...
- Are you saying that...
- Help me understand what you meant by that?
- I don't understand your point...
- What do you mean when you say...
- Come again? Or Can you repeat that?

5. A: ASK questions to gather more information

- Could you say more about that...Tell me more...
- Can you give us an example of what you're saying...
- Help me understand what you disagree with...find frustrating...
- Help me understand how you got to that conclusion?
- What has been your experience that led you to that conclusion?
- What readings or research are you referencing?

6. A: ASK questions to get them to reflect on their comment

- When was the first time you heard that?
- How do you think others could be impacted by your comment? Behavior?
- Why might others disagree with your comment?
- What if I gave you a convincing argument and data that was counter to your perspective? What might that mean for you?
- How do you think others will view you when you make similar comments?

7. A: ASK questions to explore their intention

- What were you hoping to communicate with that comment?
- Help me understand your intent when you said...
- What did you mean to say with that comment?
- What is underneath your comment/question?

8. I: INTERRUPT the process and give space to process

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

9. R: RELATE to the person who made the comment (Reflectively)

- How are you just like this person? Were just like them?
(search in other categories of difference)
- When have you said or done something similarly?
- When might you say or do something like this in the future?

10. R: RELATE to the person or their comment/behavior

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

11. S: SHARE: "Put a Face on the Issue"

- Share a personal example or one you have heard from a credible source
- Invite others to share personal examples and stories ~ verbally; in writing
- Offer to share resources, articles so they can review different perspectives
- Offer to meet with them and talk about your life experiences 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...

13. Give the “benefit of the doubt” if you directly confront their comment

- a face saving tactic
- I trust/know you didn’t intend this... I
- You’re probably not aware of the impact of your comment...

Further Resources:

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

Obear, K. (2016). *Turn the Tide: Rise Above Toxic, Difficult Situations in the Workplace* 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 Islamophobic...What do others think?

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

1st time:

- Describe the behavior you observed
- State what you want to be different
 - * I'd appreciate it if you'd...

2nd time:

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

3rd time:

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

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

- Do we have the full breadth of social identity groups and perspectives at the table? Involved in the process?
- Does our process seriously consider the input and perspectives of a broad range of group memberships?
- How might our unconscious attitudes and assumptions about ____ be playing out in this decision?
- What could be the impact of this on 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 go about this is...

f. Engaging style

- If a direct statement is made, ask a question to gather more information, deepen understanding, gain time to respond...
- Tell me more...
- Can you give me an example?
- What's your intended outcome? your intent behind that?
- How might that impact others?
- What's your thinking behind how that helps us meet our goal?

16. Continuum for how to engage others:

- **Redirect:**
Refocus group on topic/task without any reference to current group dynamics
- **Indirect:**
A more vague, general comment to refocus group on topic and effective group dynamics
- **Direct:**
Acknowledge the current situation, and/or the uninclusive or disrespectful dynamic

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 you suspect 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 does have to do with diversity might be.....
- When you say that, I feel you're discounting my experience. In that situation I felt...
- You could be right that this one specific time it had nothing to do with prejudice. But it feels so similar to so many other times in my experience when I have been treated negatively/experienced discrimination...it's hard to not assume this is just like all those other times....
- Your opinion that this has nothing to do with prejudice could be true...But what would it mean if my perception was true: that this person reacted to me out of their bias and stereotypes?

2. Yea, but....

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

3. That happens to me/my group, too....

- This dynamic/situation does happen to other groups, too. The difference might be HOW OFTEN how often it happens to them, and WHY it happens to them. For instance: most whites have received bad customer service. It rarely happens to them because some has prejudice towards them because of their race. And it probably doesn't happen to them as frequently.

- How does it feel when it happens to you? How often does that happen? Why does it happen to you? So you have a “window of understanding” to connect to what I and my group experience much of the time.

4. I know someone who...and they don't agree with you....

- There might be some people who don't see this as I do. That doesn't discount my experience or perception.

- Not all ____ may feel like I do. And, unfortunately, there are many around here that do agree with me and have had very similar experiences. Are you open to hearing more about my experiences?

5. I don't see it that way... (therefore, it doesn't really happen....)

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

6. That doesn't happen to me... (so it doesn't exist)

- I'm glad and hopeful that it doesn't. And hope you never do experience this. And this is what happened to me, and I've heard many other folks describe all too similar experiences....

- It might not, or you may not notice it happening to you... but here's what I've tracked and noticed in my life....

7. Don't you think that...

- I'm wondering if you have a statement behind your question...

- Do you have a specific example that illustrates what you're trying to ask or say?

- I'm curious what you think about that...

8. You're overreacting...you're too sensitive...

- You may not agree, but I feel very strongly about this. And I would appreciate your respecting me enough to at least acknowledge my perspective.

- When you say that, I want to end the conversation and would probably never talk to you about these serious issues again.

- Your intent might be to try to help or support me, but the impact of that statement is infuriating.

9. He/she's a good person...they never meant to do that....

- That comment just dismissed and discounted my experience.
- Many "good people" do very inappropriate and harmful things.
- Regardless of the intent, this was the impact of their actions....
- I'm not questioning if they're good or bad, I'm talking about the impact of their actions.

10. That was not my intent! You misunderstood me!

- I'm open to hearing your intent, but I'd first appreciate your acknowledging the impact of your comment/actions....
- What was your intent....I hear your intent was _____, and I hope you can also realize the impact was different than what you intended.

11. That had nothing to do with _____ (an "ism")!! It's just their personality!

- That may be what you believe, and I have observed/experienced this type of situation so many times...and I have tracked a diversity cut to this...Here's the way I see it...

B. Responding When Someone is Triggered

- I'm noticing you're speaking with a lot of energy and emotion...
- I'm wondering if you're feeling triggered right now?
- This response is unusual for you... I'm wondering what else is going on for you?
- I'm wondering if something else is going on or did something happen that's related to why you're feeling this way?
- You're raising issues I want to talk about, and I'm also noticing that the depth of your emotions seems somewhat out of proportion to this situation...
- I notice I'm feeling a little triggered, and I wonder if you are, too?
- I think we're both a bit triggered right now....

- I want to talk about this further, and I can hear you better when you're not so triggered. What if we take a break and then come back to talk about this...

C. Responding When Someone is Reacting out of 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

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.

Unproductive Privileged Group Dynamics: Common Patterns

Directions: review these common privileged group dynamics:

- a. Check-off any dynamics which you have observed or heard a credible story about.
- b. Make a note next to the dynamics that you have personally experienced, felt, or done.
- c. Add any additional common patterns/dynamics you have witnessed or experienced.

Some/Many Members of Privileged Groups Tend to (consciously and unconsciously):

1. believe they have “earned” what they have, rather than acknowledge the extensive privilege and unearned advantages they receive; believe that if others just worked harder...
2. not notice the daily indignities that members of marginalized groups experience; deny them and rationalize them away with PLEs (perfectly logical explanations)
3. work to maintain the status quo and protect the advantages and privileges they receive
4. believe that dominant cultural norms, practices and values are superior and better
5. internalize the negative stereotypes about members of marginalized groups and believe that members of privileged groups are smarter and more competent
6. want members of marginalized groups to conform and assimilate to dominant cultural norms and practices
7. accept and feel safer around members of marginalized groups who have assimilated and are “closer to the norm”
8. blame members of marginalized groups for the barriers and challenges they experience; believe that if they “worked harder” they could “pull themselves up by their bootstraps”
9. believe that members of marginalized groups are not competent and are only selected to fill quotas
10. interrupt and talk over members of marginalized groups
11. resent taking direction from a member of a marginalized group
12. dismiss and minimize frustrations of members of marginalized groups and categorize the person raising issues as militant, angry, having an “attitude,” working their agenda, not a team player...

