



Creating Inclusive Teams and Classrooms from the Start

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***In It For The Long Haul: Overcoming Burnout and Passion Fatigue as Social Justice
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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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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!

Classroom & Meeting Guidelines ~ Your Intentions

*To create a meeting environment where all members feel heard, involved, supported, and respected

*To create a productive and engaging meeting environment for the open and respectful exchange of ideas, perspectives, and opinions

*To promote respectful dialogue, fair discussion of issues, and mutually respectful conversations

- Engage in respectful discourse
- Create a positive, collegial atmosphere
- Demonstrate mutual respect for the comments and views of all
- Consider and explore new ideas and perspectives
- Express opposing ideas in a respectful manner
- Consider the potential impact of your comments and actions
- Accept responsibility for the overall welfare of the entire group
- Engage in respectful disagreement: Argue passionately about issues without personalizing it to the person
- Respectfully address unproductive and exclusionary behaviors from other group members

Self-Assessment: Critical Skills for Inclusion Practitioners

Developed by Kathy Obear, Ed. D., 2014

Directions: Read each of the following and rate how often you currently practice these skills:

1 = Never 2 = Rarely 3 = Occasionally 4 = Often 5 = Always

A. Use an Inclusion Lens to both observe and respond effectively to group dynamics.

- _____ 1. I intentionally notice/track the various privileged and marginalized group memberships of others during meetings, conversations, etc.
- _____ 2. I intentionally use an Inclusion Lens to notice/track how people interact with each other, including: whose ideas get attended; whose ideas are ignored/dismissed; who interrupts; who gets interrupted; who is given leadership; how much air time people use; how people react verbally and nonverbally as others share; how decisions get made, who has eye contact with whom; to whom do people direct their comments, etc.
- _____ 3. I describe the details or “facts” of what I observe/pan without judgment, assumption, interpretation or conclusions.
- _____ 4. I notice what issues of diversity are discussed effectively and which ones are ignored or not addressed productively.
- _____ 5. I introduce topics or issues related to diversity, equity, and inclusion that others do not seem to raise or bring up.
- _____ 6. I respond effectively when I notice stereotypic and/or exclusionary comments and behaviors in meetings.
- _____ 7. I am aware of how people may experience and interpret comments and nonverbal behaviors differently based upon their cultural perspective and their experiences in their multiple privileged and marginalized groups.

B. Engage others effectively

- _____ 8. I encourage group members to participate and engage them in the process.
- _____ 9. I use effective listening and communication techniques, including clarifying, paraphrasing, open-ended questions, etc.
- _____ 10. I use “Connecting Language” that bridges one person’s comments to another’s.
- _____ 11. I demonstrate empathy effectively.
- _____ 12. I am able to “relate in” and “see myself” in others to find compassion and make a connection with them, rather than judging them or distancing from them.
- _____ 13. I use silence effectively.
- _____ 14. I effectively use my tone of voice and nonverbal behavior to engage others.
- _____ 15. I use humor appropriately and effectively.
- _____ 16. I use self-disclosure and share feelings, thoughts, opinions, and personal experiences effectively.
- _____ 17. I acknowledge and appreciate people’s participation.
- _____ 18. I summarize discussions and make transitions effectively.
- _____ 19. I effectively move discussions along and keep the group focused and “on track.”
- _____ 20. I effectively include all members in the discussion.
- _____ 21. If I believe a member(s) has been overlooked or excluded, I intervene to either indirectly bring them into the conversation or more directly note the group dynamic.
- _____ 22. I effectively find some relevant point in participant comments, even those that seem way off the topic.
- _____ 23. If I believe someone is on a tangent, I can effectively acknowledge their point and redirect the conversation back to the group’s topic.
- _____ 24. I effectively help participants recognize assumptions and help them differentiate between observable facts and interpretations.

- _____ 25. I minimize how much I use the “telling” style and maximize how often I pose questions or dilemmas to facilitate dialogue among group members.
- _____ 26. I easily “go with the flow” and am flexible with the agenda as I adjust to the needs of the group in the moment.
- _____ 27. I can “meet people where they are” and not demand or expect them to be farther along in their understanding or skill development.
- _____ 28. I effectively name and discuss group dynamics among members in the moment and use them as “teachable moments” to facilitate deeper understanding and learning.
- _____ 29. I can “let go of the outcome” and “trust the process” knowing learning takes place even when I do not recognize it happening in the moment.