13. focus on their “good intent,” rather than on the negative impact of their behavior
14. focus on how much progress we have made, rather than on how much more needs to change
15. want members of marginalized groups to “get over it” and move on quickly
16. get defensive when members of marginalized groups express their frustrations with current organizational and societal dynamics
17. “walk on eggshells” and act more distant and formal with members of marginalized groups
18. segregate themselves from members of marginalized groups and rarely develop authentic relationships across these differences
19. exaggerate the level of intimacy they have with individual members of marginalized groups
20. fear that they will be seen and “found out” as a racist, classist, etc., having bias and prejudice
21. focus on themselves as an individual (I’m not classist; I’m a good white), and refuse to acknowledge the cultural and institutional oppression members of marginalized groups experience daily
22. pressure and punish members of privileged groups who actively work to dismantle oppression ~ try to force them to conform and collude with the oppressive system; criticize, gossip about, and find fault with them
23. expect members of marginalized groups to be the “diversity expert” and take the lead in raising and addressing oppression as their “second (unpaid) job”
24. minimize, under-value, ignore, overlook and discount the talents, competencies and contributions of members of marginalized groups
25. rephrase and reword the comments of members of marginalized groups
26. ask members of marginalized groups to repeat what they have just said
27. assume the privileged group teacher/coach/facilitator/employee, etc., is in charge/the leader; assume members of marginalized groups are in service roles
28. rationalize away oppressive treatment of members of marginalized groups as individual incidents or the result of something the member of a marginalized groups did/failed to do

29. dismiss the experiences of members of marginalized groups with comments such as: That happens to me too...You're too sensitive...That happened because of _____, it has nothing to do with class or race or gender!
30. judge members of marginalized groups as over-reacting and too emotional when they are responding to the cumulative impact of multiple recent oppressive incidents
31. accuse members of marginalized groups of "playing the _____ card" whenever they challenge oppressive policies and practices; instead of exploring the probability that dynamics of oppression are operating
32. if confronted by members of marginalized groups, shut down and focus on what to avoid saying or doing in the future, rather than engaging and learning from the interaction
33. look to members of marginalized groups for direction, education, coaching on how to act & what not to do
34. compete with other members of privileged groups to be "the good one:" the best ally, the one members of marginalized groups let into their circle, etc.
35. if a member of a privileged group makes an oppressive comment or action, aggressively confront them and pile on the feedback to distance from them and prove who is a better ally
36. seek approval, validation, and recognition from members of marginalized groups
37. if confronted by members of marginalized groups, view it as an "attack" and focus on and critique HOW they engaged me, not my original comments or behaviors
38. disengage if feel any anxiety or discomfort
39. avoid confronting other members of privileged groups on their oppressive attitudes and behaviors
40. when trying to help members of marginalized groups, feel angry if they don't enthusiastically appreciate the help
41. believe there is one "right" way, meaning "my way" or the "privileged group's way"

More productive approaches

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.

A Multicultural Organization

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

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:

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Align Training Topics to Each Specific MCOB Stage

Stage 1: The Exclusionary Organization

- Mandatory trainings for all constituencies on eliminating harassment and discrimination to communicate clear guidelines for expected behavior and consequences for exclusionary actions.
- Mandatory, comprehensive leader training and development, including Board members, to achieve these outcomes:
 - Identify all areas where discrimination and harassment occur.
 - Eliminate practices, policies, and actions that are exclusionary, harassing, and discriminating.
 - Implement policies, practices, and accountability structures to ensure the physical and psychological safety of 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.
 - Identify 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.

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More Tools to Design & Facilitate Workshops

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 them 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**Variation:** 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 (Developed around 1990)

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.

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5 Steps for Designing Workshops

(Developed around 1990)

- 1. Needs assessment**
- 2. Develop Learning Outcomes**
- 3. Brainstorm learning methods and activities**
- 4. Develop a tentative outline**
- 5. Develop the lesson plan**

1. Needs Assessment

- a. Gather information about the learning outcomes and purpose of session from leaders of organization or whomever arranged for the session
- b. Review values and mission/vision of organization that arranged for session
- c. Discuss recent trainings the group has experienced: topics, evaluations, degree of participation, common group dynamics, etc.
- d. Discuss how this session fits into the overall plan for training and development
- e. Clarify if participation in the session is mandatory or voluntary
- f. Review related job descriptions
- g. Gather information about the learning needs of participants: number expected, experience/knowledge with the topic, attitudes towards this training session and topic, hoped for learning outcomes, preferred learning styles and methods,
- h. Gather demographics about participants (age; gender identity; race/ethnicity; nationality; English proficiency ~ verbal, reading, and written, degree of ability ~ physical, cognitive, learning, and emotional/mental; level of formal schooling; sexual orientation, if public; religion/spiritual practice; etc.
- i. Clarify logistics of session: date; starting/ending time; location; evaluation process; duplication of handouts; needed supplies; etc.
- j. Clarify logistics of meeting space: meeting room and small group discussion spaces; audio-visual needs; internet capacity; types of furniture; preferred room set-up; refreshments; etc.

2. Develop Learning Outcomes

What do you want participants to be able to do differently after the training session?

There are two kinds of learning outcomes:

- * Content learning outcomes: the WHAT ~ major concepts, skills, knowledge, key points
- * Process or Interpersonal learning outcomes: the HOW ~ how you want the participants to engage each other and feel so that they accomplish the content learning outcomes

a. Content learning outcomes

- Research the topic until you have a solid grasp of the material you intend to include in the session.
- Gather relevant statistics, examples/personal stories
- Brainstorm a full set of possible content learning outcomes
- Arrange them in a logical, sequential order
- Prioritize them given the length of the session
- Edit each content learning outcome so that it is specific and behavioral, and measurable if needed.

Examples of content learning outcomes for a basic, foundational session exploring issues of diversity and inclusion on a college campus ~ During the session participants will:

- Describe the college's commitment to creating an inclusive, respectful campus for all students
- Identify 15-20 types of "differences that make a difference" among students on campus
- Discuss the potential negative impact on students and the campus community when students react from bias and prejudice
- Discuss common campus dynamics for members of groups that have been marginalized in U.S. society
- Identify 5-10 strategies to respond effectively when you observe exclusionary actions
- Identify 5-10 proactive approaches to create an inclusive, respectful community among the students you work with

b. Process or Interpersonal learning outcomes

- Visualize how you want the participants to engage each other during the session
- Imagine how you want the participants to feel during and at the end of the session so they accomplish the content learning outcomes

-
Examples of process learning outcomes for a basic, foundational session exploring issues of diversity and inclusion on a college campus:

- Feel connected to the other participants; valued, respected, a part of the learning community
- Willing to take risks, be honest, be open to new ideas
- Comfortable and connected enough to share their experiences, thoughts, and feelings (maybe even attitudes)
- Nudged and challenged enough to consider and explore new and differing perspectives
- Willing to engage in authentic dialogue across differences
- Willing to engage in respectful, passionate disagreements
- Energized to help create and maintain a respectful, inclusive campus community
- Willing to do their part to notice disrespectful treatment, speak up, support others....

3. Brainstorm learning methods and activities

- a. Use both content and interpersonal learning outcomes as the framework to brainstorm activities.
- b. Consider the meeting space limitations and opportunities.
- c. Review the needs assessment information.
- d. Brainstorm strategies for each content learning outcome while considering all of the process outcomes as well.
- e. Keep in mind your skill, knowledge, and comfort level as a facilitator.
- f. Interactive, experiential, and participant-centered learning methods respect the knowledge and experience of participants, and facilitate practical/applied learning.

- g. There are three primary types of activities:
- i. presenter to whole group: focus for learning is on the presenter or an activity they initiate
 - ii. presenter to individual participant: individual participants experience activity in a personal and unique way
 - iii. participant to participant: participants learn from and with each other
- h. It may be most effective to balance the learning activities across all three categories. Examples of each category:
- i. Presenter to group (presenter centered): engaging lectures, large group Q&A, videos, panels, demonstrations, personal stories, mind teasers, dramatic readings, etc.
 - ii. Presenter to individual participants (presenter directed): self-assessments, large group activities (privilege walk, Common Ground), visioning activities, reflective writing, meditations, worksheets, simulations (Star Power, Tunnel of Oppression), etc.
 - iii. Participant to participant: small group discussions, small group activities, case studies, fish bowls, standing continuums, brainstorming, debates, skits/role plays, sharing personal stories and examples (Gallery), unstructured large group discussions, pick a question out of a hat, stations activity, etc.

4. Develop a tentative outline

- a. Guiding principles
- i. Vary learning formats and methods
 - Conceptual and applied learning
 - Reflective and interactive
 - Sedentary and physically active
 - Serious and playful
 - Verbal and quiet
 - Experiential and observing

ii. Timing needs

- Build in a formal break every 1-2 hours
- Have participants engaging each other or doing an interactive activity every 20-30 minutes
- Plan for a physical or intellectual icebreaker activity after any major break or meal.
- Avoid doing a visualization/relaxation activity after a meal or in the late afternoon.
- Participants will have a shorter attention span towards the end of the session.
- Participants need to "process" information, to reflect, "let it sink in", etc.
- Build in time for questions throughout and at end of session
- Build in a "cushion"/extra time: things often take longer than planned

b. Organize session into three parts: Creating the container for learning, Body of the workshop, and Conclusion

i. Creating the container for learning

1. Key elements

- Welcome participants to the session
- Introduce facilitator(s): establish credibility
- Purpose of session: Why this session is important for student leaders; How participants will benefit from the session; How this session builds on earlier ones and how it fits into the overall training program; etc.
- Learning Outcomes: Content and Process
- Flow/Agenda of session
- Learning Guidelines
- Housekeeping information: turn off cell phones, breaks, refreshments, etc.
- Warm-up/ice-breaker activity
- Introduce participants (as time allows)

2. Warm-up/icebreaker ~ The purpose of the warm-up activity is to have participants feel energized and motivated to learn, to give them an overview of the content of the session, and to help them feel connected, comfortable, and challenged enough to actively participate in the session. Examples of warm-up/ice-breaker activities:

- "How many of you have...." (ask questions that emphasize problems or issues that will be addressed in the workshop)
- Skit/role play/short media clip that highlights the content of the session

- Quizzes/assessments/inventories that assess current skill/knowledge level, needs and/or attitudes of participants regarding the content of the session
- "What problems/concerns/issues do you have regarding this topic?" or "What do you hope to learn in this session?"
- Present current statistics that demonstrate the problems that will be addressed in the session
- Share a personal story or testimonials related to the topic
- "What are the characteristics of the worst _____?"
- "What are the characteristics of the best/ideal _____?"
- Do a standing continuum or forced choice activity related to the topic
- Use a visualization that illustrates the problems or where they imagine the solution
- Play a bingo/scavenger hunt activity using items that give an overview of the seminar content.

ii. Body of the workshop

1. Participants experience/learn the skills, knowledge, tools, etc.
2. Sequence lower-risk learning before higher-risk activities
3. Debrief/process each activity:
 - a. What are your reactions, feelings? What was the impact of this activity? (What?)
 - b. What happened? What did you track/notice? (What?)
 - c. How do you make sense of what happened? make meaning of the experience? (So what?)
 - d. How is what happened like what occurs on campus? (So what?)
 - e. What can you take away from this activity and apply to your role as student leaders? (Now what?)
 - f. What are you committed to doing? What are some next steps? (Now what?)
 - g. How can you keep learning about this? (Now what?)
4. Build in activities to apply learning to role/responsibilities
5. Build in time for participants to identify and share personal action steps

iii. Conclusion of the session

1. Review and summarize major points
2. Bring closure to the session

3. Re-emphasize the importance of what they have learned and how their actions in the future will impact others, the overall campus
 4. Invite final comments from participants
 5. Thank the participants
 6. Do an evaluation
 7. End the session
 8. Stay around for conversations with participants
- Assign tentative time frames to each activity
 - Review the design with respect to content and interpersonal learning outcomes; ask colleagues for feedback

5. Develop the lesson plan for the session

- a. It is very helpful to develop a comprehensive lesson plan that is written at a level of detail that a colleague of similar skill and knowledge could use to facilitate the session.
 - i. Identify all materials, audio/visual equipment, and room set-up needs
 - ii. Identify all preparation tasks; develop copy-ready handouts
 - iii. Include the overall purpose and learning outcomes for the session
 - iv. For each activity, write out the intended purpose, suggested timing, directions for any tasks, sample processing questions, key points to emphasize, materials needed, etc.
 - v. Develop transition statements between activities
 - vi. Develop summarizing and closing comments
- b. Ask a few colleagues to review your lesson plan and to give you honest feedback. Revise as needed. Consider “piloting” the session with a group of participants. Practice and rehearse as needed until you feel confident and comfortable as the facilitator. Consider having yourself video-taped during a practice or pilot session.
- c. Evaluations
 - i. On-going evaluations: It is helpful to “take the pulse” of the session after most activities. There are a variety of ways for a facilitator to check the effectiveness of the learning activities:

- "Read" the audience: attend to the nonverbals of participants
- Listen to comments as participants discuss group tasks and at breaks
- Ask the entire group how they are doing
- Talk to individuals at breaks and during individual activities

ii. End of the seminar evaluations

- **Verbal evaluations:** A facilitator may choose to ask for public comments regarding the seminar. This technique is effective if one purpose of the workshop is to foster group development and to improve the quality of relationships among participants. In this case the following questions may be helpful:
 - ✓ How are you feeling as you leave?
 - ✓ What is one of your key learning from this session?
 - ✓ What do you want to "take away" from this session?
 - ✓ What would anyone like to say to each other?
 - ✓ What have you appreciated about this group? this session?
 - ✓ What's one thing you are committed to doing differently?
- **Written evaluations:** Participants are more likely to offer constructive feedback using a written or electronic evaluation. The following are useful questions:
 - ✓ Right now I am feeling...
 - ✓ What I learned about myself....
 - ✓ What were the three (3) most helpful parts of this seminar?
 - ✓ What three (3) things do you want to remember from this session?
 - ✓ Write down at least one (1) goal that you have after this seminar.
 - ✓ Three(3) things that I want to do differently...
 - ✓ The activities I learned the most from were...
 - ✓ What suggestions for improvements do you have about this session?
 - ✓ Please comment on the facilitator's style, knowledge, and skills.
 - ✓ What additional information/topics do you want to learn more about?
 - ✓ Please add any further comments and suggestions.
- **Post-seminar evaluations:** Often it is helpful to gather evaluative feedback 2-8 weeks after the seminar to measure how successful the participants were in applying the new knowledge/skills/attitudes in their lives. It is often useful to send out some additional articles and a personal note with the evaluation form. Consider "rewarding" those that take the time to fill out and return it.

Inclusion 101 Training Guide

BUILDING AN INCLUSIVE, RESPECTFUL CAMPUS COMMUNITY

Developed in 2008 by Kathy Obear, Ed.D.

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

HIGH-LEVEL OVERVIEW OF DESIGN

Overall learning outcomes for the session: Content and Process Outcomes

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

CONTENT learning outcomes, foundational capacity to:

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

PROCESS outcomes for the session:

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

Facilitating Notes:

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

*** Be prepared to shift the logistics of some activities if participants are living with a visual, hearing, neuro 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: 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: 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 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: 5-10 minutes

Instructions:

- State: As in most meetings or programs, this discussion will work best if we all follow some Learning Guidelines/Norms
- State: Please take a moment and individually review the list of Learning Guidelines, and
* Choose 2-3 that you think will be particularly useful in this discussion whether on the list or any others
- Share Pair: After about a minute, put people into pairs and ask them to share the 2-3 Guidelines they each felt would be useful in this session
- Large group: Ask for 5-6 people to talk about a learning guideline and why they feel it would be useful in the discussion
- Transition: Ask if there are any others that people want to highlight? And then ask if everyone will work to engage others within these guidelines.