C. Facilitating discussions with an Inclusion Lens

- _____ 30. I talk about the organization’s commitment to equity, inclusion, and social justice.
- _____ 31. I state that it is everyone’s responsibility to help create an organizational climate that is respectful and inclusive for all members.
- _____ 32. I effectively discuss the common daily indignities and microaggressions that people from marginalized groups experience in the organization.
- _____ 33. I effectively discuss specific behaviors and actions that help create inclusive organizational environments.
- _____ 34. I consistently demonstrate respect for all participants across privileged and marginalized group memberships.

D. Responding in “difficult dialogues” with an Inclusion Lens

- _____ 35. I effectively navigate discussions where group members are feeling and expressing deep emotions, including anger, sadness, fear, frustration, hopelessness, etc.
- _____ 36. I am able to be “in the moment” ~ fully present and focused on what is happening in the group and in myself during difficult dialogues.

- _____ 37. I effectively respond to participant behaviors I believe are distracting, including dominating, interrupting, side-tracking, side conversations, etc.
- _____ 38. I acknowledge comments which sound inappropriate or triggering.
- _____ 39. I engage people in dialogue when I experience one of their comments as inappropriate or triggering.
- _____ 40. I recognize that “resistance” and challenges from group members are often doorways to deeper understanding and learning for the group.
- _____ 41. I effectively navigate conflict and disagreement among group members.
- _____ 42. I respond effectively to challenges and engage “resistance” from group members without taking it personally or feeling deeply triggered.
- _____ 43. I can use triggering events as “teachable moments” for the group.

E. Use an Inclusion Lens to analyze current policies, practices, services, programs, and marketing/media

- _____ 44. I recognize what identity groups will most likely have their needs met given a specific policy, practice, program, or service.
- _____ 45. I recognize what identity groups might not have their needs met given a specific policy, practice, program, or service.
- _____ 46. I recognize possible unintended negative differential impact across group memberships given a specific policy, practice, program, or service.
- _____ 47. I track current utilization of programs and services within your area by group membership.
- _____ 48. I continually gather data about the impact, perceptions, and experiences of the programs, services, climate, etc., by group membership.
- _____ 49. I use these data to continually evaluate and revise current programs, services, practices, procedures, facilities, etc., to ensure inclusion for the full breadth of people who work in and are served by our area.

- _____ 50. I create process maps of current programs, services, policies, procedures, norms, unwritten rules, etc., to identify where they currently create inclusion as well as areas needing greater equity.
- _____ 51. I identify the discretionary points where unintended bias could result in differential treatment and experiences in planning and decision-making processes, hiring and development practices, programs and services, policies, procedures, etc.
- _____ 52. I continually research national/international trends and promising practices from peer institutions and other departments in the organization.

F. My self-work as an Inclusion Practitioner

- _____ 53. I am aware of my biases, assumptions, and stereotypes for the full range of privileged and marginalized groups.
- _____ 54. I continually interrupt, reframe, and unlearn my biases, stereotypes, and assumptions about members of privileged and marginalized groups.
- _____ 55. I understand how my various privileged and marginalized group memberships impact how I am perceived and experienced by others.
- _____ 56. I understand how my various privileged and marginalized group memberships impact how I make meaning of situations, and then how I react/respond.
- _____ 57. I am aware of how my beliefs about “what is “effective” _____ has been influenced by my socialization and experiences in my multiple privileged and marginalized group memberships (i.e., communication styles, decision-making practices, dialogue skills, conflict resolution, training, meeting management, supervision, advising...)
- _____ 58. I continuously use an Inclusion Lens to self-reflect to examine my behaviors, assumptions, feelings, and attitudes and their impact on others.
- _____ 59. I continually seek and utilize feedback about my behaviors and attitudes from members of privileged and marginalized; and utilize their input to improve my practice.
- _____ 60. I am aware of my “early warning signals” that I am beginning to feel triggered.
- _____ 61. I am able to notice and navigate my own triggered feelings of anger, fear, stress, grief, etc., so that I do not “work my issues on the group.”

- _____ 62. I am aware of my common triggers and their intrapersonal roots.
- _____ 63. I actively do my work around my triggers: explore their roots; do my healing work; etc.
- _____ 64. I actively expand my understanding of issues of diversity, equity, inclusion, and social justice.