Suggested List of Learning Guidelines

1. ENGAGE IN OPEN AND HONEST DIALOGUE
2. PARTICIPATE FULLY (AT A +1 COMFORT LEVEL)
3. SPEAK FROM PERSONAL EXPERIENCE
4. LISTEN RESPECTFULLY; SEEK TO UNDERSTAND; LISTEN HARDER WHEN YOU INITIALLY DISAGREE
5. MOVE IN, MOVE OUT; ENCOURAGE OTHERS TO PARTICIPATE
6. BE FULLY PRESENT
7. BE OPEN TO NEW AND DIFFERENT PERSPECTIVES
8. EXPLORE THE IMPACT OF COMMENTS AND BEHAVIORS; ACKNOWLEDGE INTENT
9. TAKE RISKS: LEAN INTO DISCOMFORT; BE BRAVE
10. RESPECT AND MAINTAIN CONFIDENTIALITY
11. NOTICE AND SHARE WHAT'S HAPPENING IN THE GROUP, IN YOU
12. RECOGNIZE YOUR TRIGGERS; SHARE IF YOU FEEL TRIGGERED
13. TRUST THAT THROUGH DIALOGUE WE WILL REACH DEEPER LEVELS OF UNDERSTANDING
14. ENGAGE THIS OPPORTUNITY!

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

Concentric circles (or Share Pairs)

Purpose:

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

Time needed: 30+ minutes

Set-up: Move the group into 2 concentric circles

- We're going to do an activity where you'll talk with different people about diversity issues
- Please count off in 2's: 1,2,1,2.... all the ones come form a circle and then face outwards
- All the two's come stand in front of someone you may not know as well
- OR please find a partner and one of you stand/sit in an outer circle facing inward, and the other face them to form an inner circle

Directions:

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

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

NOTE: Give a brief example from your own experience

- Debrief: Let's get a few "pop-outs" about what you talked about...Who will share a quick story of a time you felt valued/you mattered (3-5 is plenty). What happened that helped you feel you mattered? You were respected and valued?

- Next round: Will the inner circle move one person to your right to find a new partner?

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

***What happened...how did you feel?**

***What did you do?**

***What, if anything, did you or someone else do to intervene and create more inclusion, understanding, stop the disrespectful treatment?**

NOTE: Give a brief example from your own experience

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

- Next round: Will the outer circle move one person to your right to find a new partner?

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

NOTE: Give a brief example from your own experience

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

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

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

Core Group discussion

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

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

Common Ground activity

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

Purpose:

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

Time needed: 30+ minutes

Set-up: Move the group into a large standing circle

- Transition: As we continue to get to know each other, we know that we are each unique individuals, AND, at the same time, we each are members of many different groups.
- Directions to the group:
 1. Anyone can call out a group, but ***you have to be a member of that group***
 2. When someone calls one out, they move into the circle
 3. Anyone else who also is a member of that group can join them in 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 move 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 participants 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: 10-30 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

Directios: (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?
- * 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
- 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

Group Identity Cards: Various Ways to Use Them with Your Team Members

1. Socialization experiences

- a. Invite each person to: Choose 4-6+ group identities that seemed to have **had the most influence in shaping your experiences as you were growing up.**
- b. Have them share stories, reflections and insights in groups of 3-4

2. Panning

- a. Ask folks to choose the cards that reflect the group identities they tend to notice and pay attention to when they are scanning/panning group dynamics in meetings

3. What is on your “screen?”

- a. Ask participants to make 3 piles or groupings of cards
 - i. Areas of diversity that you most often think about, are “on your screen”
 - ii. Those that you sometimes consider and think about
 - iii. Those you most often do not consider or think about
- b. Share in groups of 2-3
- c. Large group debrief

4. Your privileged and marginalized group memberships

- a. Ask participants to make several groupings ~ Categories of diversity where they are in:
 - i. A privileged group
 - ii. A marginalized group
 - iii. A group where they receive both marginalization and some forms of privilege
- b. Share in 2-3's: share examples and stories, insights

5. Which playing card are you, generally?

- a. Ask folks (after completing the playing card activity) to think about which “card” they get treated as:
 - i. In most situations
 - ii. In varying contexts
- b. Note: They can use the group identity cards to talk about the intersections of various cards that contribute to the various forms of treatment they receive in different settings

6. Next steps in your professional development

- a. Ask folks to make several piles/groupings to reflect what areas of diversity that they:
 - i. Know a lot about; could coach others
 - ii. Know some, but want to know more
 - iii. Don't know much; need to learn quickly
- b. Share in groups of 2-3
- c. Large group debrief

7. Which types of microaggressions do you interrupt effectively in a consistent manner?

- a. Ask folks to make several piles/groupings to reflect what areas of diversity that they:
 - i. Easily recognize the types of microaggressions that occur AND respond effectively
 - ii. Generally, I can recognize them in the moment, but I struggle to respond effectively
 - iii. Not very aware or respond very effectively
- b. Share in groups of 2-3
- c. Large group debrief

8. Stereotypes

- a. Ask folks to make several piles/groupings to reflect what areas of diversity that they:
 - i. Recognize they still have stereotypes about privileged and/or marginalized groups
 - ii. Intentionally have worked hard to interrupt and unlearn the socialized stereotypes about privileged and/or marginalized groups
- b. Share in groups of 2-3
- c. Large group debrief

9. Beginning to analyze current policies, practices, services and programs with an Inclusion Lens

- a. Identify a practice, policy, program or service to analyze
- b. Ask folks to use the group identity cards to identify all of the marginalized groups that MAY be negatively (unintentionally) impacted by the current state; And/or have extra hurdles and obstacles given the current state
- c. Could also make several groupings:
 - i. Most likely negatively impacted
 - ii. Not sure if this group would be
 - iii. Probably would have needs met, advantaged, or at least not disadvantaged by the current state

10. Scanning how we present to others

- a. Ask people to “scan” you and your environment for a week or so
- b. Then use the cards to describe which topics of diversity you seem to talk about, champion, or care about based on what they observed about you:
 - i. in meetings
 - ii. in your office area
 - iii. on Facebook, Pinterest, Instagram
 - iv. as you interacted in the organization

11. Conducting an Environmental Scan

- a. Divide up the 24 cards among team members
- b. People can work individually or in pairs
- c. Ask folks to each to use each card as a “lens” through which to observe, scan, and experience the unit to begin to assess how the environment sends messages about how welcomed, respected, and attended to members of various marginalized groups may feel Office decorations
- d. Ask folks to pay attention to everything, including:
 - i. Who is present in the office; how do they interact across group memberships?
 - ii. Office decorations, paintings, posters, bulletin boards
 - iii. Pamphlets, books, and other materials on display
 - iv. Web site statements, pictures/graphics, descriptions of programs and services, marketing
 - v. Office set-up
 - vi. How accessible is the office space/web site for people with disabilities (mobility, visual, hearing, learning) and language differences?
- e. Have people share their evidence and observations in staff meetings or at a retreat

Group Identity Cards

Race/Racialized Identity	Educational Background
Customer-facing/ Back office	Skin Color
Gender Expression, Presentation	Position & Level in the Organizational Hierarchy

<p style="text-align: center;">Immigration Status</p>	<p style="text-align: center;">Religion/Spirituality/ Ways of Knowing</p>
<p style="text-align: center;">Age</p>	<p style="text-align: center;">Veteran/Military Status</p>
<p style="text-align: center;">Disability Status (Learning; Sensory; Mental health or psychological; Mobility; Neurodiverse; Chronic illness; ADD/ADHD; TBI; Autism/Asperger's, etc.)</p>	<p style="text-align: center;">Socio-Economic Class (of origin; current)</p>

<p>Size/Appearance</p>	<p>Relationship/ Marital Status</p>
<p>Family Make-Up (of origin, current; family constellation; household members)</p>	<p>Years of Experience (in the field, organization)</p>
<p>Geographic Region</p>	<p>Sexual Orientation/Sexuality</p>

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

Ethnicity/ Culture	Nationality/ Citizenship
Food Availability/ Security	Revenue producing/ not revenue producing
Athleticism	

Selected Blog Articles by Kathy Obear, Ed.D.