PANNING

Just as a movie camera “pans” the environment to see the whole picture, we need to continuously **PAN** all around us and inside of us as we increase our ability to notice the patterns of treatment and experiences of members of both privileged and marginalized groups.

Some guidelines for using the skill of **PANNING**:

PAN:

PAY

ATTENTION

Now

- Intentionally observe and notice behaviors, comments, feelings, patterns of treatment...
- Wonder: Is this an isolated incident or a possible pattern of experience?

*****AVOID falling into the trap of making a *SNAP JUDGMENT* ~ creating a “story” about what you see.**

- **PAN** the specific details and facts of what you see, feel, hear...
- Describe what you **PAN** without any assumptions, interpretations, conclusions, or prejudgments
- Notice the group memberships of people involved as you **PAN**, and describe the group memberships *if this information is useful to the discussion...*

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

Panning Group Dynamics with an Inclusion Lens

Observers - Use the following prompts as you use an Inclusion Lens to observe and track/pan group dynamics. Identify “just the facts” and the actual details of the situation without any assumptions, interpretations, judgments, or conclusions:

1. What differences are present in the group? Which group memberships? and how many from various groups?
2. Who is talking?
3. Who is quiet? Doesn't speak as often as others?
4. How are people reacting nonverbally?
5. Who initiates the topics?
6. What ideas are brought up? By whom?
7. Whose ideas get considered? Whose ideas don't get much discussion?
8. Whose ideas are discounted? Or “plop” without comment?
9. How do decisions get made?
10. Who interrupts others? Who gets interrupted? Who is never interrupted?
11. How and when do the tone and energy of the conversation shift and change?
12. How much air-time do people take?
13. Who has changed their way of engaging recently?
14. Who do people look at when they are talking?
15. Who has eye contact with whom while others are talking?
16. Who engages in side conversations?
17. Who brings up issues of respect and inclusion?
18. How do people respond when different issues of inclusion are raised?
19. What issues of inclusion and respect are not being brought up or discussed?
20. As you notice interpersonal dynamics that are not inclusive, who intervenes to shift the dynamics? Who doesn't?
21. As you observe exclusionary comments and actions, wonder: Is this an isolated incident or a possible common pattern of experience?
- 22.
- 23.

Microaggressions

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

Blog by Dr. Derald W. Sue, *Microaggressions: More than Just Race - Can microaggressions be directed at women or gay people?* Published on November 17, 2010 <http://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201011/microaggressions-more-just-race>

“Racial microaggressions are the brief and everyday slights, insults, indignities and denigrating messages sent to people of color by well-intentioned White people who are unaware of the hidden messages being communicated.”

Published on October 5, 2010 by Derald Wing Sue, Ph.D. in *Microaggressions in Everyday Life*
<http://www.psychologytoday.com/blog/microaggressions-in-everyday-life/201010/racial-microaggressions-in-everyday-life>

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.		
	42.		

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

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

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...

Navigating “Hot Buttons” and Triggering Situations

Developed by Kathy Obear | www.drkathyobear.com

Characteristics of a Triggering Event

Any stimulus, either external or internal to the person, through which they experience an emotional reaction that may have some or all of the following characteristics:

- unexpectedness, the person is surprised by the arousal of their feelings
- strong intensity of feelings, the person experiences their emotions as overwhelming and disproportionate to the original stimulus
- disorienting, the person is disoriented and distracted from the flow of the workshop and the planned agenda: “stopped in their tracks”
- feeling out of control and overwhelmed by the situation
- feeling “de-skilled” and reacting less effectively
- requiring extra effort to manage the situation effectively



Common Examples of Triggering Events

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

- | | | |
|------|---|--|
| 0 | = | no emotional reaction |
| 1-2 | = | mild level of emotional reaction |
| 3-4 | = | low-moderate degree of emotional reaction |
| 5-6 | = | moderate degree of emotional reaction |
| 7-8 | = | high degree of emotional reaction |
| 9-10 | = | extremely high level of emotional reaction |

Identifying my common EXTERNAL triggers

A. When a participant(s):

- 1. makes an insensitive, stereotypic, or offensive comment
- 2. acts in ways that are classist, racist, sexist, homophobic, etc.
- 3. interrupts or speaks over me or the participants
- 4. dismisses my point or that of a participant
- 5. demonstrates disruptive behavior including joking, side conversations, or laughing at me or other participants
- 6. makes snide or sarcastic comments
- 7. is belittling or demeaning
- 8. demonstrates domineering or controlling behavior
- 9. demonstrates bullying or threatening behavior
- 10. is arrogant or self-righteous
- 11. is patronizing or condescending
- 12. has a very blunt or impersonal style
- 13. has an aggressive or forceful style
- 14. tries to derail the planned format and agenda
- 15. refuses to participate in the discussion or the activity
- 16. is silent, shut down or withdrawn

- 17. is “set in their ways” and unwilling to shift their perspective
- 18. will only focus on their intent, and not the impact of their behavior
- 19. refuses to consider feedback from me or others
- 20. is crying and expressing deep emotions of pain or grief
- 21. is expressing deep anger or rage
- 22. is engaged in an intense, emotional conflict with me or others
- 23. challenges the validity of the information or statistics being presented
- 24. strongly disagrees with what I am saying
- 25. questions the usefulness of an activity or a discussion
- 26. criticizes my style, design, or approach
- 27. questions my competency as the facilitator
- 28. calls me classist, racist, sexist, homophobic, etc.
- 29. criticizes or minimizes efforts related to equity, inclusion, and social justice
- 30. dismisses the conversation as “political correctness”
- 31. portrays themselves as the “victim” of “reverse discrimination”
- 32. proclaims that they are “a good one” without acknowledging their unearned privilege
- 33. continually points out what others do that is oppressive without acknowledging their own participation in the dynamics of oppression
- 34. shifts the conversation away from their privileged group and to their marginalized group
- 35. only engages in the conversation out of marginalized identities
- 36. “coaches” members of marginalized groups on how to act, think and feel
- 37. is colluding with their own oppression, “going along to get along”
- 38. defends members of privileged groups who are acting out of privilege or prejudice
- 39. publicly criticizes other members of their marginalized group(s)

B. For me, when

- 40. I make a mistake or error
- 41. I do or say something biased, offensive or oppressive
- 42. I do not know the answer to a question
- 43. I fear I not know how to effectively respond in a situation
- 44. I start to cry or lash out in anger
- 45. I believe the conversation is about to “get out of control”

C. When a colleague:

- 46. is triggered and experiencing deep emotions
- 47. mismanages an activity or makes an ineffective intervention
- 48. makes an offensive or stereotypic comment
- 49. changes the planned agenda without checking in with me
- 50. steps in as I am leading and takes over
- 51. tries to “correct,” coach, or criticize me in front of the group
- 52. is silent and “disappears” during a group discussion in which they are a member of the privileged group
- 53. is silent and “disappears” during a group discussion in which they are a member of the marginalized group
- 54. takes credit for my ideas or work

Additional common triggers for you:



How Much Do You Need Self-Care?

A checklist for change agents

Directions:

Use the following scale to rate each of the following statements.

- | 1 | 2 | 3 | 4 | 5 |
|--|---------------|------------------|--------------|----------------------|
| Never | Rarely | Sometimes | Often | Almost always |
| 1. I feel tired and stressed out all the time. | | | | |
| 2. I feel overwhelmed. | | | | |
| 3. I drop what I am doing to handle the next crisis that occurs. | | | | |
| 4. I keep pushing myself to tackle a seemingly never-ending to-do list. | | | | |
| 5. I have little time to be creative or innovative. | | | | |
| 6. I interrupt time spent with friends, family, and/or my partner to respond to work demands. | | | | |
| 7. I work late several nights during the week to try to catch-up. | | | | |
| 8. I work on the weekends and miss out on socializing with friends, family, and/or my partner. | | | | |
| 9. I do not get to participate in important family events due to work. | | | | |
| 10. I over-sleep and miss important events. | | | | |
| 11. I am more forgetful and confused. | | | | |
| 12. I make silly, avoidable mistakes. | | | | |
| 13. I miss deadlines and/or drop the ball on important tasks. | | | | |
| 14. I cut back on sleep to get more things done. | | | | |
| 15. I wake up in the middle of the night and obsess about all I have to do. | | | | |
| 16. I cancel and cut back on leisure and self-care activities to get things done. | | | | |
| 17. I experience stress-related physical symptoms (headaches, twitches, body aches, etc.) | | | | |
| 18. I get sick from over-working and not taking care of my health. | | | | |
| 19. I am irritable, judgmental, and more easily triggered. | | | | |