Part 1: Infusing Diversity and Inclusion Into Everything We Do

“Knowing is not enough; we must apply. Willing is not enough; we must do.”- Goethe

As I begin this adventure into the world of blogging, my intent is to share what I know and believe about effective design and facilitation of sessions that address issues of diversity, inclusion, and social justice. As I consult with colleagues at colleges and universities across the country, more and more people are asking for the tools to not only facilitate foundational social justice 101 sessions, but also the skills to infuse inclusion throughout all of their training and development programs.

Most organizations seem to only address issues of diversity and inclusion in “stand alone” workshops or when there has been a critical, exclusionary incident. Infusing issues of diversity and inclusion into most every training session will help reinforce the organization’s commitment to creating inclusion and reinforce the messages, tools and concepts that are contained in more traditional diversity seminars.

So in this first blog I will begin to share some reflections on ways to think about the degree to which we can incorporate issues of diversity and inclusion into courses, workshops, etc. I am grateful to Bo Razak for our work together in developing the Stages of Diversity Integration, a document that has helped shape my thinking on this topic.

A helpful metaphor may be to think about infusing diversity like creating a layer cake. Everything depends upon a solid first layer ~ the foundation.

Foundational Layer

Whether it is a course exploring leadership or a training session on conflict skills, most sessions and courses can also infuse diversity into activities and facilitator comments, at least at this first layer. The intention of this foundational layer is four-fold:

1. Acknowledge the organization’s commitment to creating an inclusive environment for all members
2. “Do no harm”
3. Encourage participants to recognize the full breadth of differences in the organization and those they serve
4. Begin to explore their role and responsibility in creating an inclusive organization for all members

Below I explore these four areas in greater detail.

1. **Acknowledge the organization's commitment to inclusion:**

It is important to ground educational sessions within the mission, vision, and values of the organization to help participants understand why they are being asked/required to care about issues of diversity and inclusion. Most organizations have statements that express their commitment to create an inclusive environment where all members feel respected, valued, and supported to contribute to their full potential. In addition, many organizations have statements about the quality of service they expect their members to provide to their "customers," whether they are students, community members, clients, etc. It is important that participants understand the key benefits of an inclusive environment to the organization, their team, their "customers," as well as to themselves in their career.

2. **"Do no harm":**

This concept involves two aspects ~ the content /topic of discussion and the process of the conversation. Content: It is critical that facilitators ensure that what they present is free of stereotypical images. Whether their learning methods include videos/YouTube segments, case studies, personal stories, readings, PowerPoint images and graphics, etc., ~ all of these need to reflect people and ideas that in no way reinforce the pervasive, and often subtle, stereotypes and negative assumptions about marginalized groups. Process: It is vital that facilitators consistently observe and pay attention to group dynamics, and, when someone makes a disrespectful comment or acts in ways that are exclusionary, it is imperative that the facilitator respond in ways that, at a minimum, creates greater inclusion, if not also acknowledges the unproductive comment/behavior. Responses can be anywhere along this continuum: Redirect – Indirect – Direct ~ but it is most important that facilitators do not collude and stay silent in the moment. Occasionally I have decided to wait a few minutes to see if a participant will address the unproductive situation...and there are times I have not noticed the dynamic until after the fact ~ but we can always revisit a situation after it happens. One final thought about the process ~ when we as facilitators say and do things that reinforce stereotypes or are uninclusive, we have an obligation to reflect on our behavior and use the situation as a "teachable moment" for the group. It can be a powerful moment when facilitators model humility and openness to feedback after we have unintentionally done something that does not align with our values, group norms, and the learning outcomes.

3. Encourage participants to recognize the full breadth of differences in the organization and those they serve:

It is important that participants recognize the full range of differences among people with whom they interact and serve. Facilitators can be intentional to ensure they use a wide variety of examples that depict people from varying races and ethnic groups (Asian American/Pacific Islander, Latino/a, White, Multiracial/Biracial, African American/Black, Native American/American Indian, Arab/Middle Eastern, etc.), as well as people who identify as women, men, or transgender. Similarly, we need to include examples of the full diversity in the organization with respect to many other categories of difference, including: class background, nationality, hierarchical level, job function, sexual orientation, age, ability/disability, educational background, relationship status, family status, religion/spirituality/ways of knowing, size/appearance, gender expression, etc. While it is improbable to include every type of difference in a 2-3 hour workshop on communication skills, effective teams, or customer service, facilitators can make sure they reference a wide variety of differences in each session, and that over several classes they have included a full range of social identity groups.

4. Begin to explore their role and responsibility in creating an inclusive organization for all members:

This final element of the foundational layer of infusing diversity in educational sessions involves helping participants recognize their role and responsibility to help create and maintain an inclusive environment for everyone. Whether they are 1st year students, seniors or faculty/teachers, whether they are mid-level managers, entry-level staff or administrators ~ ALL members of the organization are responsible for actively doing their part to create greater inclusion and to interrupt disrespectful, exclusionary situations. In addition to emphasizing their critical role in proactively creating greater inclusion, it is also important to remind participants of any organizational behavioral expectations and related policies for which they will be held accountable if their actions undermine inclusion.

Part 2: Infusing Diversity and Inclusion Into Everything We Do

“If you see with your heart, all masks disappear.” Sufi saying

Most training and educational sessions that address topics related to interpersonal skills, team dynamics, and leadership can readily apply the 2nd layer for infusing diversity and inclusion. There are two key elements in this layer:

1. Using examples and images that shift the traditional ways of depicting people based on their Insider and Outsider group memberships. (Note: The particular terms ~ Insider/Outsider ~ may be more understandable to most participants. I also use the terms “dominant and subordinated groups”, “one-up/one-down groups” and “privileged/marginalized” or “under-represented groups” depending on the context of the session. I believe any of these terms can be used to teach about the inherent structural differences among social identity groups in current society with respect to power, access to resources and status, and differential treatment.) ~ and,
2. Designing activities to minimize any negative differential impact on members of different social identity groups by race, nationality, gender identity, sexual orientation, level, age, ability/disability, etc.
 1. Intentionally include stories and images that subtly challenge common stereotypes and the status quo of the organization provides participants with the opportunity to question their current attitudes, beliefs, and behaviors. For example, during a class on coaching skills the facilitator can use an example of a white heterosexual male seeking support about anxiety and test-taking from an adviser who is a Latina lesbian. Or in a session on developing effective teams the trainer can use a PowerPoint image that shows a team that is diverse by a variety of differences being facilitated by co-leaders who are different by race and (perceived) gender identity. It is important to depict realistic images that depict situations that stretch the participants’ unconscious beliefs about which groups are usually good leaders, smarter, more competent, etc.

It is also critical that all participants can “see themselves” in the stories and case studies you use. A common trap is to only use images of members of marginalized/outsider groups in leadership and positive roles while having the unproductive roles depicted as members of insider/dominant groups. Balancing the images across insider/outsider groups is critical in graphics, activities, text, videos, etc. For instance, if you have 8 scenarios or stories during a session, make sure that several depict positive images of members of dominant groups as allies and effective leaders, as well as a couple situations that have members of outsider groups in roles where they are the learner or in need of some coaching and support.

2. The second aspect of this layer to infuse diversity and inclusion is to intentionally design activities to minimize any negative differential impact on members of different identity groups by race, nationality, gender identity, sexual orientation, level, age, ability/disability, etc. When I was first facilitating sessions on diversity I was using activities that I liked and could easily facilitate...I was not conscious that some of these activities might have had a negative impact on participants depending on their group memberships. I then began to realize that many of the experiential activities were not accessible to people with some types of disabilities, including: the “Step-In” activity required people to walk into and stand in the center of the circle as well as visually observe who was in the circle and who was not, and even its name implied a certain level of privileged ability; reflective writing activities required that participants have a certain level of cognitive and physical capacity, much less a level of English proficiency.