20. I over-react and can't moderate my emotions.
21. I resent other people who seem to live more balanced lives.
22. I use alcohol and/or drugs to relieve my stress.
23. I over-eat and/or eat foods that are not healthy for me to relieve my stress.
24. I am unhappy with my weight and body size/shape.
25. I gain unwanted weight.
26. I binge watch (tv, movies, Netflix) to relieve my stress.
27. I zone out on social media to relieve my stress.
28. I over-do other activities to relieve stress, such as: shopping, gambling, sex, working out, etc.
29. I feel weary and less motivated to create change.
30. I feel hopeless and helpless.
31. I feel apathetic and cynical.
32. I feel less joy, enthusiasm, and happiness in my life.
33. I do the bare minimum to get by.
34. I feel like I am just going through the motions.
35. I am not interested in socializing with friends.
36. People in my life are complaining about how tired and unavailable I am.
37. People in my life are complaining about my life choices.
38. The quality of my relationships with intimate partners, friends, family members, and/or work colleagues is negatively impacted by my over-working and life imbalance.

Inclusive Onboarding Practices that Increase Retention

1. Networking ~ Increase connections with colleagues in your region

- Form a consortium among regional organizations to partner in onboarding activities
- Create a list of regional professional associations and organizations that new employees may be interested in
- Host networking activities to welcome and connect new hires within the organization and with members of the community
- Host regular gatherings over the first 12-18 months for new employees to meet and network among themselves; invite key leaders to attend and network with new employees

2. Mentoring

- Develop a formal mentoring program for all new hires.
- Assign each new employee 2 mentors: one mentor within their department; another mentor from a related department
- Host a gathering 1-2 times/year for all new hires and their mentors

3. Transition to the team level

- Design team-building activities to fast-track the new hires entry into the department.
- Schedule 1-1 meetings with the executive leader of the division and other divisions.
- Schedule a meeting with the President/CEO.
- Schedule “meet and greet” meetings with key colleagues and partners.
- Develop a professional development plan for new hires to ensure they receive critical information about organizational culture, procedures, policies, unwritten rules, etc.

4. Create a formal process of “Transition Teams” to support the successful transition of new hires

- Create “Transition Teams” to provide support to new hires over the first 12-18 months of employment.
- Team members to include a cross section of employees from their area and related departments.
- Have the team members plan how they will individually and collectively support their new colleague.
- Hiring Manager meets with the Transition Team and to review their plan to support the new hire’s transition.

- Ensure that their office space is ready when they arrive; have the keys, parking pass, ID card, etc., readily available; make sure the computer, phone, etc., are in working order.
- Find out when they intend to arrive on their first day, and plan to have members of the department available to greet them and help them move in, if possible.
- Plan how to get them introduced to all the key department colleagues and other partners.

5. Supervisors conduct orientation and on-going transition meetings with all new employees to:

- Review the division/department/organizational inclusion and equity mission and goals
- State their expectations for infusing inclusion into daily work practices
- Identify current level of multicultural competence and plan professional development activities for the next 9-12 months

6. Supervisors meet regularly (weekly or bi-weekly) with new employees to explore:

- How the employee is adjusting and integrating into the department/division
- The employee's need for additional training, support and coaching
- Any conflicts, misunderstandings or barriers they are encountering
- Any needs for additional resources or information

7. Website resources

- Expand the organization's website to include a section for prospective candidates that includes the Mission, Vision, Values, and any statements about the organization's commitment to creating an inclusive environment, and hiring and retaining employees who demonstrate the multicultural competencies and skills to meet the needs of the increasingly diverse populations you serve.
- Include links to information about the region, including the housing market, local schools, religious/spiritual organizations, etc.
- Provide easy links to employment related information, including descriptions of benefits, key human resources policies, professional and career development opportunities, etc.

8. Create institutional structures that encourage and reward efforts to increase multicultural competencies

- Create the opportunity for employees to participate in a training program to become a “Diversity Practitioner.” Participants would develop deeper skills and competencies to track and recognize comments and practices that could undermine the organization’s commitment to diversity and inclusion, as well as practice effective ways to respond and intervene in situations to create greater inclusion and fairness.
- Require all major committees and task forces have at least one “Diversity Practitioner.”
- Schedule several programs each year that explore issues of integrating diversity and inclusion into daily practices, such as: panels of employees/supervisors discussing how they infuse issues of diversity and inclusion into their work; speakers and training sessions on the competencies to effectively serve various segments of the client population; roundtables of employees to share promising practices; staff retreats to increase skills/competencies and share best practices; etc.
- Require all staff to participate in a diversity and inclusion training sessions every 1-2 years.
- Infuse issues of equity and inclusion into all training and educational activities, particularly supervisor and management training.
- Add to the annual planning process: Planned strategies to increase the skills and competencies of current staff to serve the increasingly diverse client population; planned strategies to increase the pool of promising candidates for future job openings; planned strategies to increase the retention of current employees, especially those that demonstrate competencies and skills to serve the increasingly diverse client population.

9. Assess current practices and procedures

- Gather and analyze climate and organizational data on the past 5+ years
- Gather and diagnose data with an Inclusion Lens on most human resources activities, including: hiring pools; employee satisfaction; professional development opportunities; length of stay of new hires; performance ratings; etc.
- Identify and review/revise practices and procedures for reporting and resolving uninclusive or harassment situations.

Inclusion 101 Training Guide

BUILDING AN INCLUSIVE, RESPECTFUL CAMPUS COMMUNITY

Developed 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: between 5-10 minutes

Instructions:

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

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

Preparation: 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

Preparation: Move the group into a large standing circle

- Transition: As we continue to get to know each other, we know that each one of us is a unique individual, 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

Preparation:

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 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+ to 30 minutes)

Purpose:

- To summarize the key points of common Privileged and Marginalized Group Dynamics
- An opportunity for conceptual and reflective learners to make meaning of the experiential activity

Set-up:

1. Engaging lecture: reference the handout and PPT slide
2. Large group discussion, suggested prompts:
 - So, what do people who have a High Card/are in the Inside circle get just because of their privileged group identity? How do they get treated? What gets assumed about them? What privileges and types of access do they get?
 - And people with a low card/not in the Inner Circle, how do they get seen and treated, just because of their marginalized group membership? What do they miss out on? Have to work extra hard to get?
 - NOTE: As a summary, you can reference the handout/PPT slide as you transition to the next activity

7. Activity to Identify Multiple Privileged and Marginalized Group Memberships

Self-assessment Activity: Identifying Your Multiple Privileged and Marginalized Group Memberships

Purpose:

- Participants reflect on their group memberships on 20+ different categories of difference
- Reflect on the impact of their combined privileged and marginalized group memberships

Time needed: 30+ minutes

Directions:

- Explain how the worksheet lists 20+ categories of difference and then the privileged group(s) and the corresponding marginalized group(s) within a U.S. societal context
- Ask participants to individually think about their own group memberships in each of the listed categories, and
- For each category of difference, CIRCLE their group membership
- For some they may circle something on both sides, give an example: private high school AND 1st generation college student
- Invite them to write-in their specific group membership, if it is not listed
- And to add more categories of difference that impact how people get seen and treated on campus
- Then count up their # of groups in each column
- And notice their feelings, reactions, insights
- As people are finished reflecting, ask them to make some notes individually about the following questions:
 1. Which of your group memberships do you:
 - * Rarely think about? Why?
 - * Sometimes or often think about? Why?
 2. Reactions as you look at full balance among your multiple group memberships?
 3. Which 2-3 group memberships seem to impact how you get seen or treated ~ more positively or more disrespectfully?
- Move people into groups of 2-3 to share their reflections to the above prompts
- Large group debrief

8. Activity to begin to recognize common privileged and marginalized group dynamics

Gallery of Stories

Purpose:

- Participants read/hear examples of what people from marginalized groups have experienced on campus
- Broadens and deepens understanding of current privileged and marginalized group dynamics on campus
- Creates empathy, energy to create greater inclusion

Time needed: 40-60 minutes

Set-up:

- Materials needed: 2 pages of blank copy paper/participant; pens
- Distribute paper, pens as needed
- Give directions
- Give participants 5+ minutes to write their examples

Directions (post on chart/PPT slide):

Write about TWO actual situations or patterns of uninclusive and/or disrespectful treatment that marginalized group members experience on campus. Write one (1) example/piece of paper. May have happened to you, or you witnessed it, or heard the story about from a credible source:

- Recent situation or pattern of experience (within last 2-3 years)
- Occurred on campus or in the local community
- Anonymous/Generic: NO NAMES or key references
- You can share one or more of the following:
 - * What is/was the situation?
 - * By group membership ~ who were the main players and their central group memberships?
 - * How did you feel? Others feel?
 - * What was the impact of this situation on you? Others?
 - * 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 collects 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

Steps to Responding 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...