I often use an activity that invites people to first write an anonymous example of an exclusionary situation, and then read and listen to these stories in small groups ~ participants who are visually and/or hearing impaired will not have easy access, and participants with some types of learning disabilities/dyslexia may feel very uncomfortable much less unable to complete this activity. In this situation I now state the following in hopes to make this activity more universally accessible: When I ask people to write an example, I intend to also say, “If you don’t have an example you want to write about, feel free to share it verbally once you get into small groups.” And when I invite them to start reading the examples aloud in their small group I state, “And if at this moment you don’t feel like reading aloud, just pass your examples to someone else.

Some people may be too tired or prefer to learn by listening right now...” One final way I am trying to use the principles of Universal Design more as I train is to use multiple senses at once. For instance, I always repeat anything I use that is in writing ~ when I use PowerPoint slides, I read aloud whatever is on the slide. And if I give verbal directions, I also have them listed on a chart pad or a slide. I usually ask about the varying accessibility of needs of participants before I design a session, and so can send the handouts and Power Points ahead to participants to upload onto their various readers, as needed.

I began to realize how many of my activities and worksheets were inaccessible in other ways when I was asked by a campus to develop trainings for the staff of the Dining and Maintenance areas. These particular participants reflected some demographic groups than I was not as used to training: most of them had not attended college, many had not completed high school, a significant minority had moved to the U.S. from countries where English was not a common language, and many had a relatively low proficiency in English writing literacy.

If I had not revised my design and handouts, many of the participants would have felt negatively impacted during the session. Some ways I tried to increase the accessibility of what I was teaching, included: broadening my examples to include dynamics of nationality, and citizenship, as well as hierarchical level and social class; minimizing the amount of reading and writing that I used in activities; partnering with a translator during the sessions with employees who were Laotian and

Chinese and did not speak English; shifting my terms to eliminate jargon (so much more easily said than done!); creating more opportunities for participants to share their experiences and examples, and then used these as teachable moments to explore the concepts and tools of the session; increasing the use of experiential activities to teach concepts and abstract models, and then lightly covering the key points in the debrief of the activities; including handouts that covered all of the concepts and tools in the session for those who wanted to review them to reinforce learning.

One final area where I am trying to increase my awareness of how my actions and comments negatively impact across group memberships involves issues of gender identity ~ and this may not be the most accurate term to describe what I am working on...Recently several participants have given me feedback about how I assume the gender identity of participants before they name it for themselves. For example, during a group conversation my intent was to notice that most of the comments had come from people of color and that the whites in the room had not verbally participated. I said something like, "I'm noticing that it is mostly men and women of color who have been sharing examples. I'm curious what some of the whites in the room have experienced on their campuses." What I didn't realize is that someone who identified as gender queer had shared a couple of stories. I had made them invisible, replicated trans oppression, by assuming everyone who had shared identified as either man or woman. Another way I gender participants is when I use she or he pronouns to refer to people before they have named their preferred pronoun...or how I unconsciously use "Sir" and "Mam" as I call on or thank participants. I am realizing how engrained these behaviors and assumptions are in me...and I intend to keep myself more conscious and work to not gender people until they have named it for themselves.

My intent of sharing all these examples of how I am trying to make my sessions more accessible is several-fold: 1) I hope you recognize I am very much on a learning curve as I try to remain conscious and shift my approaches to meet the learning needs of ALL people in the room; and my hope is that you have additional examples of how you shift more traditional diversity/inclusion activities to minimize the negative differential impact of participants based on their multiple group memberships. I look forward to learning from your comments!

In my next blog I will explore the 3rd layer of this cake ~ ways to infuse diversity and inclusion into all of our training and educational sessions.

In future few blogs I will explore the next components of this layer cake for infusing diversity into everything we do.

Part 3: Infusing Diversity and Inclusion Into Everything We Do

Most facilitators of courses and training sessions can infuse issues of diversity and inclusion to a far greater extent than they currently do. In my first two posts (below this post starting from the bottom) I explore ways to infuse diversity using the metaphor of creating a layer cake ~ starting with a solid foundation:

Layer 1

1. Acknowledge the organization's commitment to creating an inclusive environment for all members.
2. "Do no harm."
3. Encourage participants to recognize the full breadth of differences in the organization and those they serve.
4. Begin to explore their role and responsibility in creating an inclusive organization for all members.

Layer 2

1. Use examples and images that shift the traditional ways of depicting people based on their Insider and Outsider group memberships.
2. Design activities to minimize any negative differential impact on members of different social identity groups by race, nationality, gender identity, sexual orientation, level, age, ability/disability, etc.

The 3rd layer of infusing diversity and inclusion involves our role as facilitators. While the content of our sessions, the WHAT we teach, is important, I believe that HOW we teach may be equally, if not more, critical to participant learning and retention. In subsequent posts I will focus on more advanced facilitation tools, but in this post I explore some basic ways most every facilitator can infuse diversity and inclusion by the following actions:

1. Design activities so participants interact with and learn from a wide variety of people.
2. Invite verbal participation from a full range of participants across group memberships.
3. Acknowledge the input and contributions across the range of group memberships.
4. Pay attention to the content of what is discussed and notice which issues of diversity are discussed and which, if any, are not; and invite participants to broaden the conversation.
5. Track group dynamics for common unproductive behaviors that undermine authentic dialogue; and respond in ways that re-establish a productive learning environment.

Whether one is teaching about stress management, world history, effective communication, career skills, or economics, these facilitation tools can help create the container to deepen learning as well as infuse issues of diversity and inclusion.

1. Design activities so participants interact with and learn from a wide variety of people.

When facilitators let participants form their own discussion groups without any direction, most people seem to choose to work with those they already know and with whom they feel comfortable ~ usually people who are much like themselves. Encouraging/requiring participants to interact with people different from themselves provides the opportunity to broaden their perspectives as well as increase their comfort working across differences. Below are a few ways to form more diverse working groups:

- Use activities that require interaction with new people: concentric circles or a BINGO activity provides a structure that has participants easily talk with a variety of new people.
- Form groups randomly by counting off, pre-assign group #'s that are listed on their handouts or name tags, or use a quick icebreaker: find a new partner who....(is wearing the same color as you; is in a different type of job than you; who grew up in a different state or country than you...)
- State: "I believe we learn more when we interact with the widest range of people as possible. So as I move you into different groups in this session/course, please work to meet new people and have conversations with those you don't know very well."
- State: "Many people tend to work with and socialize with those that are more like themselves. So in this session/course, I'd like you to intentionally seek out people who are different from you in some way...so we can broaden our connections and learn from as many people as possible. So as you form pairs or a small group, pay attention to making them as diverse as possible by group memberships, such as years of experience, age, job function, race, ethnicity, gender, etc.

2. Invite verbal participation from a full range of participants across group memberships.

It may be useful to increase your awareness of who, by group membership, is participating during large group discussions. I often need to intentionally pay attention and track who shares in the room and see any patterns by age, level in the organization, sex/gender, race, etc. More often people with multiple memberships in insider/dominant groups tend to speak up more frequently and talk for longer periods of time. The major exception to this pattern has occurred during discussions related directly to issues of inclusion and diversity, when members of multiple dominant groups tend to be far quieter during the conversation. Regardless of the particular pattern, if facilitators notice an imbalance of participation, they can use a variety of tools to encourage a broader range of voices, including:

- I'd like to hear from some new voices....from people we haven't heard from lately....
- I'm appreciating this conversation, and I'd like to broaden the number of voices. Who else has something to add?
- I'm noticing that a few people are sharing their perspectives, but we haven't heard from a number of folks yet....I'd like to open up the space for people who haven't yet shared....
- I believe the learning is far deeper when we explore a wide variety of perspectives. Who else has something to add that may be different from what has already been said?
- I'm noticing that most of the folks who have shared recently are managers; I'm curious what some of the rest of the staff think about this topic?
- I'm appreciating the comments so far, and most seem to be from people who are newer in the organization. I'm curious what people who have over 15 years experience think?