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...

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?

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?

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?

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?

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...

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?

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...

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

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...

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...

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. Focus the discussion on the PROCESS of the discussion

- I noticed that you mentioned we need to focus on issues of race and gender, and I wonder why you also didn't mention sexual orientation? Or gender identity or gender expression?
- The list of differences includes 6 areas...I'm curious why issues of ableness and religion aren't on the list...
- I'm noticing that the only time we talk about issues of sexism on campus is when I bring it up...
- It seems that whenever we start talking about issues of race, someone changes the topic back to age or gender....
- I've noticed that when we are discussing the work environment for classified employees, a number of folks look down, start reading a document, check their Blackberry...I'm curious what others have noticed?

4. 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 experience in the organization...

5. Give the "benefit of the doubt"

- I trust you didn't intend this, and I was impacted by your comment...

6. 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?

7. If you think someone is misrepresenting what you said

- I believe I said something different than you heard....What I said was...

8. Recognize comments and behaviors that help create greater inclusion before you give further feedback

- 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 similar comments

- 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....

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 other participants to get engaged in the dialogue

- Name your feelings or reaction and test to see where others are: I'm feeling uncomfortable with this conversation, is anyone else?
- 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?
- Ask others to take the "pulse" of the situation and reflect on the process: I'm curious what others are noticing about our group dynamics?

12. 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?

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...

Biased Comments or Behaviors: Tools for Engaging Others

Consider the following tools and prompts as you prepare to have a conversation with the person whose behavior you believe came out of some conscious or unconscious bias.

1. Get clear on your intention for speaking with the person

- What do you hope to accomplish?
- How can you engage the other person in a way that they leave feeling whole and respected?

2. Relate to the person who made the comment

- Think about times you have you said or done something similarly...
- Imagine how you might say or do something like this in the future...

3. Choose an appropriate time and place to engage the person about what you observed.

Sometimes it's helpful to talk with them privately. Other times it may be useful to discuss the issue in the moment in front of all of the people who heard the comment or observed the interaction.

4. Get clear on the "facts" of what you observed and tracked

- Think through the specific behaviors you tracked
- Mentally practice describing what you observed without any interpretations, conclusions or judgments.

5. Initiate a conversation with the person

- I'd like to talk with you about what I just observed. Is this a good time to talk for a few minutes? (If not) When might you have a moment?

6. Gather more data about the situation you observed

- I overheard you talking with that client/staff member. Can you give me some background on what was going on? OR Can you help me understand the context for what was occurring?

7. Check out what you tracked:

- Can you tell me again what you remember saying?
- I thought I heard you say....Is that accurate?

8. Assume “good intent” and that the person is unaware of the probable negative impact of their comments/actions, and then **describe the facts** of what you tracked

- You probably didn’t notice what the impact of that comment was when you said....
- We’re so busy these days, you probably didn’t realize the impact of what you did just then, when you...
- I don’t know if you’re aware of it, but when you said _____, I think/saw/observed the client have a clear reaction...I observed (describe the specifics of what you observed)
- I trust you didn’t intend for your behavior/comments/actions to have a negative impact, but I noticed...OR I felt...

9. Do not assume the person recognized what they had said or done

- My guess is you weren’t aware of how your tone was coming across to the client...OR what your nonverbal behaviors were saying to the client...
- My guess is you’re not aware that the phrase you used has a negative impact on others...
- I know you were making a joke, and my guess is you’re not aware how uncomfortable that comment can make others....

10. Ask the person what the unintended impact of their comments and actions might be

- How do you think the client felt?
- How might they have interpreted what you said/did?
- What message do you think that comment/action might send?
- How might they now feel about future interactions with us?

11. Acknowledge the probable impact of the comments/actions; **offer additional ones**, if applicable

- I agree that the unintended impact probably was...
- In addition to what you said about the probable impact, I also think that....
- I agree and I’ve had friends from this Outsider group who have told me that when they hear these comments they feel....because...
- When I hear you say that I think/feel....
- Many people would take that comment to mean....