Facilitators can also use various learning methods to increase verbal participation, including:

- Buzz pairs: Partner participants with someone they don't know well and give them 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 or move back into a large group discussion.
- Buzz then brainstorm: After the 2-minute buzz session, have participants brainstorm what they discussed and chart their ideas. Then start the large group discussion based on what was charted.
- Stations activity: Identify 4-6+ 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 3+ minutes to brainstorm and list ideas; then move each group to another "station," and ask them to review what's already written, and brainstorm other ideas. You can also ask them to put a check mark by ideas they like. Pull group back together and have a large group discussion.
- Individual reflection time: Give each participant a 3x5 card and ask them to individually write an idea/solution. Collect them anonymously and read into the 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 ~ 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/reactions they heard.

- 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 room and:
 - Each person shares 1 positive outcome of this idea
 - Then each person shares a possible pitfall or draw back
 Variation: Form dyads or triads and ask them to generate 3 pros and 3 possible drawbacks without discussing them. Then have groups report these into the room.

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

- Pick-a-question activity: Ask each person to write a question or issue on a 3x5 card that they want discussed by the group. Collect these and put into a basket. Ask for a volunteer to pick one out (without looking at it) and respond/answer in the large group. Then invite others to comment.

- Use a Standing Continuum to take the temperature of the group: Ask participants to stand on a continuum from 0-10 that reflects their feelings, attitudes, perceived skill level, perceived knowledge level, readiness level, etc. Then have them notice any patterns about where people are standing; and have them turn to a partner to discuss why they stood where they did; then discuss as a large group.

3. Acknowledge and engage the input and contributions across the range of group memberships I have been in too many sessions where the facilitator seemed far more enthusiastic about some people's comments than others; and upon reflection, I often noticed a pattern by group membership of whose comments were acknowledged and engaged, and who's seemed to "plop" and go unaddressed. Unfortunately, I notice this same unconscious pattern in myself at times! Research of teachers has shown the tendency to call on and positively reinforce the comments of boys more than girls ~ even after the teachers were made aware of their unconscious behaviors! And research has also shown that counselors tend to treat young, attractive clients more positively than those that do not fall into these group memberships. In my experience I have observed participants who have multiple insider/dominant group memberships often get more time and attention than those who have multiple outsider/subordinated group memberships. For example, in most types of sessions (not stand alone diversity and inclusion workshops) I see the comments of leaders get more attention than those from students or lower level employees, the comments of whites get more serious consideration than those of people of color, the input of men get assumed to be accurate while the comments from women are more often questioned, and the comments from older, more experienced participants given more credibility than those from younger, newer participants.

I have to be very intentional to offset any unconscious bias I have, and instead, consistently respond equitably to all participants as I work to find a way to use their comments to further learning goals. It is critical that facilitators pay close attention to how they acknowledge and respond to participants across identity groups, and to become increasingly aware of any unconscious biases or tendencies to favor some groups over others. Making sure that we give everyone, regardless of group memberships, the same degree of attention and respect models a key principle of diversity and inclusion and increases the chances for a more productive and engaging learning environment.

4. Pay attention to the content of what is discussed and notice which issues of diversity are discussed and which, if any, are not; and invite participants to broaden the conversation.

As we infuse issues of diversity into the content of courses and workshops, it is important to pay attention to which topics of inclusion get addressed and which, if any, tend to not get on the table for discussion. I believe it is usually helpful to use a broad range of examples and situations that depict a full breadth of differences so that participants can continue to deepen their cultural competencies to serve the increasingly diverse client/customer/student populations.

I find it helpful when facilitating to track the conversation regularly and notice the issues being discussed. If I notice that only a few topics of diversity are being addressed, I might ask the group to reflect on its process:

- “As you think about the last 10 minutes or so of conversation, what topics of diversity have we been discussing? As we continue I’d like us to also broaden the conversation to also include other issues of difference.”
- “What are you noticing about the types of topics we are discussing? Any thoughts about why this might be? Who can bring in another topic of difference to add to our conversation?”

Another common dynamic I track is that some groups tend to avoid or move away from certain topics whenever they come up or not engage them as readily. In these situations I might respond in an attempt to raise awareness of this pattern as well as re-center a broader range of issues in the conversation:

- It seems that whenever we start talking about issues of race, someone changes the topic back to age or sexual orientation. Has anyone else noticed this? What do you think might be under this dynamic?
- I’m noticing that the only time we talk about issues of gender or sexism is when a woman brings it up. Anyone else track this? Why might this be happening in our group?

5. Track group dynamics for common unproductive behaviors that undermine the learning goals; and respond in ways that re-establish a productive learning environment.

Another way that facilitators can infuse attention to diversity and inclusion in their courses and workshops is to consistently create and maintain a learning environment where all participants are treated with respect. In subsequent posts I will explore ways to respond to these as well as more blatant, prejudicial comments and behaviors. In this 3rd layer of infusing inclusion it is important for facilitators to track the subtler participant behaviors that feel disrespectful and disruptive to other participants, and to respond in ways to re-establish a sense of safety, connectedness, and respect.

Review the following list of unproductive participant behaviors as you consider these questions:

1. How often do you notice participants engaging in the following behaviors?
2. How, if at all, do these behaviors impact others and undermine learning outcomes?
3. Are there any patterns, by group membership, of who behaves in these ways?
 - Interrupt and talk over others
 - Ignore the ideas and input from other participants
 - Talk more frequently and for longer periods of time than other participants
 - Often are the first to speak
 - Pay far more attention and give more credibility to the ideas and input from members of insider/dominant groups (people who are top leaders and managers, more experienced, older, men, white, heterosexual, Christian, gender-conforming, attractive, or light-skinned, etc.)
 - Minimize or dismissed the feelings, perspectives, and experiences of others
 - Get defensive and argue without first seeking to understand the other's perspective
 - Belittle, make fun of, or judge the comments of others
 - Put down others or make snide/sarcastic comments
 - Engage in side conversations when others are talking
 - Talk down to others in patronizing ways
 - Raise their voice or use an aggressive style to try intimidate or silence others
 - State that their view and perspective is the only right way, the best way

While people can do these behaviors out of their outsider/subordinated group memberships, there is often an additional negative impact when participants act out these behaviors from their insider/dominant group memberships towards members of outsider/subordinated groups. It is important that we increase our ability to track these unproductive dynamics and consistently intervene to ensure that all participants feel respected, heard, valued, and included in our sessions.

Regardless of the topic of the course or workshop, educators can model and teach about issues of diversity through the ways they facilitate and respond to participant comments and behaviors. It has been said that participants may not remember what they learned, but they will remember how they felt in your session. Facilitating in ways that create learning environments where people feel respected and valued, regardless of their group memberships, models the types of inclusive environments we are working to create in our organizations. We can teach about diversity and inclusion through the process of how we facilitate.

In the next few posts I will explore the next layers of infusing diversity and inclusion in educational sessions ~ directly discussing the issues of insider/outsider group memberships, discrimination/exclusion, and privilege in the content of the class/workshop.

Part 4: Infusing Diversity Into Everything We Do

“If you want to go fast, go alone; If you want to go far, go together.” African Proverb

Earlier in my career as a college administrator and an organizational consultant I used to teach a wide variety of courses on various interpersonal skills (leadership development, team building, communication skills, conflict management, customer service, stress management, time management, etc.) with little or no direct reference to the issues of inclusion and diversity. As I look back I am rather appalled since today I cannot imagine teaching these topics in corporations, human service agencies, or at colleges and universities without *some* attention to issues of diversity and inclusion. To be fair, the societal context and climate were somewhat different 20+ years ago, and yet I still believe I was remiss in my work.

In this post I explore the 4th layer of the cake to infuse diversity/inclusion into educational sessions and courses ~ weaving diversity into the CONTENT of the learning. For example, a course on effective leadership provides a significant opportunity to help participants develop their competencies in the following skill sets:

- Lead and manage diverse teams
- Attract, develop, and retain a culturally competent, diverse employee group
- Prepare employees/students to live and work in a global environment

Similarly, a training session on customer service needs to include a strong emphasis on developing emerging and niche markets and providing excellent customer service to the full breadth of clients across group memberships.