12. Acknowledge the probable differential and disproportionate impact based on Insider and Outsider group memberships. (i.e. Heterosexuals and Gays/Lesbians/Bisexuals; Whites and People of Color; Married and Single; Older, Middle-aged, and Younger, etc.)

As you know a number of people may feel uncomfortable by this type of comment, and, it may have a different level of negative impact on people in Outsider groups given the pattern of treatment they experience in many aspects of society, and how often they have heard similar comments...experienced similar treatment...

13. Explore the person's intent behind their comment/action

- What were you wanting to accomplish with your comment? Action?
- What was going on for you when you said/did _____?
- What were you feeling when you said/did. _____?

14. Acknowledge the person's intent behind their comments and actions, **and begin to explore alternative ways** they could have responded

- I understand you were feeling _____. As you look back, what might have been a more effective way to respond in that situation?

15. Acknowledge the effective tactics they offer, and add any additional ones, if applicable

- I think your idea would have been one way to respond. Another thought for next time might be to _____...
- I like your idea, and recently when I was in a similar situation I _____...
- That's one possibility, and someone once suggested to me to ...

16. Explore the impact of your raising this issue with the person

- I appreciate your discussing this with me, and I'm curious how this conversation was for you?

17. Offer to be of support in the future

- I'm still picking up pointers and techniques as well. And if you ever want to talk situations like this through in the future, I'd be more than willing to offer my best thoughts.

Specific Tools for Engaging Comments

- Offer a differing viewpoint (gently), and then redirect the conversation back to the activity at hand.
- If you assess that the person's behavior has continued to cross a line, consult with your supervisor.

WHAT IF???

1. **The person doesn't agree they said what you heard...**

- a. You may decide to end the conversation and give them the benefit of the doubt
 - I must have misunderstood...
- b. 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, in this organization those types of comments...

2. **The person is defensive** and doesn't appear receptive to your comments

- a. **Relate in** and make a connection with the person
 - I can relate to thinking the same thing, and then someone gave me some feedback recently...
 - I remember saying something pretty similar not too long ago, and someone gave me a heads up about the unintended impact of my comments...I appreciated knowing because I don't want to offend others or make them uncomfortable...
- b. **Clarify your expectations of them**
 - In the future I'd appreciate if you would...OR I expect that you will...
 - I'll be very concerned if this happens again...

c. Clarify organizational expectations

- You may not agree with what I'm saying...and as you know, this organization is committed to creating an inclusive work environment for all staff and is committed to providing exceptional service to the wide diversity of current and potential students. Your comments/actions do not support our mission and goals. In the future I expect you to...

d. Check to see they understood your message

- I want to make sure you understand what I'm saying. Can you tell me what you're taking away from this conversation?
- Would you repeat back the essence of what I'm saying?

e. Invite them to ask any questions or give you any feedback

- Do you have any questions or comments related to what we're talking about?
- Do you have any feedback for me?
- If you ever have feedback for me, I'd appreciate hearing from you....

f. Re-establish the relationship

- I value your contribution to this team...
- We work well together, and I appreciate that...
- It's my hope we can put this behind us and keep working well together...OR It's my hope we can use this as a learning experience for us both and continue to have conversations about inclusion and diversity in the future

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.

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:
 - o an example of what has happened to you a lot in the past....
 - o what happens to you all the time...
 - o 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 Another

- 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....

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**

**Immigration
Status**

**Religion/Spirituality/
Ways of Knowing**

Age

Veteran/Military Status

Disability Status

(Learning; Sensory; Mental health or psychological; Mobility; Neurodiverse; Chronic illness; ADD/ADHD; TBI; Autism/Asperger's, etc.)

**Socio-Economic Class
(of origin; current)**

Size/Appearance

**Relationship/
Marital Status**

**Family Make-Up
(of origin, current; family
constellation; household
members)**

**Years of Experience
(in the field, organization)**

**Geographic
Region**

Sexual Orientation/Sexuality

**Housing
Status**

**Language Proficiency/
Use of English/
"Accents"**

**Criminal
Background**

**Gender Identity
(Cisgender, Transgender)**

Work Style
(extrovert or introvert, results
or process oriented, etc.)

**Sex Assigned at Birth
(male, female, intersex)**

**Ethnicity/
Culture**

**Nationality/
Citizenship**

**Food Availability/
Security**

**Revenue producing/
not revenue producing**

Athleticism

**Academic credit/
Non-credit**

**Teachers/Staff/
Administrators**