In most every course involving any type of interpersonal skill building, facilitators can infuse diversity/inclusion by designing activities to explore the following:

- What are the breadth of group memberships among the people you serve and with whom you interact?
- What are some of the common, societal attitudes and biases that still exist towards people from these various group memberships?
- How might these attitudes/biases impact how people treat others: either with unearned privilege and deference? or undeserved negative, exclusionary treatment? Discuss specific examples they have observed or experienced.
- Which of these attitudes/biases might you still be working to release and unlearn?
- What are ways to interrupt these stereotypes when we recognize we are treating people based on our assumptions and attitudes?

Facilitators can reinforce issues of diversity/inclusion with key “generic” phrases, including:

- create an inclusive environment
- develop a diverse team
- prepare people to serve the increasingly diverse customer population
- ensure everyone is engaged in the process
- treat everyone with respect and dignity
- utilize the various perspectives and innovative ideas from different team members
- include people in decision-making processes who are a part of implementing the decisions
- pay attention for any possible unintended impact of decisions and actions

Facilitators can teach participants to track/observe with an “Inclusion Lens,” meaning to notice patterns of behavior and treatment by Insider/Outsider group membership. You can note the caveat that not every member of an insider group treats outsider group members in the same way, and yet there are patterns of differential treatment and experience that often occur. For example, not all managers disrespect the input of people they supervise, and at the same time, many employees report the pattern of managers dismissing and rejecting their ideas and suggestions without much discussion.

Most people can learn to use an Inclusion Lens to analyze and diagnose situations. I find participants can easily recognize and relate to Insider/Outsider group dynamics with respect to several categories of difference, including:

- hierarchical level (executives, managers, supervisors, employees; faculty, staff, students)
- job function (white collar, blue collar; STEM and business schools compared to colleges of education and fine arts)
- revenue generation (profit centers, service providers, back room operations)
- years of experience (more experienced, less experienced, new to organization)
- age (40's and 50's, 30's, 20's, 65+, teenagers)

It may be useful to design initial examples/stories and activities (role plays, case scenarios, video clips, etc.) using some of the above categories to teach these various diversity/inclusion concepts and tools. Once participants are easily using the terms and concepts in discussions you can then add examples that reinforce these tools using other categories of difference, including race/ethnicity, nationality/citizenship, gender (identity and expression), religion/spirituality/ways of knowing, sexual orientation, social/economic class, ableness/disability, etc.

Case studies can provide powerful learning opportunities to apply basic diversity/inclusion concepts and skills in real-time situations. The following questions may be useful prompts to diagnose and discuss a case study:

1. What are the various group memberships of the people involved, and which insider/dominant and outsider/subordinated group memberships seem central to this situation?
2. What are the probable perspectives and feelings of each party?
3. What unconscious attitudes, assumptions, and bias might be playing out in this situation ~ both towards members of outsider groups as well as members of insider groups?
4. What, if any, unproductive or exclusionary behaviors are occurring in this situation that undermine the organization's values and mission?
5. What are the probable outcomes if this situation is left unaddressed (whether the impact was intended or not): for members of outsider/subordinated groups? members of insider/dominant groups? for the team? for the organization?
6. What organizational issues are relevant in this situation, such as formal and informal policies, norms, organizational practices, etc.
7. Given your diagnosis, what and/or who should be the focus of a response? What are your hoped for outcomes?
8. What might be some effective ways to respond? And by whom?

These case study prompts reinforce the following diversity/inclusion tools and concepts:

- Tracking or Panning ~ observing the details and facts of a situation without interpretation or judgment
- Group membership
- Bias and prejudice
- Perspective-taking
- Insider/Outsider groups
- Common exclusionary/unproductive group dynamics
- Intent vs. Impact
- Organizational dynamics
- Responses to create greater inclusion

Below I provide examples of four different topics that show how facilitators can weave diversity/inclusion skills into various interpersonal skill-building workshops/courses.

1. In a course on **decision-making** facilitators can infuse issues of diversity/inclusion in a number of ways including:
 - a. Participants practice tracking group interactions with an Inclusion Lens
 - Set-up role plays of group discussions and have observers track the frequency and type of comments by group memberships; and also track how others responded/reacted to each comment
 - Coach them to report their observations at the “group level” and not only at the individual level, for example: Instead of reporting out that “Jim initiated the discussion and looked at George as he spoke,” coach participants to note the group memberships: “A man started the conversation and seemed to look at another man as he spoke. Both appeared white. When a woman entered the discussion these two men looked down and then at each other, and no one follow-up on her comment.”
 - b. Practice how to analyze decision-making processes to ensure they are inclusive:
 - Have participants role play an actual team planning session using the following prompts :
 - 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/perspectives of a broad range of groups?
 - How can we make this process inclusive for members of various and multiple group memberships?

- c. Practice using the following questions to analyze specific suggestions, practices and policies for unintended bias and differential impact across group membership:
- How might our unconscious attitudes and assumptions about ____ be playing out in this decision?
 - What could be the impact of each option on the various constituencies and groups in our organization across insider and outsider group memberships?
 - How might each option inadvertently advantage some and disadvantage others?
 - How might newer employees react to this compared to those with seniority? How might younger people react compared to those who are older? How might people react differently based on level in the organization? Race? Gender identity?
2. The following example shows how to infuse diversity/inclusion into a course on **customer service**.
- Facilitators can show 4-6 video clips that illustrate some of the subtle ways that some customers receive excellent service while others do not.
 - Have learners first track the scenarios for less effective customer service, then watch them again, and describe what they noticed by group membership. For example: “When the man in a suit came into the office the rep immediately looked up from the computer, smiled and greeted him. When a woman of color wearing jeans came in no one greeted her for at least 10 seconds.”
 - Then lead a discussion about other types of customer service scenarios that participants have observed or experienced that left them wondering: Is this differential treatment happening due to an overall lack of customer service for everyone? or are there do some groups get better treatment, and others worse service?” Note: Work to have a broad range of categories of difference reflected in the examples.
3. Another way to infuse diversity/inclusion is to have participants diagnose case studies from 3 perspectives: Individual level, Group Level, and Organizational Level (IGO). For example, in a session on **conflict management**, have the participants use the following questions to analyze the situation from these three levels:
- What individual dynamics might be impacting this conflict, such as: personality, work style, the level of stress each person is experiencing, etc.
 - What group level issues might be impacting this conflict, such as: assumptions and biases of others based on stereotypes and prejudice (about both insider and outsider group memberships), the cumulative impact of having experienced similar micro-aggressions in the past, cultural norms and expectations of the various groups in the situation, etc.
 - What organizational dynamics might be impacting this conflict, such as: policies, practices, unwritten norms, organizational climate issues, etc.

- And a forth level/societal: What, if any, pressures and expectations from outside the organization may be impacting this situation, such as: legislative pressures, state/national budget demands, public opinion, etc.
4. In a session on **effective feedback** have participants identify how they would give feedback to a peer who tends to regularly interrupt and talk over them in meetings. As they are sharing their perspectives, ask some questions to infuse diversity/inclusion into the conversation:
- What were the various group memberships of the peer you were thinking about?
 - Now imagine your peer was a different race, gender or age than in your first situation: How might you feel differently? What else might you be considering as you approach this feedback session?
 - Now imagine that it is your supervisor/professor that interrupts you frequently. How would you feel about giving them feedback? Would you approach this situation any differently than if they were a peer? or someone you supervised?

Similarly, as you discuss receiving feedback, set-up the scenario where participants are receiving feedback about their behavior. Have participants reflect on the following:

- What might you be feeling in this situation?
- What if the feedback is coming from a peer? your supervisor? someone who is in a “lower level” position?
- What if the feedback comes from someone who is younger? older than you? Someone who is a different race than you? a different gender?

I hope that all of these examples support you thinking of many more ways you can support the mission and vision of your organization by infusing issues of diversity and inclusion into the courses and sessions that you teach. I believe that when we link diversity/inclusion concepts and tools to the content of courses/workshops the learners can more easily transfer these tools in their day-to-day activities and use an Inclusion Lens in all their responsibilities.

In the next post I’ll explore some basic skills and concepts to include in a foundational workshop where the core content is diversity and inclusion.